



Tag des
Lernens '15

Lehre
Digital

Digitale Lernmedien

und ihre Produktion für den Flipped Classroom

Dr. Malte Persike



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Up & Coming

Flipped
Classroom.

Outcomes.
Die Studierendenseite

Ressourcen.
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Wrap-Up.



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Quelle: [http://ctl.utexas.edu/sites/default/files/flippedgraphic\(web1100px\)_0.png](http://ctl.utexas.edu/sites/default/files/flippedgraphic(web1100px)_0.png)



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Erwartungen...

- ⊕ Motivation und Engagement erhöhen
- ⊕ Interaktion fördern
- ⊕ Wissen und Kompetenzen vertiefen
- ⊕ Behaltensleistung verbessern

Economic Instruction

In this section, the *Journal of Economic Education* publishes articles, notes, and communications describing innovations in pedagogy, hardware, materials, and methods for treating traditional subject matter. Issues involving the way economics is taught are emphasized.

MICHAEL WATTS, Section Editor

Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment

Maureen J. Lage, Glenn J. Platt,
and Michael Treglia

Recent evidence has shown that a mismatch between an instructor's teaching style and a student's learning style can result in the student learning less and being less interested in the subject matter (Borg and Shapiro 1996; Ziegert forthcoming). This finding implies that either educational administrators should strive to ensure a good match between the instructor's teaching style and the students' learning styles (a difficult task) or that concerned instructors should use a portfolio of teaching styles so as to appeal to a variety of student learning types. Unfortunately, a majority of introductory economics courses are taught using only one teaching style—the traditional lecture format (Becker and Watts 1995).

The ability of instructors to vary teaching styles in introductory economics courses is seemingly limited by time constraints. If an instructor wanted to lecture for those students who learn best via lecturing, conduct experiments for the experimental learners, give group assignments for the collaborative and cooperative learners, and oversee self-directed study for the independent learners, then he would need to increase student contact time fourfold. However, both the proliferation of students' access to multimedia and the advances in ease of multimedia development for faculty have created an environment where these layers of

Maureen J. Lage is an associate professor of economics (e-mail: lagenj@noctrl.edu) and Glenn J. Platt is an associate professor of economics at Miami University (Ohio). Michael Treglia is with BIIilly & Co., Indianapolis. The authors wish to thank three anonymous referees, Dan Terrio, Patricia Platt, The SBA Technology Center, Miami University Applied Technologies, and the participants in the Richard T. Palmer School of Business Administration Teaching Effectiveness Group for helpful comments. We would also like to thank the students who participated in the inverted classroom.

JOURNAL OF ECONOMIC EDUCATION



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Workload, gemessen
als Zeitlast, steigt
signifikant an, zum Teil
um mehr als 100%.

International Journal of Software Engineering and Its Applications
Vol. 9, No. 2 (2015), pp. 41-46
<http://dx.doi.org/10.14257/ijseia.2015.9.2.04>

Effectiveness of Flipped learning in Project Management Class

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Abstract
Since students, project management topic is difficult to understand since it is abstract and theoretical, we adopted flipped learning. Flipped learning is a teaching method that students learn the theory or practical experiences before the class. To increase the effectiveness of flipped learning, we describe our research results and undergraduate students have no difficulty in understanding the concept of project management. In this paper, we describe our research results and undergraduate students have no difficulty in understanding the concept of project management.

Public Abstract
A Controlled Study of the Flipped Classroom with Numerical Methods for Engineers
by
Jacob L. Bishop, Doctor of Philosophy
Utah State University, 2013
Major Professor: Dr. Gilberto E. Urroz
Department: Engineering Education

Recent advances in technology and new ways of using it have led to new possibilities for education research. Increasing tuition costs and free, online course offerings are two influences that have led researchers to re-consider the wisdom of conventional teaching methods and to consider alternatives. The flipped classroom is a new teaching method, which uses video lectures and practice problems as homework, while group-based problem-solving activities are used in the classroom. It combines aspects of two learning theories once thought to be incompatible—constructivism and behaviorism. Active, problem-based learning activities are based on the theories of constructivism, and direct instructional (video) lectures are based on behaviorist principles. The main reason for studying the flipped classroom is that it can potentially deliver the best from both worlds. A controlled study of students taking a second-year university course in numerical methods was conducted that used video lectures and model-eliciting activities (MEAs) in one section (treatment) and traditional group lecture-based teaching in the other (comparison). This study compared knowledge in two areas: conceptual understanding and conventional problem-solving ability. Homework and unit exams were used to measure conventional problem-solving ability, while quizzes and a conceptual test were used to measure conceptual understanding. No difference was found between the two sections on conceptual understanding (measured by quiz and concept test).



