Hong Kong Baptist University
General Education Office

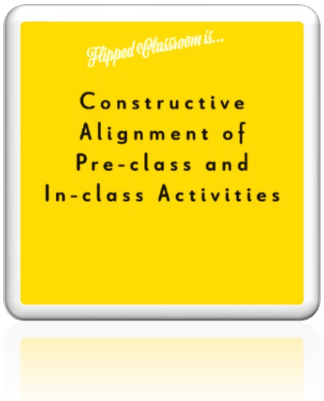
A Guide to Flipping the General Education Classroom

(1) The Flipped Classroom Model

- The flipped classroom model transforms traditional learning by reversing the typical lecture-homework structure. The table below details the teaching and learning activities involved in each phase of this model (Erkollar & Oberer, 2016):

Phase	*Teaching and Learning Activities*
Pre-Class	Engaging with foundational concepts through curated resources (videos, readings, research). Activities include watching videos, completing readings, annotation, concept mapping, and formulating questions.
In-Class	Participating in interactive sessions like workshops, seminars, tutorials, or targeted discussions. Students ask questions, collaborate on hands-on activities, apply knowledge, and engage in deeper learning.
After-Class	Further reflection, extended research, preparing for the next flipped session, online discussions, formative assessments, and feedback mechanisms to solidify learning.

(2) Objectives of the Flipped Classroom



- The core value of the flipped classroom goes beyond simply assigning pre-class videos and readings. Its effectiveness depends on the constructive alignment of pre-class and in-class activities, facilitated by the course instructor. This can be achieved by designing in-class activities that require students to apply the knowledge gained from pre-class learning.

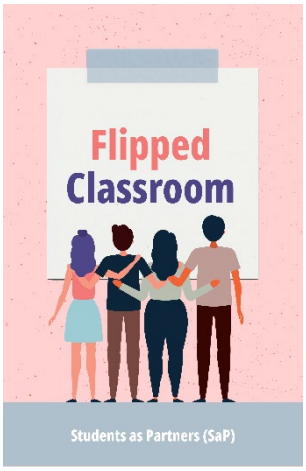
- The flipped classroom model aims to deepen understanding and cultivate higher-order thinking skills through collaborative and interactive learning.

- By replacing passive lectures with interactive sessions focused on problem-solving, discussions, and hands-on application, this model maximises in-class time for personalised feedback and meaningful engagement, creating a more student-centered learning environment (McNally et al., 2017; Ozdamli & Asiksoy, 2016).

(3) The Role of the Course Instructor

- The course instructor's role shifts from lecturer to facilitator, empowering students to take ownership of their learning. (McNally et al., 2017; Ozdamli & Asiksoy, 2016).

- The course instructor may adopt a Students as Partners (SaP) approach, collaborating with students in the design, implementation, and ongoing refinement of the flipped classroom.



(4) The FLIP Approach

- The acronym FLIP highlights key aspects of this approach (Flipped Learning Network, 2014):

F

- Flexible Environment: Learning becomes more flexible, allowing students to access content at their own pace and in their preferred learning environment. Class time is then repurposed for interactive engagement.

L

- Learning Culture: The flipped classroom fosters a student-centred learning environment. Students take ownership of their learning, while the course instructor acts as a facilitator.

I

- Intentional Content: The pre- and in-class activities are intentionally designed to build foundational knowledge and promote deeper conceptual understanding and application.

P

- Professional Educator: The course instructor plays a crucial role in observing student progress, providing feedback, and adapting instruction based on student needs during in-class activities.

(5) Key Elements of a Successful Flipped Classroom (McNally et al., 2017; Ozdamli & Asiksoy, 2016):

(a) Pre-Class Content Exposure: Providing students with access to high-quality online resources such as short video clips, readings, virtual simulations, and interactive exercises before class can significantly enhance learning effectiveness (Lu et al., 2023). In a GenAI-facilitated flipped classroom, course instructors can further improve this model by offering guiding questions, structured course outlines, curated resource lists, and feedback loops—such as quizzes and assignment comments—to help students plan, monitor, and adjust their learning strategies.

