

Flipped Classroom

at MEF University



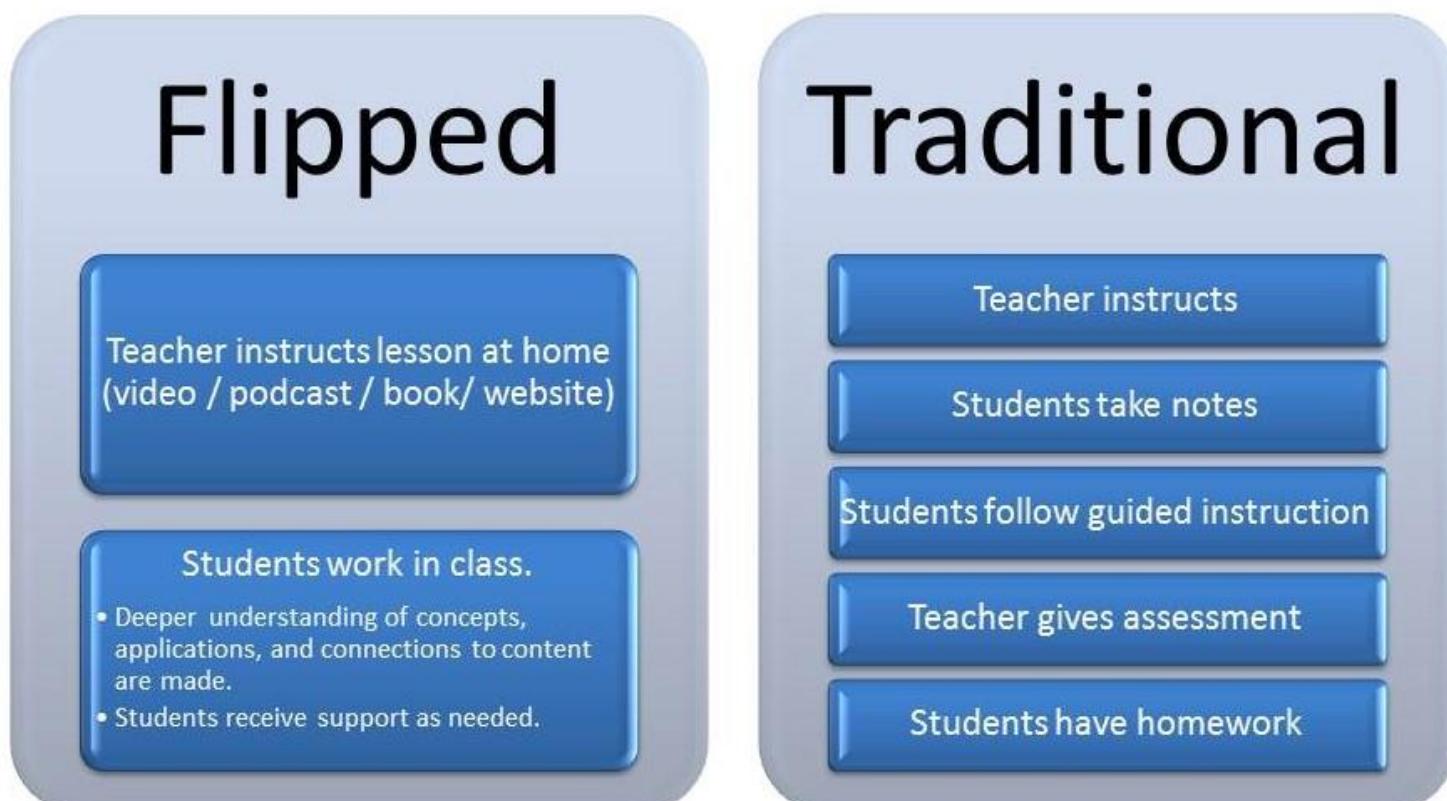
What is our FLIPPED CLASSROOM?

Our flipped classroom constitutes a reversal of traditional teaching where students gain first exposure to new material outside of class via pre-class videos and reading, and then class time is used to do the deeper work of assimilating that knowledge through some strategies such as problem-solving, discussion or debates.