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Flipped Classroom ... und Effekte

Lehrevaluation
verändert sich kaum,
Studierende sind ähnlich
(un)zufrieden.

CBE—Life Sciences Education
Vol. 14, 1–12, Spring 2015

Article

Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning

Jamie L. Jensen,* Tyler A. Kummer,* and Patricia D. d. M. Godoy*

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Submitted August 26, 2014; Revised September 26, 2014; Accepted September 27, 2014
Monitoring Editor: Mary Pat Wenderoth

The “flipped classroom” is a learning model in which content attainment is shifted forward to outside of class, then followed by instructor-facilitated concept application activities in class. Current studies on the flipped model are limited. Our goal was to provide quantitative and controlled data about the effectiveness of this model. Using a quasi-experimental design, we compared an active nonflipped classroom with an active flipped classroom, both using the 3E learning cycle, in effort to vary only the role of the instructor and control for as many of the other potentially influential variables as possible. Results showed that both low-level and deep conceptual learning were equivalent between the conditions. Attitudinal data revealed overall student satisfaction with the course. Interestingly, both instruments ranked the contact time with the instructor as more influential to their learning than what they did at home. We conclude that the flipped classroom does not result in higher learning gains or better attitudes compared with the nonflipped classroom when both utilize an active learning, constructivist approach and propose that learning gains in either condition are most likely a result of the active learning style of instruction rather than the order in which the instructor participated in the learning process.

INTRODUCTION

Technological advances have impacted almost every facet of modern culture; education is no different. As new technologies become available, they are often embraced in educational innovation in an attempt to enhance education. The “flipped classroom” is one of the most recently emerged and popular technology-infused learning models. This is a learning model in which content attainment is shifted forward to outside of class in an online format and then followed by teacher-facilitated concept application activities in class. This model has gained such popularity across the country that there is now a Flipped Learning Network with more than 12,000 member educators that supports educators

wanting to implement a flipped strategy in their classrooms. It is especially popular among K–12 educators; 40% of whom reported a desire to try the flipped model this coming academic year in the Speak Up online survey (Project Tomorrow, 2013). Even in higher education, the flipped classroom is gaining significant ground, being implemented on college campuses across the country.

However, others offer a definition: “In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one or several technologies” (Harrington *et al.*, 2013, p. 1). Many researchers have put forth variations on the definition of “flipped.” The main idea is to shift the attainment of content before class in the form of instructional videos, recorded lectures, and other media accessed instructional items. Then, instructors spend in-class time applying the material through complex problem solving, deeper conceptual coverage, and peer interaction (Seydel, 2012; Tucker, 2012; Gajjar, 2013; Sarawagi, 2013) suggests that it is defined by facilitating low-level terms, definitions, and basic content learning outside class and high-level (application-based) learning within class.

According to the constructivist, inquiry-based, learning cycle model (Heiss *et al.*, 1950; Bybee, 1992; Lawson, 2002),

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... und Effekte

Flexibilität der räumlichen und zeitlichen Lernsituation wird nur zum Teil geschätzt.

Vol. 9, No. 2, June 2013

MERLOT Journal of Online Learning and Teaching

Wrapping a MOOC: Student Perceptions of an Experiment in Blended Learning

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CASE STUDY

Case Studies and the Flipped Classroom
By Clyde Freeman Herreid and Nancy A. Schiller

Concerned for its ability to engage students and develop critical-thinking skills, among other benefits. But there is a need to push greater preparation time and resistance to novel teaching methods, and a concern on the part of many teachers about coverage. The latter is especially worrisome to STEM (science, technology, engineering, and mathematics) instructors who expect coverage with learning. They rightly insist that there are state and national standards that must be met, standardized exams that students must take, and prerequisites for advanced courses that must be satisfied. What to do? Must we abandon case studies and leave storytelling to books, films, TV, elementary school teachers, and parents?

