



Scenario 4: Flipped classroom with two groups

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This scenario, flipped classroom with two groups, is appropriate for courses with large groups and a high degree of interaction.

- The class consists of several specific sequences:
 1. Course contents are made available in advance for students to work through on their own (video, audio, images, text, learning module, etc.)
 2. Interactive meeting with the in-person group in the physical classroom
 3. Interactive meeting with the remote group via videoconference
- The instructor's input is usually provided several days or weeks in advance, in contrast to the standard practice of presenting it at the beginning of each session.
- Instructors record or provide in advance the content of their lectures, their explanations, as well as other teaching materials by using the corresponding functionalities on Panopto, SWITCHtube or ADAM. Possible formats include recorded lectures, images, videos, audio files, scientific literature, etc. The students then work through the course contents on their own.
- The interactive meetings in the physical or virtual (Zoom) classroom are used for discussions, clarifications, practical exercises, and to expand on the teaching materials already provided.
- Advantages: for the instructor, this scenario avoids the intensive work and stress associated with interactive hybrid settings (see above). The instructor's input is prepared in advance (and can also be accessed later or even reused for future courses).
- Disadvantages: preparing the teaching materials in advance can result in a huge amount of work. Depending on the setting, there may be a lack of interaction and exchange in the group as a whole, since only half of the participants are present in each discussion.

Recommendations:

- Keep it simple. The course contents you prepare should be in line with the scope and quality of the seminar/lecture input, but absolute perfection is not expected!
- Explain the concept and advantages of the flipped classroom model to students. This teaching format only works if students take seriously the work they must do to prepare for the interactive meetings. This ensures that the in-person sessions are not used mainly to go over the course contents again.
- Interactive meetings should not be too long in order to keep the workload manageable for lecturers as well as students: seminar length minus preparation time for students, divided by two. For example, for a 1.5 hour-long seminar, a 10-minute

introduction video and some reading, a half hour of discussion remains each for in-person participants and via Zoom, possibly followed by students' self-organized (group) activities.

Possible difficulties:

- More work may be required to prepare course contents in advance.
- Dealing with students who participate in interactive meetings without having prepared for them.
- Extra work for organizing the two different interactive meetings: once for the physical and once for the virtual classroom. The total workload should be reduced by making group conferences shorter, among other things.

Further information:

- Instructions on online courses: <https://tales.nmc.unibas.ch/en/online-lehrveranstaltungen-17/> (in particular, sections 2 and 3)
- Blended Learning Guide: <https://tales.nmc.unibas.ch/en/blended-learning-guide-24/> (section 4.6)
- Panopto - instructions for installation and use: <https://tales.nmc.unibas.ch/en/panopto-anleitung-zur-installation-und-verwendung-21/>