

FACILITATING CLASS DISCUSSION WITH TECHNOLOGY

A Case Study in CUHK Business School

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Flipped Classroom

- **Flipped classroom** is an instructional strategy and a type of **blended learning** that reverses the traditional educational arrangement by
 - delivering instructional content, often online, outside of the classroom
 - moving activities, including those that may have traditionally been considered homework, into the classroom.



<http://www.nms.org/Blog/TabId/58/PostId/200/the-four-pillars-of-flipping-the-classroom.aspx>

Experiment in CUHK Business School

- Introductory macroeconomics for 1st year undergraduates
 - class size: 55
 - Diverse students' background: some may have prior knowledge on the subject, some may not
- Flipped on ONE single topic: aggregate supply and aggregate demand model
- Objective: to promote **active learning**, **peer learning**, and **engagement** in class

The Design of Strategy

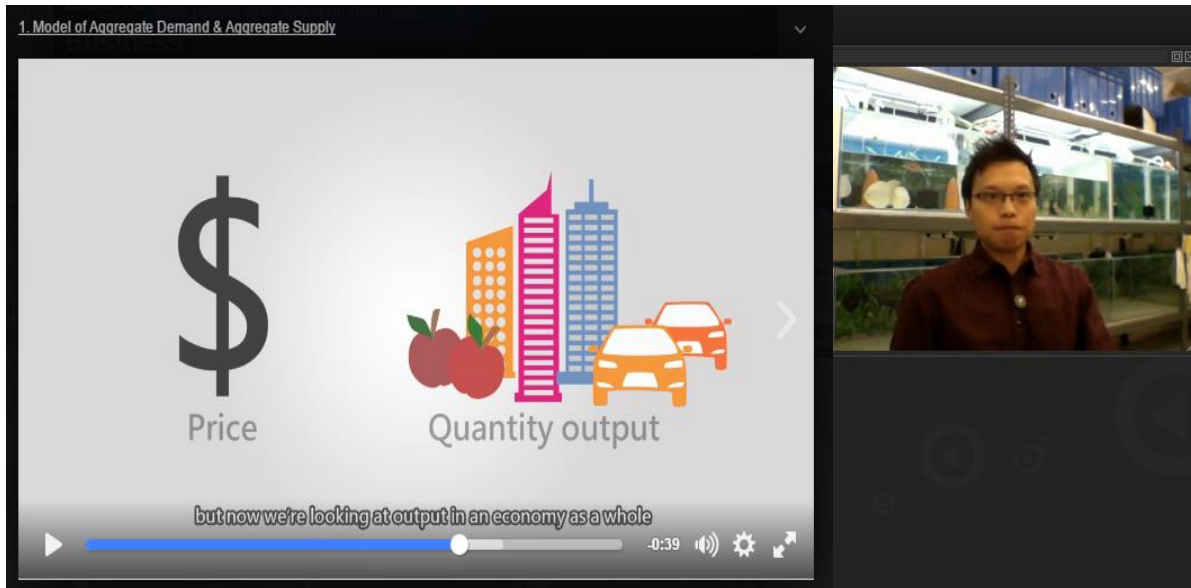
3 Stages:

- Pre-class
- In-class activity (a 3 hour lecture)
- Post-class

Pre-class

Online Videos (1 – 2 weeks before activity)

- Short video clips / lectures
- YouTube and other sources



Pre-class

Notes

- Relatively more detailed notes needed so that students can follow (esp. weaker students)

Textbook

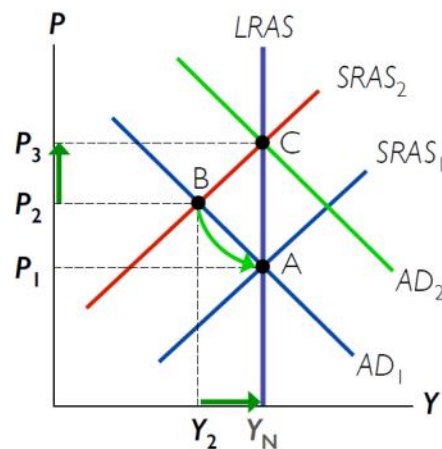
- Specify sections
- Highlight core concepts

ACCOMMODATING AN ADVERSE SHIFT IN SRAS

If policymakers do nothing,

4. Low employment causes wages to fall, SRAS shifts right, until LR eq'm at A.

Or, policymakers could use fiscal or monetary policy to increase AD and accommodate the AS shift: Y back to Y_N , but P permanently higher.