What? Help is on the way in the form of the "flipped classroom." This approach to teaching has become particularly attractive because of the availability of inexpensive, including audio and video, and virtually perfect, frequently narrated by some of the world's outstanding authorities. And it seems to have singular appeal to students in this electronic age where video in particular has found a special place in the heart of the younger generation.

In the flipped classroom model, what is normally done in class, what is normally done as homework, is moved or flipped. Instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems,

they read material and view videos before coming to class and then engage in class discussion, learning case studies, labs, projects, or experiments. A gradual principle of the flipped classroom is that work typically done as homework (e.g., problem-solving exercises) is better undertaken in class with the teacher. Most of the time, students are better equipped to learn from the lectures than from videos better accomplished at home. Hence the term *flipped or inverted classroom*.

The lure of the flipped classroom

Karenleen Fulton (2012) listed the following among the advantages of the flipped classroom: (1) students arrive at their own pace; (2) doing "homework" in class gives teachers better insight into student difficulties and learning styles; (3) teachers can easily customize and update the course content and provide it to students more effectively and conveniently; (4) students using the recorded reports see increased levels of student engagement, interest, and engagement; (5) learning is supported by new approaches; and (7) the use of technology is flexible and appropriate for all learners.

We recently surveyed the 15,000+ members of the National Center for Case Study Teaching in Science, a service to see if the method was being used in STEM case study teachers. Two hundred case study teachers reported that they teach in inverted classrooms and cited additional resources being used, including the following: (8) have

more time to spend with students on authentic research; (9) students get more time working with scientific equipment that is only available in the classroom; (10) students who miss class due to sports, etc., can watch the lectures while on the road; (11) the method "promotes dialog inside and outside of the classroom"; (12) students are more actively involved in the learning process; and (13) they really like it.

A common approach, described by a physics teacher who responded to our poll, is to assign an introductory video to students before the class in which the case study will be run, for which the teacher posts to YouTube for students to view. Students receive guiding questions related to the video to answer before class. In class, students respond to the first part of the case study to work on and apply what they learned in the previous assignment. After they complete the first part of the case study, a second podcast is often run in class to spur discussions after which students give the second part of the case study. A third podcast may be assigned that night covering information students will need to cover during the next part of the case in the next class period. These steps are repeated as needed until the assignment is completed.

Studies published in the peer-reviewed literature on the use of the inverted classroom on student learning in STEM classes appear to support the need for additional supplies by teachers. In addition, supplies by teachers in our survey (Suyler (2012)) compared the learning environments of a flipped introductory statistics class

and are in fact higher education course designs (those whose courses? This Machine Learning training at Vanderbilt, which leveraged design, enabled the course positively, as components of this designs that incorporate features in the case study of the paper advocates for materials are drawn from learning, online learning, uplinking, task coupling, local customization

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... und Effekte

Leistung verbessert sich.

Oder auch nicht.

The collage includes the following elements:

- Top Left:** A yellow circular icon with two white squares inside.
- Top Center:** A green rounded rectangle containing the text "Tag des Lernens '15".
- Top Right:** A red rounded rectangle containing the text "Lehre Digital".
- Left Column:**
 - "Up & Coming" (grey text)
 - "Flipped Classroom" (grey text)
 - "Outcomes. Die Studierendenseite" (grey text)
 - "Ressourcen. Die Lehrendenseite" (grey text)
 - "Wrap-Up." (grey text)
- Central Text:** "Flipped Classroom ... und Effekte" (in green and black).
- Bottom Text:** "Leistung verbessert sich. Oder auch nicht." (in large black font).
- Academic Papers:**
 - The Flipped Class: A Method to Address the Challenges of an Undergraduate Statistics Course** by Stephanie Gray Wilson, published in CBE—Life Sciences Education, Vol. 14, 1–12, Spring 2015.
 - Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning** by Jamie L. Jensen, Tyler A. Kummer, and Patricia D. d. M. Godoy, submitted August 20, 2014; revised September 26, 2014; accepted September 27, 2014.
 - Probing the Inverted Classroom: A Controlled Study of Teaching and Learning Outcomes in Undergraduate Engineering and Mathematics** by Dr. Nancy K Lape, Harvey Mudd College, and Dr. Rachel Levy, Harvey Mudd College.
 - Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies** by U.S. Department of Education.
- News Article:** "WIRED CAMPUS: QuickWire: 'Flipping' Classrooms May Not Make Much Difference" by Clark Aldrich, October 22, 2013, 3:11 pm.



