

Project Title : Effective Implementation of the Flipped Classroom Approach in Hong Kong Higher Education for Enhanced Learning Outcomes

Leading University : The Chinese University of Hong Kong

Participating UGC-funded University(ies) : City University of Hong Kong, Hong Kong Baptist University, The Education University of Hong Kong, The Hong Kong Polytechnic University

Project Leader(s) : Professor Paul LAM Lai-chuen, Associate Professor, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Summary of Proposal

The project provides essential support to teachers at a number of universities in Hong Kong who would like to adopt the more innovative teaching and learning approaches such as blended learning and flipped classroom that involve clever use of multi-media learning resources as well as re-defining activities in the class time in order to achieve higher learning outcomes.

Early adopters of the new methods need support as early as the planning stage and then in the implementation stage as well as the evaluation stage. In a project headed by the project leader of the present proposal, around 12 teachers from various disciplines have used the flipped classroom method with mixed results (<http://flipped.mcuhk.com/>). We agree with Brame that effective flipped classroom requires attention to each of the following steps while new skills and resources should be developed:

1. Exposure: providing the resources to students for first exposure of the knowledge before the lesson
2. Incentive: providing incentive for students to prepare for class
3. Assess: providing a mechanism to assess students' understanding
4. Activities: administering in-class activities that focus on higher level cognitive Activities

The experience has also made us realize that a conglomerate of expertise is needed in order to better support the whole venture – something that should take advantage of this golden opportunity of cross-university collaborations. Apart from nurturing and supporting at least five flipped classroom courses in each university, other key deliverables will include:

1. Exposure (CityU): learning-materials-making archive, quality assurance checklist, formative evaluation consultation panel, and workshops on building resources.
2. Incentive (HKBU): “why flipped classroom” archive for students, cross-university subject-based competitions, workshops on flipped classroom rationale.
3. Assess (CUHK): flipped classroom assessment archive, development/recommendation of digital tools, and workshops on assessments.
4. Activities (PolyU): classroom activity archive, and workshops on new classroom activities.
5. Evaluation (EdUHK): flipped classroom evaluation archive, workshops on flipped classroom evaluation, and analyses of data.
6. Overall management (CUHK): invited talks, project portal website, community-of-practice online forum, workshops, project evaluation and reporting, cross-university events (e.g. <https://www.cuhk.edu.hk/clear/new/1516-s1-03.htm>), and team-building meetings.

Summary of Final Report

The project aims to 1) provide essential support to teachers at a number of universities in Hong Kong who would like to adopt innovative teaching and learning approaches such as blended learning and flipped classroom, 2) motivate teachers to adopt flipped teaching, and 3) conduct research on flipped classroom implementation in Hong Kong higher education.

To achieve these goals, the project carried out following activities and made substantial impact on the enhancement of teaching and learning:

- Renowned local and overseas educators were invited to deliver numerous workshops and talks to promote good flipped classroom practices to teachers. During the pandemic, online workshops were organized to inspire and support teachers to apply online tools in virtual flipped classroom to enhance student engagement and interaction.
- Flipped classroom strategy archives, consisting of guidelines and instructional videos, were developed on the project website to enable teachers to self-learn how to implement flipped teaching effectively. Workshop plans with specific learning objectives and suggested group activities were also created for teaching support centres to organize professional development workshops on flipped classroom strategies.
- Consultation sessions were provided by each university team to support their teachers in designing, implementing, and evaluating flipped classroom strategies. Technical support in the classroom was also provided. More than 30 courses and 40 teachers were benefited from the services.
- Community of Practice (CoP) meetings were organized to facilitate inter-university collaborations among teachers who were interested in adopting the flipped classroom. Renowned scholars were invited to facilitate one of the meetings and provide advice on research direction and structure for the collaboration. The CoP members contributed their abstracts for publishing a journal's special issue on flipped teaching. Eventually, 11 abstracts were collected, and we submitted a proposal of the special issue for a publisher's consideration.
- Research was conducted in the courses that received our services to evaluate the effectiveness of flipped teaching. Together with two papers written by the project team, three papers collected from overseas educators and the full papers submitted by the CoP members, a total of ten papers are included in a Special Issue devoted to "Another Look at the Flipped Classroom as a Pathway to Learner Engagement: International Perspectives", Journal on Excellence in College Teaching, Miami University.
- The project team actively engaged in sharing and promoting flipped teaching and learning experience to the educational community and institutions both locally and overseas.