In-class

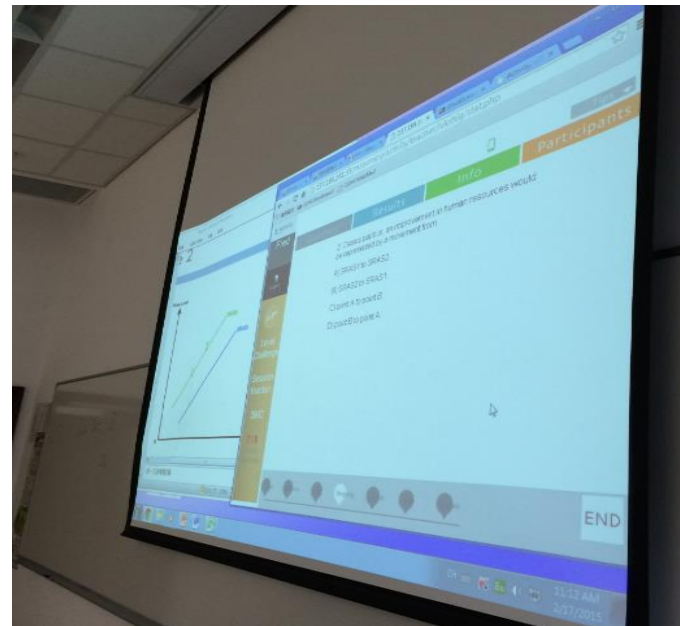
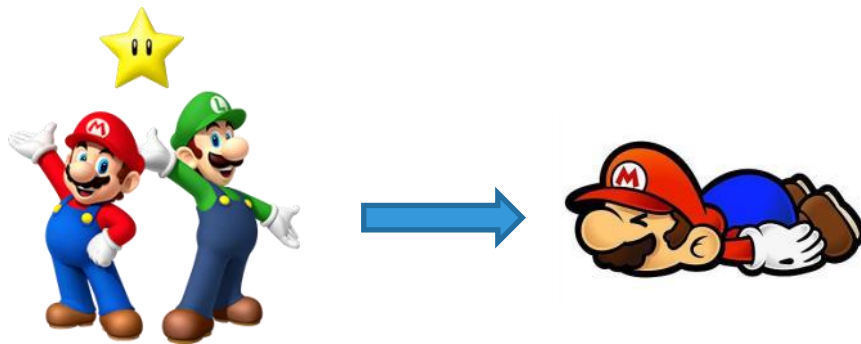
- Students are required to bring a **notebook / smart device** to connect to the internet
- Group based: 5-6 students per group
- Two parts:
 - **Instant Response Game**
 - **Case Study & Presentation**
- Students' performance contributes to their course grades

In-class – Instant Response Game

Instant Response Game

(30 mins)

- Using **uReply**
- **Game** feature:
 - 3 “lives” to enhance excitement




8



In-class – Instant Response Game

- 10 MC questions
- Straight-forward questions for warm up and quick review
- Explanation follows after question to ensure understanding

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Session number 5638

Question 1:
Which component of the aggregate demand is the most sensitive to a change in interest rate?

A. Consumption
B. Investment
C. Govt. Purchases
D. Net Exports

You have submitted: **None**

1/A 2/B 3/C

[1115250387](#) (David) Quit



In-class

Case Study & Presentation

(2 hours)

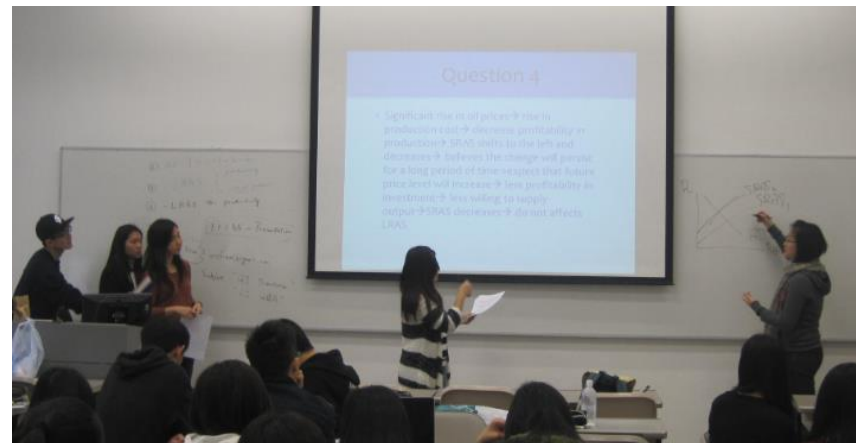
- Each group is given a short case study with discussion questions
- Teacher walks around to provide guidance and facilitate discussion



In-class

Case Study & Presentation

- **Discussion** (45 mins)
 - Groups work on the questions and prepare for presentation
- **Presentation** (10 mins)
 - Q&A