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Durchwachsenes Zwischenfazit:

„there is much indirect evidence [...] of improved academic performance and student and staff satisfaction“

The screenshot shows the first page of a research article from the journal 'Internet and Higher Education'. The title is 'The use of flipped classrooms in higher education: A scoping review'. The authors are Jacqueline O'Flaherty and Craig Phillips. The article is part of the volume 25 (2015) issue 85–95. It includes sections for 'Abstract', 'Article history', 'Keywords', and '1. Introduction'. The abstract discusses the increasing pressure on higher education institutions to undergo transformation, with education being flipped or inverted as a response. The article aims to provide a comprehensive review of relevant research regarding the emergence of the flipped classroom and its links to pedagogy and educational outcomes. The results indicate that there is much indirect evidence of improved academic performance and student and staff satisfaction with the flipped approach but a paucity of conclusive evidence that it contributes to building lifelong learning and other 21st Century skills in undergraduate and post-graduate education.

Abstract
There is increasing pressure for Higher Education institutions to undergo transformation, with education being flipped or inverted as a response to meet the conceptual needs of our time. Reflecting this is the rise of the relevant research regarding the emergence of the flipped classroom and the links to pedagogy and educational outcomes. However, any gaps in the literature which could inform future design and implementation. The scoping review is underpinned by the five-stage framework Arksey and O'Malley. The results indicate that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with the flipped approach but a paucity of conclusive evidence that it contributes to building lifelong learning and other 21st Century skills in undergraduate and post-graduate education.

Keywords:
Higher education
Flipped classroom
Scoping review
Educational outcomes
Face to face teaching
Engagement

1. Introduction
Institutions of higher education are facing increased scrutiny to improve student learning and demonstrate programme effectiveness. Even though academics have access to numerous online teaching tools that suggest that teaching and learning is not all about the traditional pedagogy. The literature tells us that one of the primary components of effective teaching is student engagement and that engagement is crucial for learning (Barkey, 2010; Barlow, 2006). This is also suggested by Bryson and Hand (2007) who established that students were more likely to engage if they were supported by educators who established inviting learning environments, demanded high results and challenged higher order thinking. Hockings, Cooke, Yamashita, McCarty, and Bowl (2008) suggested that students who are most deeply engaged will reflect, question, conjecture, evaluate and make connection between ideas. In contrast students who are disengaged appear to take a surface approach to learning by copying out notes, focusing on fragmented facts and jumping to conclusions.

Current educational approaches within higher education utilise blended learning, where students may for example receive a combination of traditional face to face (F2F) instruction in class and are also required to complete activities outside of the class, facilitated through a range of technological resources. Blended learning has become increasingly popular in higher education globally, forming the cornerstone of curriculum design and providing opportunity for learning to previously possibly unavailable to students (Lage, Platt, & Treglia, 2000). Reflecting this is the rise of the flipped classroom or inverted classroom (Lage & Platt, 2000), first popularised in secondary education in the United States (Bergmann & Sams, 2009).

The flipped classroom paradigm has recently emerged from K-12 education (Ash, 2012). Most descriptions of the flipped classroom suggest that multimedia lectures be recorded so students can view them outside the class and at their own pace (Ash, 2012). This asynchronous approach frees up in class time for student centred synchronous learning activities. Advocates in K-12 recommend a range of in-class activities including individual practice (e.g. completing maths problems) so that the teacher can then provide individualised help or large-scale in inquiry projects (Probst & Khan, 2013). In higher education courses it has been suggested that class time should focus on knowledge application (Plata, Richards, & Matnick, 2013). It may also allow the teacher a better opportunity to detect errors in thinking.