(b) Incentivise Preparation and Assess Understanding: Implement graded pre-class formative assessments to encourage engagement with the materials, and gauge students' comprehension and identify areas needing clarification. These pre-class activities could include knowledge check quizzes or assignments followed by a reading or video clip, contributing to a proportion of the final course grade.

(c) In-Class Active Learning: Design activities that promote higher-level cognitive skills, such as peer learning, problem-solving, and discussions. Examples include case study analysis, group discussions, and hands-on experiences.

(d) Set Clear Expectations: Starting with the first class, explain the rationale behind the flipped classroom approach. Emphasise the focus on active learning and the shift of responsibility for learning to the students.

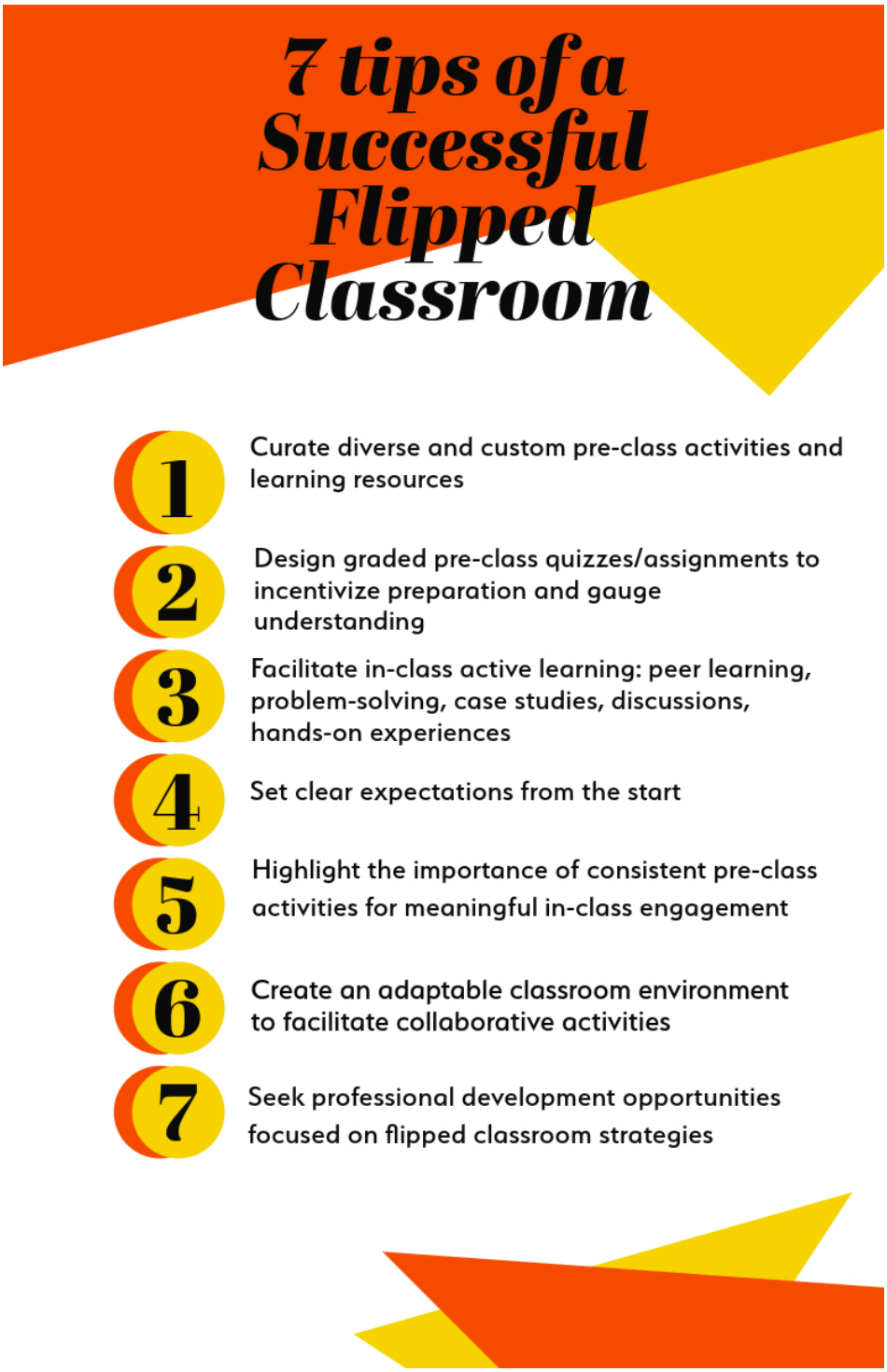
(e) Train Students for Active Learning: Course instructors should emphasise the importance and consistency of pre-class and in-class activities. Highlight how pre-class preparation, such as reviewing assigned materials or completing preliminary tasks, sets the foundation for meaningful in-class discussions and collaborative exercises. To motivate students to engage in pre-class activities, the course instructor could structure in-class activities around small group discussions led by students (Alshiha & Al-Abdullatif, 2024), based on the assigned pre-class assignments. This collaborative approach reinforces the value of preparation, as active participation in these discussions depends on having completed the necessary pre-class activities.

