

# GOOD Flipped Classroom CASE



22

Instructor  
**Dr Simon C.H. Chan**

Department  
**Department of Management and Marketing (MM)**

MM2021  
**Management and Organisation**

**Class size**

180+

**Students**

Year 1 students from the Scheme of Management and Marketing

## Details of **Flipped Classroom IMPLEMENTATION**

### Why did the instructor use the flipped classroom approach?

Simon adopted the flipped classroom approach for two main reasons. Firstly, this method is consistent with the objectives of both the university and the department – to progressively implement innovative pedagogical strategies. Secondly, the approach was closely aligned with both the nature of the course and Simon's personal teaching style. MM2021 is project-based and emphasises student interaction, participation and practical application. With extensive experience in flipped classroom teaching, Simon naturally

incorporated pre-class preparation, interactive classroom activities and timely feedback into the course.

As project leader and subject coordinator, Simon aimed to create an enjoyable and innovative learning environment that sparked students' interest. The flipped classroom enabled students to experience a new way of learning, deepen their understanding through timely feedback, and enhance their ability to apply skills in real-life situations.

### How was the flipped teaching approach implemented?

#### Preparation of materials

→ To support flipped classroom teaching, Simon curated a variety of resources, including classroom exercises, reading materials, videos, YouTube short clips, and newspapers, all of which were uploaded to Blackboard. These resources were designed to help students prepare for the in-class activities. Simon prepared detailed descriptions and clearly explained the content of the materials to the students, which helped them understand how to use the resources effectively and plan their learning.

#### Pre-class activity

→ Students were required to complete the assigned classroom exercises or case studies. Depending on the specific class, the focus of the pre-class materials might vary to align with different learning objectives and subject matter. A reminder about the pre-class activities was sent to students one week before the class. Simon required students to work in groups, familiarise themselves with the case scenario, prepare solutions in advance, and complete small tasks such as answering questions or completing checkpoints. These activities were designed to help students prepare for the in-class activities.

#### In-class activity

→ In class, Simon would first review the pre-class materials with the students, followed by organising a range of interactive activities such as group discussions and games. To encourage active participation, 15% of the assessment mark was allocated to classroom engagement, motivating students to express themselves and interact proactively.

These activities were usually based on the pre-class materials, requiring students to take part in group discussions and share their ideas. For example, in the organisational structure case, students would share their design of structure on the whiteboard and present their ideas to the whole class. Other students could raise questions directly or post comments via the Chat Box of the Blackboard system, fostering communication between groups. After each presentation, Simon would provide timely feedback to facilitate further discussion.

Throughout the process, Simon mainly acted as a facilitator, joining group discussions, offering suggestions, and providing feedback to help students better understand and apply what they had learnt. Through this classroom approach, students were able to develop their communication, collaboration, and problem-solving skills in practice.

#### Post-class activity

→ Students were encouraged to review the supplementary readings after the class to reinforce their understanding.

### What was the impact on student learning?

Simon conducted an online survey to evaluate the effectiveness of the flipped classroom in his subject, with 164 students participating. The results showed that over 65% of students agreed that the use of flipped learning improved their comprehension of the concepts studied in class, provided a better overall learning experience, and enabled them to gain a deeper understanding of the course material. Students generally agreed that the flipped classroom helped to improve their understanding of knowledge and their overall learning experience.

Further qualitative feedback on student learning performance was also collected. Students commonly reported that the flipped classroom approach stimulated their interest in learning, increased their classroom participation, and helped them to better understand and apply what they had learned.

### What are the good practices that can be learnt from this case?

#### Effective Course Design as a Catalyst for Student Self-Motivation

- Effective course design within the flipped classroom approach significantly enhanced students' self-motivation. Simon carefully selected resources such as reading materials, videos, and case studies and uploaded them to Blackboard with clear instructions, enabling students to engage in self-directed learning at their own pace and to take responsibility for their learning. Simon designed the pre-class activities to encourage students to work in groups to discuss solutions to cases, which fostered both collaboration and independent problem-solving. In class, Simon promoted active participation in class through interactive activities, with feedback provided to support further learning. After class, students were encouraged to review supplementary materials, reinforcing independent study. By providing guidance, varied resources, and opportunities for active engagement, effective course design empowered students to become more self-motivated and take greater ownership of their learning journey.

#### Enhancing Student Engagement through Positive Teacher-Student Relationships

- Low levels of student motivation and engagement may limit the effectiveness of a flipped classroom approach. To address this, Simon developed positive relationships with students by building trust and fostering interaction through regular classroom activities, extracurricular events, academic guidance, and both formal and informal departmental gatherings. His effective communication and attention to detail, such as remembering each student's name and showing genuine concern for their academic progress and well-being, provided students with greater support and encouragement throughout the learning process. These efforts not only stimulated students' interest in learning but also created an open, innovative, and enjoyable learning environment, ultimately enhancing their performance in the flipped classroom.

### What were the challenges encountered during the implementation and what solutions were used?

#### Limitations of Technological Tools and Challenges in Data Tracking

In large-class teaching, Simon found it challenging to effectively track and check students' pre-class preparation. While he could upload materials and set activities on Blackboard, it was difficult to monitor each student's learning data, especially when using third-party tools that were not integrated with the university's systems. Simon mainly relied on Blackboard download records or simple classroom activities, such as quizzes and surveys, to check students' preparation. In the future, he plans to use platforms that are compatible with the university's systems to better track student participation and learning data. He also wants to adapt his teaching methods according to class size and needs, aiming to manage and motivate students efficiently in a large-class setting.