It could be argued that the flipped classroom has been in existence within the broader educational sphere for a number of years, through the requirement of students having to complete preparatory work before attending class to learn concepts at a deeper level (Strayer, 2012). Flipped classrooms take what was previously class content (teacher led instruction) and replace it with what was previously homework (assigned activities to complete) now taking place within the class (Pierce & Fox, 2012). In addition, the flipped classroom fosters student ownership of learning through the completion of preparatory work and being more interactive during actual class time. Proponents of flipped classes suggest that this pedagogical approach is advantageous for a number of reasons; it allows students to learn at their own pace and that

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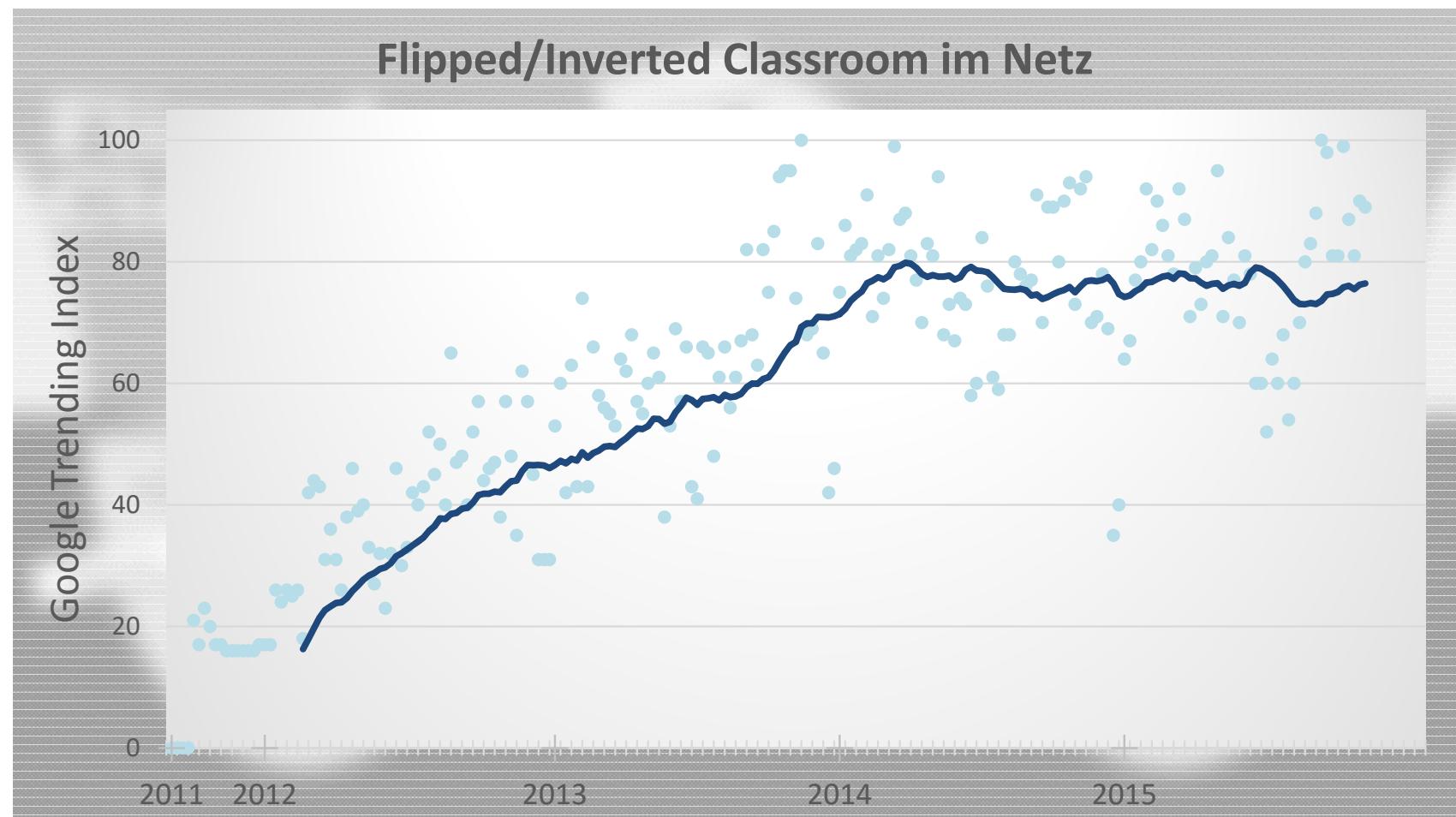
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Quelle: [http://ctl.utexas.edu/sites/default/files/flippedgraphic\(web1100px\)_0.png](http://ctl.utexas.edu/sites/default/files/flippedgraphic(web1100px)_0.png)