Which material, media and resources do we use?

- Pre-class videos
- Podcasts
- Books/Journals
- Websites
- Smart TV
- Beamer
- Blackboard
- Announcements
- Assignments
- Discussion Board
- Evaluation System

What makes our FLIPPED CLASSROOM different from the traditional way of teaching?



Course example: Introduction to Public Law

Lesson: Nation & Nation-state

I. Student work out of class

Step 1: Watching the introduction video on the Blackboard System and making notes

Content: *Elements of a nation, nation-building, nation-state*

Step 2: Reading the attached text about nation-building

Source: *Zürcher, Erik J.: The Young Turk Legacy and Nation Building*

Step 3: Preparing the home assignment:

What were the specific features of nation-building in the Turkish Republic in the 1920s?

Step 4: Using the in-course communication tools on the Blackboard System (messages, discussion board) to ask questions and exchange opinions with classmates



II. Student work in class

Step 1: Question time (about lesson's topic)

Step 2: Presenting the findings of the pre-class assignment about the specific features of nation-building in the Turkish Republic

Step 3: Working in different groups on the following in-class assignment:
How could stateless nations like Kurds and Palestinians become an internationally recognized nation-state? Which steps need to be taken? Which are the specific problems for each of these stateless nations on their way to a nation-state?

Step 4: Presenting the results of the group work (discussing and comparing the findings of each group)



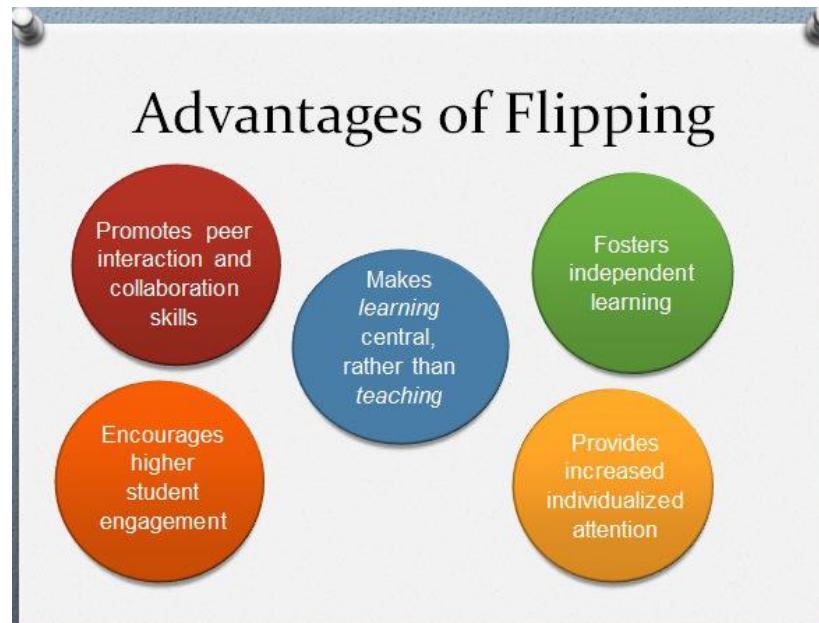
III. Student work out of class

Step 1: Checking the understanding of the in-class work

Step 2: Deepening the understanding of the lesson's content by additional reading



Flipped Classroom Benefits



Demands on the instructor:

- ▶ sufficient time to prepare each lesson
- ▶ visualizing and not only explaining the lesson's content in the pre-class videos
- ▶ online availability for certain times before the class
- ▶ following up the students' online activities

Demands on the students:

- ▶ preparing for the lesson on their own responsibility by watching the pre-class video, making notes, and preparing their pre-class assignments
- ▶ being active in class
- ▶ being open for a new style of learning

Lessons from the practice:

- preparing a flipped classroom lesson takes much more time than preparing a traditional lesson
- when students do not sufficiently prepare for the lesson, the fundamental knowledge for the in-class activities is missing
- students' in-class performance should be part of the grading