

Erasmus+ IMPROPAL 2015-1-SE01-KA203-012315
TUCN Case Study Experiments in Flipped Learning

CASE STUDY EXPERIMENTS IN FLIPPED LEARNING [FL]

Our experience with Formative Assessment [FA] (see TUCN io6 3 Case Study Experiments) brought forth the importance of freeing classroom time for interactive activities with the students, whereby formative feedback [FF] can be provided (teacher to students, students to students and students to teacher). In order to free time for discussing the applied FA methods and techniques, such as Short Tests, Work-in-Progress Drafts, Case Study Presentations, etc., the proper teaching time must naturally be reduced. Also, in order to engage students to participate in the intensified lecture interactive moments, it is necessary to slightly reduce the content-delivery time. It became clear that this could be effectively done in conjunction with Flipped Learning.

Consequently, course material was provided to students before the lectures, usually one week beforehand, in the form of an Internet-accessible database hosted on the teacher's Gdrive, where all course-related material could be viewed and downloaded. The two disciplines in the frame of which this Flipped Learning method has been applied so far, during the academic year 2017-2018, are "Arts and Architecture", a 5th-year optional course attended by c.20 students and "Art History" (first semester), a 2nd year compulsory course, attended by c.100 students (second semester). The students could also check online, in the same database, the current status of their FA exercises and the Summative Assessment thereof, in the cases when their responses were successful. At the same time, the drive contains the optional Case Study Presentation themes proposed for the next week(s). FF was provided in class (see TUCN io6 3 Case Study Experiments).