(f) Classroom Environment: A well-designed classroom setting can facilitate the flipped classroom model by incorporating flexible chairs and desks, allowing students to easily move around and engage in collaborative activities that enhance their learning experience.

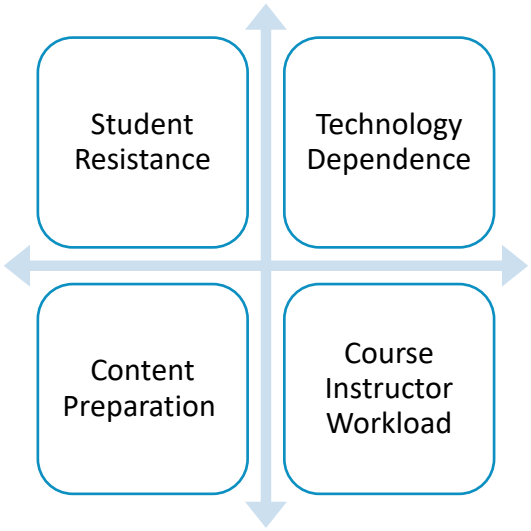
(g) Leveraging Video Resources: While existing online resources (e.g., Kanopy, YouTube, LinkedIn Learning) can be useful, creating customised videos tailored to

course content often aligns better with learning objectives and offers a personalised learning experience.

(h) Educator Advancement: Participate in professional development workshops focused on the effective design and implementation of flipped classroom strategies. Course instructors interested in adopting the flipped classroom model in your GE courses are encouraged to contact the GE Office for further information and support.



(6) Challenges of Flipped Classroom (Ozdamli, F., & Asiksoy, G., 2016):



(a) Student Resistance: Some students may initially resist the flipped format, arriving unprepared for in-class activities. In some instances, students may misinterpret the approach, perceiving it as a reduction in course instructor effort. It is crucial to clearly communicate the rationale behind adopting the flipped classroom model, emphasising its immediate benefits not only for assessment outcomes but also for developing skills such as problem-solving and critical thinking, and knowledge relevant to their future needs.

(b) Content Preparation: Flipped content requires careful design to effectively prepare students for in-class activities. It should be engaging, concise, and aligned with learning objectives.

(c) Technology Dependence: Addressing potential technology barriers is crucial for ensuring equitable access for all students. Course instructors should assess students' technological needs in the first class to identify any challenges and facilitate a smooth learning experience. Offering downloadable materials such as PDFs of readings, lecture notes, and video transcripts, to accommodate students with limited internet access. Additionally, using a variety of online and offline communication channels (e.g., email, learning management systems, discussion boards, and consultations) ensures that students remain engaged and informed, regardless of technological constraints.

(d) Course Instructor Workload: Initially, flipping a classroom can increase course instructor workload. However, with effective planning and resource management, this can be mitigated over time.

