



## Teacher Training (TT) Course Syllabus

<b>Institution Name</b>	<b>Brest State Technical University (BrSTU)</b>
<b>TT Course Title</b>	<b>"Active Learning in the Flipped Classroom"</b>
<b>Instructor(s) Name(s)</b>	<b>Natallia Mikhalchuk</b>
<b>Faculty and Department</b>	Economic faculty, Department of Accounting, Analyses and Audit
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<b>Meeting Dates &amp; Times</b>	11-14, 22 February, 2019 / 15:10-16:40
<b>Place/Room(s)</b>	Building 5/Room 202
<b>Workload</b>	10 hours presented in 2 hours per day X 5 days of classroom work and 26 hours of individual work (1 ECTS Credit)
<b>Course Purpose</b>	The aim of this teacher training course (TT) is to provide teachers with the knowledge necessary to apply active learning methods in the educational process. In addition, they will develop and improve practical skills in the use of active learning methods and technical support to ensure this process.
<b>Learning Outcomes (LOs):</b>	Upon successful completion of this course, the trainees will be able to: <ul style="list-style-type: none"> <li>• form an idea of active learning methods, their types, peculiarities of practical application</li> <li>• master the skills of using open Internet-resources Mentimeter, PADLET, Open Networked Learning course</li> <li>• improve the program of the course on the subject using the methods of "Flipped Classroom" and ABC Learning Design</li> </ul>
<b>Course methodology/Instructional Strategies</b>	Training will be conducted in small groups and fieldwork. This course combines presentations with video applications. Selected topics will be explored in depth through a combination of formal discussions (both in-class and online), hands-on activities and assignments. Trainees are given time to practice hands-on skills, as these will be utilized in the exercises. Instructional strategies include lecture, seminar, demonstration, discussion, practical application, presentations, small group exercises, questions and answers.
<b>Recommended Texts &amp; Materials</b>	<b>Online resources</b> <ol style="list-style-type: none"> <li>1. Flipping your class is a comprehensive introduction to flipped classroom created by the Center for Research on Learning and Teaching (CRLT) at University of Michigan // <a href="http://www.crlt.umich.edu/flipping-your-class">http://www.crlt.umich.edu/flipping-your-class</a></li> <li>2. CRLT Introduction to active learning including examples from teachers at U-M // <a href="http://www.crlt.umich.edu/active_learning_introduction">http://www.crlt.umich.edu/active_learning_introduction</a></li> <li>3. How do I flip my class? is a quick-start guide for teachers, created by the Faculty Innovation Center at The University of Texas at Austin // <a href="https://facultyinnovate.utexas.edu/flipped-classroom">https://facultyinnovate.utexas.edu/flipped-classroom</a></li> <li>4. FLIP Learning is a community resource created by the Flipped Learning</li> </ol>

	<p>Network. // <a href="https://flippedlearning.org/">https://flippedlearning.org/</a></p> <p><b>Articles</b></p> <ol style="list-style-type: none"> <li>1. Bishop, J. L., &amp; Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In ASEE national conference proceedings, Atlanta, GA (Vol. 30, No. 9, pp. 1-18). <a href="http://www.asee.org/file_server/papers/attachment/file/0003/3259/6219.pdf">http://www.asee.org/file_server/papers/attachment/file/0003/3259/6219.pdf</a></li> <li>2. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., &amp; Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. <i>Proceedings of the National Academy of Sciences</i>, 111(23), 8410-8415. <a href="https://doi.org/10.1073/pnas.1319030111">https://doi.org/10.1073/pnas.1319030111</a></li> <li>3. Garrison, D. R., &amp; Vaughan, N. D. (2013). Institutional change and leadership associated with blended learning innovation: Two case studies. <i>The internet and higher education</i>, 18, 24-28. <a href="https://doi.org/10.1016/j.iheduc.2012.09.001">https://doi.org/10.1016/j.iheduc.2012.09.001</a></li> <li>4. Jensen, J. L., Kummer, T. A., &amp; Godoy, P. D. D. M. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. <i>CBE—Life Sciences Education</i>, 14(1), ar5. <a href="https://doi.org/10.1187/cbe.14-08-0129">https://doi.org/10.1187/cbe.14-08-0129</a></li> <li>5. King, A., Boysen-Osborn, M., Cooney, R., Mitzman, J., Misra, A., Williams, J., ... &amp; Gottlieb, M. (2017). Curated collection for educators: five key papers about the flipped classroom methodology. <i>Cureus</i>, 9(10). <a href="https://doi.org/10.7759/cureus.1801">https://doi.org/10.7759/cureus.1801</a></li> <li>6. O'Flaherty, J., &amp; Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. <i>The internet and higher education</i>, 25, 85-95. <a href="https://doi.org/10.1016/j.iheduc.2015.02.002">https://doi.org/10.1016/j.iheduc.2015.02.002</a></li> <li>7. Prince, M. (2004). Does active learning work? A review of the research. <i>Journal of engineering education</i>, 93(3), 223-231. <a href="https://doi.org/10.1002/j.2168-9830.2004.tb00809.x">https://doi.org/10.1002/j.2168-9830.2004.tb00809.x</a></li> <li>8. Prunuske, A. J., Batzli, J., Howell, E., &amp; Miller, S. (2012). Using online lectures to make time for active learning. <i>Genetics, genetics</i>-112. <a href="https://doi.org/10.1534/genetics.112.141754">https://doi.org/10.1534/genetics.112.141754</a></li> <li>9. Singh, A., &amp; Min, A. K. K. (2017). Digital lectures for learning gross anatomy: a study of their efficacy. <i>Korean journal of medical education</i>, 29(1), 27. <a href="https://doi.org/10.3946/kjme.2017.50">https://doi.org/10.3946/kjme.2017.50</a></li> </ol>
<p><b>Basic Technical/Media Requirements</b></p>	<p><b>Equipment</b></p> <p>Laptop Smartphone</p> <p><b>Internet connection</b></p> <p>WIFI</p> <p><b>Special software required</b></p> <ol style="list-style-type: none"> <li>1. MENTEP. SELF ASSESSMENT TOOL: TET-SAT</li> <li>2. Mentimeter</li> <li>3. PADLET</li> </ol>
<p><b>Quality Assurance (QA)</b></p>	<p>Online feedback survey of trainees and a brief QA report</p>