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The collage includes:

- A large orange banner with the text "Flipped Classroom" and "Was ist das? Wer macht die?" with a large red play button icon.
- A diagram showing a student sitting at a desk with a laptop, labeled "Davor". Above the student, text reads "Studierende bereiten Lerninhalte selbstständig vor."
- A book cover titled "Unterrichten mit dem FLIPPED CLASSROOM Konzept" by Alessandra Kück.
- A book cover titled "Flip YOUR Classroom" by Jonathan Bergmann and Aaron Sams, with a "Book of the Year FINALIST" badge.
- A circular stamp reading "Ars Legendae 2014 PREISGEWINNER".
- A small image of two students working on laptops.

Quelle: hs



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Video Produktion

Offene Online Kurse

- ⊕ Die Universität Mainz fördert in 2014 und 2015 jeweils 5 Produktionen Offener Online Kurse mit je 20.000,- €

1. Curriculare Einbindung
2. Deputatsreduktion möglich
3. Primär videobasiert



medienzentrum
Universität Mainz

G|LK

LOOK
Lehre Offene Online Kurse
FOOK



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FB 04 - Medizin - Klinik für Mund-, Kiefer- und Gesichtschirurgie

Funktionelle und klinische Anatomie im Kopf-Hals-Bereich



Dr. med. Dr. med. dent.
Marcus Oliver Klein

FB 02 - Psychologisches Institut - Abt. Psychologie in den Bildungswissenschaften
Lernerfolg messen und bewerten
Ein Grundkurs für die Schule



Dipl.-Psych.
Carmen Aguilera

FB 02 - Institut für Sportwissenschaft

Projektmanagement Einführung und Grundlagen



Dr. Thomas Könecke

Inhalte:

- Grundlegende Inhalte zur Methode Projektmanagement
- Einführung in die Strukturierung, Durchführung und Kontrolle von Projekten
- Grundlegende Begriffe und Werkzeuge des Projektmanagements

Universitätsbibliothek - Studium Generale - Projekt „Akademische Integrität“

CREATING KNOWLEDGE. DOING SCIENCE. Geschichte, Regeln und Normen der Wissenschaft



Dominik Schuh

FB 08 - Institut für Physik - wissenschaftliche Arbeitsgruppe QUANTUM

Abenteuer Programmierung



PD Dr. Kilian Singer

Inhalte:

- Moderne Programmietechniken für alle Betriebssysteme
- Konzeption und Management von Klassenhierarchien
- Erarbeiten einer sinnvollen Projekteinteilung
- Neueste C und C++11 Sprachkonzepte