Post-class

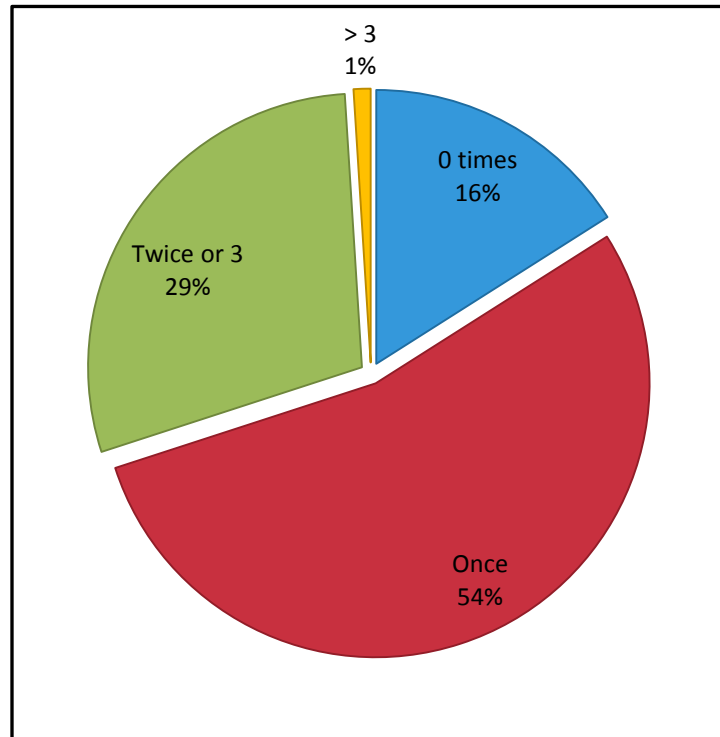
- Groups are required to **consolidate** their work after the presentation and discussion, and then send their work (ppt / doc) for assessment
- A **quick review session** (e.g. tutorial) on important / complicated concepts to enhance understanding of weaker students

Evaluation Strategy

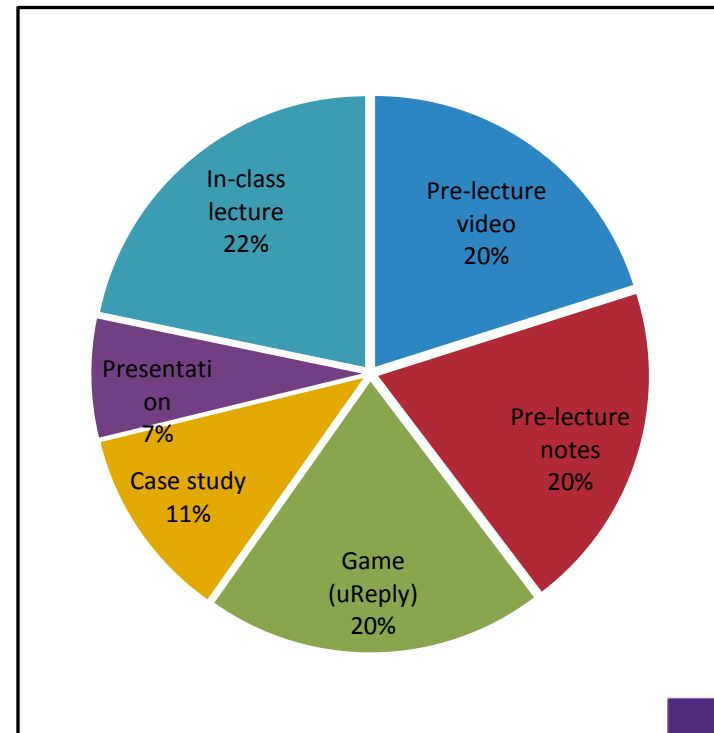
- Assisted by Centre for Learning Enhancement and Research (CLEAR), CUHK
- Survey
 - Written and in-class to ensure response rate
 - Anonymous
- Focus group interviews
 - 1 – 2 weeks after the flipped class

Quick Highlights of Results

Number of times watching the video



Benefits most from...



Quick Highlights of Results

Scale:

5: Strongly agree

3: Neutral

1: Strongly disagree

#	Question	Mean
12	The game (uReply) makes this course more interesting .	3.58
13	Case analysis makes me involve more in this course	3.21
14	Presentation makes me involve more in this course.	3.12

Quick Highlights of Results

- Most like: *Instant Response Game*
- Most dislike: *Case Study & Presentation*
 - Too harsh given the time constraint
- Overall comments:
 - I REALLY LOVE THIS KIND OF CLASS ACTIVITIES
 - More class activities are welcome! :)
 - Quite a new and good try. Thx.
 - The discussion enables me to understand the issue from other ppl's perspectives
 - The consolidation assignment is a good reflection of the activity.
 - Cancel class activity, and switch back to traditional teaching.

Online Platform (under construction)

- <http://adas.camplus.hk>
- Designed to support flipped strategy
 - Pre-class – videos & exercise
 - In-class – discussion questions / teaching cases
 - Post-class – exercise / discussion questions
- <https://www.facebook.com/flippedecon/videos>



THANK YOU~!

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