(7) Flipped Classroom Format for General Education Courses:

Course Duration	Total Units	Pre-Class Activities	In-Class Activities
3-hour class	3	1 hour	2 hours
3-hour class	3	1.5 hours	1.5 hours
2-hour class	2	1 hour	1 hour

(a) When applying the flipped classroom model to General Education courses, a traditional 3-hour class worth 3 units can be restructured into:

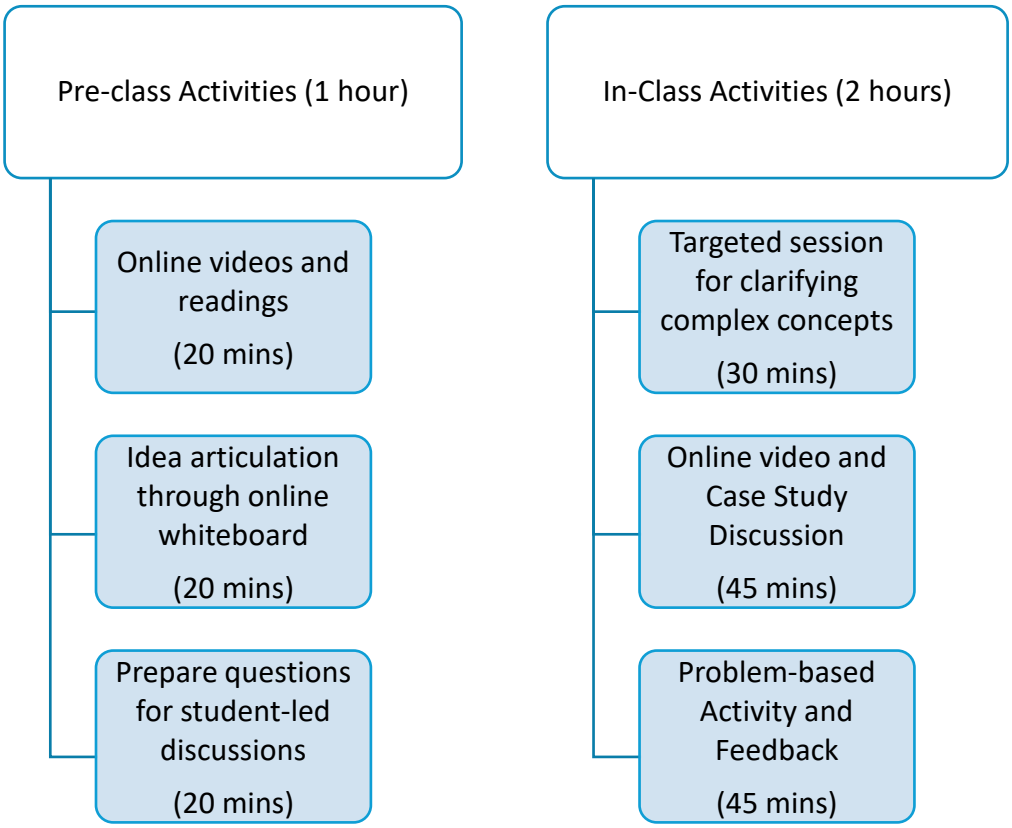
- 1 hour of pre-class activities and 2 hours of face-to-face in-class activities; or
- 1.5 hours of pre-class activities and 1.5 hours of face-to-face in-class activities.

(b) For a 2-hour class worth 2 units, the flipped classroom setup can be adjusted to include:

- 1 hour of pre-class activities; and
- 1 hour of face-to-face in-class activities.

(8) Example of Flipped Classroom Format for General Education Courses:

This example demonstrates how a 3-hour, 3-credit lecture can be intentionally designed, aligning pre-class and in-class activities to foster deeper understanding of applying social marketing principles to address social issues.



(a) Pre-class Activities (1 hours):

Activity	*Description*
Online Video and Reading	Students will start by reading the article "Social marketing can help achieve sustainable behaviour change" to gain foundational knowledge for the class discussion.
Online Whiteboard Brainstorm	Using online whiteboards, students will brainstorm, and articulate key terms associated with social marketing, fostering collaborative exploration of the topic.
Discussion Preparation	Students will conduct research on the concept of social marketing and formulate insightful questions to contribute to class discussions, enhancing their understanding.