**Course Overview/Outline**

Training Days	Key Topics	Learning Activities	Assignments
<b>Day-1</b> 11 Feb 2019 15:10-16:40 B 5 202	<b>The pedagogical development in digital world</b> <ul style="list-style-type: none"> <li>- Setting goals of course</li> <li>- Features of development of pedagogical competences in the digital world</li> <li>- Balance of Conventional and Digital methods in learning</li> </ul>	1. Lecture "Introduction to course" 2. Seminar "The pedagogical development in digital world"(Questions and answers with the Mentimeter)	<b>Individual assignment #1:</b> take the test using Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT)
<b>Day-2</b> 12 Feb 2019 15:10-16:40 B 5 202	<b>Active learning methods</b> <ul style="list-style-type: none"> <li>- Essence of active methods</li> <li>- Characteristics of Active Learning</li> <li>- Critique of Active Learning</li> <li>- Types of active methods</li> <li>- Examples of practical application</li> </ul>	1. Lecture "Active learning methods" 2. Discussion groups (Questions and answers to using the PADLET system) 3. View video lectures with the use of active methods	<b>Individual assignment #2:</b> -reading online resources and articles on the topic "Active learning methods" - Analyzing the ideas and information in a range of digital resources - learn how to use the PADLET system to conduct classes for students
<b>Day-3</b> 13 Feb 2019 15:10-16:40 B 5 202	<b>Technological support of active learning methods</b> <ul style="list-style-type: none"> <li>- Power Point features</li> <li>- Making educational videos with Lightboard</li> <li>- Active Learning Classroom</li> <li>- Open Networked Learning course</li> </ul>	1. Lecture "Technological support of active learning methods" 2. View videos demonstrating the technical support of active learning methods	<b>Individual assignment #3:</b> -make a slide show with sound using Power Point to the material of the lecture (3-5 minutes)
<b>Day-4</b> 14 Feb 2019 15:10-16:40 B 5 202	<b>Welcome to a Flipped Classroom</b> <ul style="list-style-type: none"> <li>- Introduction to flipped classroom</li> <li>- Pedagogical digital transformation</li> <li>- Short introduction to the final project</li> </ul>	1. Lecture "Welcome to a Flipped Classroom" 2. Small group exercises(record videos). 3. Questions and answers 4. Online discussion	<b>Individual assignment #4:</b> make a 10-minute presentation with sound to one of the special subject topics. Recording in MPEG-4 (*.mp4)
<b>Day-5</b> 22 Feb 2019 15:10-16:40 B 5 202	<b>Creating an effective syllabus using the " Flipped Classroom"</b> <ul style="list-style-type: none"> <li>- ABC Learning Design toolkit</li> <li>- Introduction to the DEF course development lab</li> <li>- Instructions for the DEF course development lab</li> <li>- Future work</li> </ul>	1. Lecture "Creating an effective syllabus using the " Flipped Classroom" 2. The presentation of the assignment prepared during week, including reflections and comments. 3. Questions and answers	<b>Individual assignment #5:</b> improve the program of the course on the subject using the methods of "Flipped Classroom" and ABC Learning Design