



Strengthening Teaching Competences
in Higher Education
in Natural and Mathematical Sciences



Co-funded by the
Erasmus+ Programme
of the European Union



Blended learning

with special reference to the Flipped classroom

TRAINING OUTLINE

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Training Info

Title:	Blended learning with special reference to the Flipped classroom
Intended audience:	University teaching staff
Goal:	Educating teachers for improving student engagement through successful application of blended learning practices.
Duration:	6 weeks



Training Description

We will present:

- activities which effectively integrate distance and in-person learning, “traditional” and technological resources,
- strategies for “blending” university courses, with special accent on “flipping” strategy.

At the end of the course, participants will take away **their own lesson plans enriched with blended learning strategies**, which will positively affect their work experience and professional effectiveness.



Tentative schedule

Theme 1: Blended Learning: Connecting Remote and Face-to-Face Teaching

Week 1

- **Pre-class activity:**
 - Survey on current state of ICT usage in courses conducted by participants
- **In-class lecture:**
 - What can we blend in education? Defining Blended Learning
 - Key elements of blended learning (live events, self-paced learning, cooperation, grading/assessment, performance support materials)
 - Blended learning design
- **Post-class activity:**
 - Readings: Digital technologies for online teaching

Tentative schedule

Theme 1: Blended Learning: Connecting Remote and Face-to-Face Teaching

Week 2

- **Pre-class activity:**
 - Survey: Digital technologies skills of participants

- **In-class discussion:**
 - Analysis of surveys results
 - “Blending” university courses:
 - Low-impact blended learning approach - adding activities
 - Medium-impact blended learning approach – replacing activities
 - High-impact blended learning approach – starting from scratch
 - “Blending” university courses: Personal experiences, challenges, opportunities

- **Post-class activity:**
 - Assignment 1: Creating a plan for medium-impact blending of one course unit/theme



Tentative schedule

Theme 1: Blended Learning: Connecting Remote and Face-to-Face Teaching

Week 3

- **Pre-class activity:**
 - Peer-reviewing of assignment 1
- **In-class discussion:**
 - Discussing plans delivered by participants
- **Post-class activity:**
 - Flipped classroom video material
 - Quiz



Tentative schedule

Theme 2: Flipped classroom

Week 4

- **Pre-class activity:**
 - Reading: [Online Learning Environments](#), [Managing a Virtual Classroom](#), [Visual Tools and Videos](#)
- **In-class lecture:**
 - Understanding what the Flipped Classroom is and looking at some Flipped Classrooms in detail;
 - Designing Flipped Activities
 - Creating material, Group work, Lesson plans, Assessment
- **Post-class activity:**
 - [Assignment 2: Creating a plan for flipping of one course unit/theme](#)



Tentative schedule

Theme 2: Flipped classroom

Week 5

- **Pre-class activity:**
 - [Peer-reviewing of assignment 2](#)

- **In-class discussion:**
 - Discussion on flipping plans delivered by participants
 - Brainstorming on flipped classroom concepts and concrete examples
 - Flipping the classroom: challenges, opportunities

- **Post-class activity:**
 - [Assignment 3: “Blending” plan for whole university course](#)



Tentative schedule

Theme 3: “Blending” university courses

Week 6

- **Pre-class activity:**
 - Peer-reviewing of assignment 3

- **In-class discussion:**
 - Discussion on assignment 3
 - Brainstorming on possibilities and opportunities for cross-curricular, wide implementation of Blended Classroom learning in participant’s institutions.



Learning outcomes

The training will help the participants to:

- identify the differences between teaching online and teaching in a face-to-face environment,
- identify major benefits and challenges of teaching online,
- understand the idea behind blended/flipped classroom,
- understand the components of a blended/Flipped Classroom and how to successfully implement it in class, make informed decisions when choosing new tools and pedagogies for blended learning,
- acquire a practical understanding of how blended learning can help students develop competences such as autonomy, problem-solving, critical thinking, as well as a sense of self-efficacy.



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