(b) In-class Activities (2 hours):

Activity	*Description*
Conceptual Clarification	The course instructor will begin with a targeted session to clarify the core concepts of social marketing. This will ensure students have a solid understanding of the subject matter, addressing any areas of confusion and laying the groundwork for more advanced discussions.
Article Discussion	The course instructor will facilitate an in-depth discussion of the article, guiding students through the analysis of its key points, practical applications and potential impact.
Problem-based Activity	Students will tackle a real-world problem: "What strategies can be implemented to effectively encourage blood donation, ensuring a stable blood supply?" This activity will challenge them to apply their knowledge of social marketing concepts to propose innovative solutions. The activity will conclude with feedback from peers and course instructors, providing insights to refine their ideas.

Please note that the time allocated to each task will vary depending on the topic and learning objectives. As the semester progresses and students become more familiar to the flipped classroom format and diligent in their pre-class preparation, less in-class time will be needed to clarify fundamental concepts. This shift allows for more in-depth exploration of the subject matter.

Course instructors preparing flipped classroom materials should be aware that each course unit corresponds to 45 notional learning hours (e.g., 2 units = 90 hours; 3 units = 135 hours). These hours encompass all learning modes, including lectures, self-study, learning and assessments,

to achieve the intended learning outcomes of the course (https://handbook.ar.hkbu.edu.hk/2024-2025/courses).

(9) Examples of Pre-Class Activities (Silverajah et al., 2021):

- Reading and watching videos from open educational resources or instructor-created materials
- Participating in discussion forums
- Completing polls and surveys
- Conducting preliminary research and analysis on the assigned topic
- Writing summaries
- Taking quizzes

(10) Examples of In-Class Activities (Silverajah et al., 2021):

- Analysing case studies and discussing them
- Engaging in problem-based learning activities
- Participating in group discussions and debates
- Completing reflective exercises
- Engaging in writing activities
- Participating in hands-on experiences (e.g., lab work, practical exercises, clinical work)

(11) Measuring Effectiveness:

(a) Flipped classroom effectiveness can be assessed through both formative and summative assessments:

Assessment Type	***Description***
Formative	Ongoing formative assessments, such as quizzes, case studies, role-playing, and discussion forums, can gauge students' understanding of pre-class materials. These provide immediate feedback to both course instructors and students, allowing for adjustments to teaching strategies. Students' grades can be considered as evidence of students' improvement.
Summative	Summative assessments, like final projects or presentations, evaluate the overall learning outcomes and the effectiveness of the flipped classroom model. These measure how much and how well students have learned throughout the course.

(b) Effectiveness can also be gauged through indirect outcomes, encompassing student course experiences, learning behaviours, engagement, and the development of higher-order thinking skills such as creativity, problem-solving, and critical thinking. Several methods can be employed:

Method	***Description***
Learning Analytics	Platforms like Moodle and Leganto track student engagement with assigned readings and resources.
Classroom Observation	Direct observation of in-class activities, participation, and attendance provides insights into student engagement levels.
Mid-term Feedback	Mid-term focus groups or individual interviews gather valuable feedback on student learning experiences.
Student Self-Reflection	Encourage reflective practice by prompting students to evaluate their own learning process within the flipped classroom model and provide feedback.
Student Attitude Surveys	Surveys gauge student attitudes towards both pre-class and in-class activities, providing insights into their overall learning experience.

(c) Here is an example of the student attitude survey:

Student attitudes towards pre- and in-class activities measures
(Adapted from McNally et al., 2017; **1** = ***strongly disagree***; **5** = ***strongly agree***)

Pre-class activities in this course (e.g., readings, lecture videos, quizzes, worksheets):	**The in-class session helped me:**
• Were helpful to my learning • Motivated me to learn more • Enabled me to learn at my own pace • Prepared me for in-class activities	• Clarify what I had learned in pre-class activities • Apply what I had learned in pre-class activities • Develop problem-solving skills • Improve my group work skills • Develop better learning and study skills • Improve my communication skills

(12) References:

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