LOOK
Lehre Offene Online Kurse
FOOK



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Workload - Erhebung

LOOK
Lehre Offene Online Kurse
LOOK



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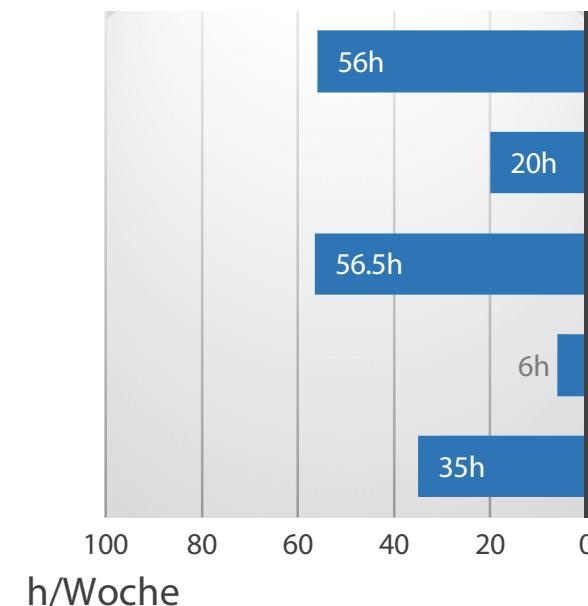
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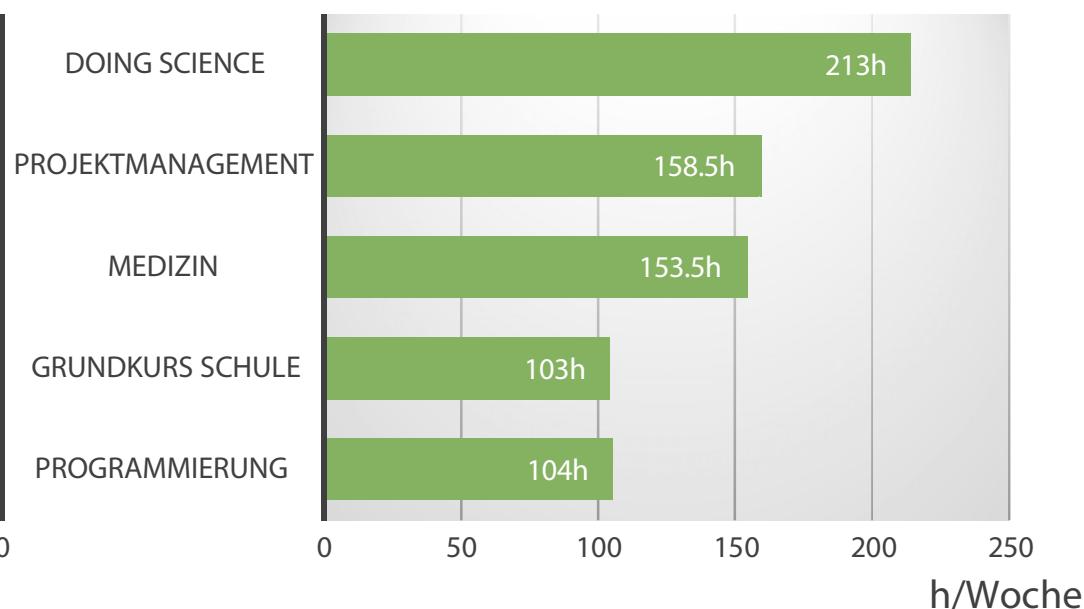
Video Produktion

Offene Online Kurse

WiSe 14/15



SoSe 2015





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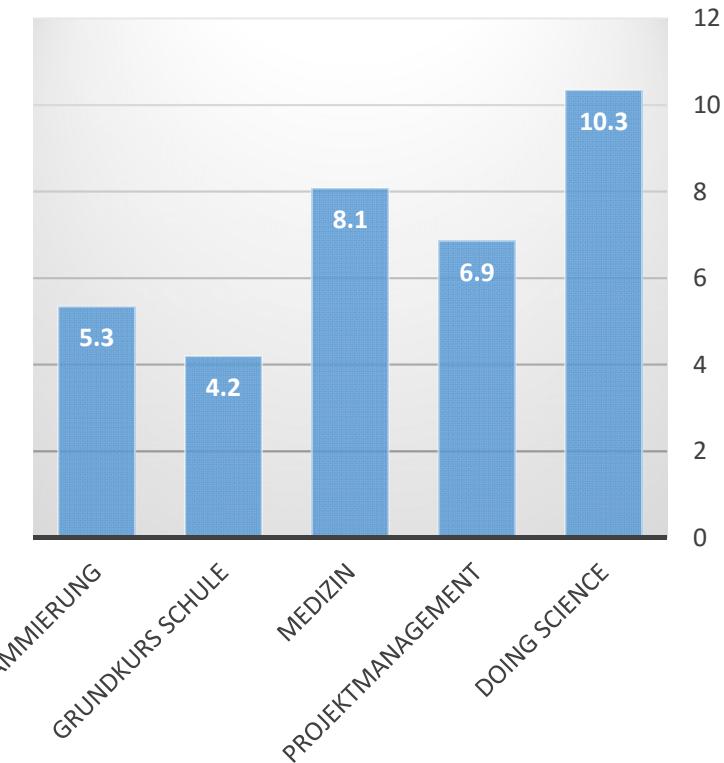
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Video Produktion

Offene Online Kurse

Im Mittel 7.1 h/Woche
(Grad der Fertigstellung: < 50%)

Ø Stunden pro Woche





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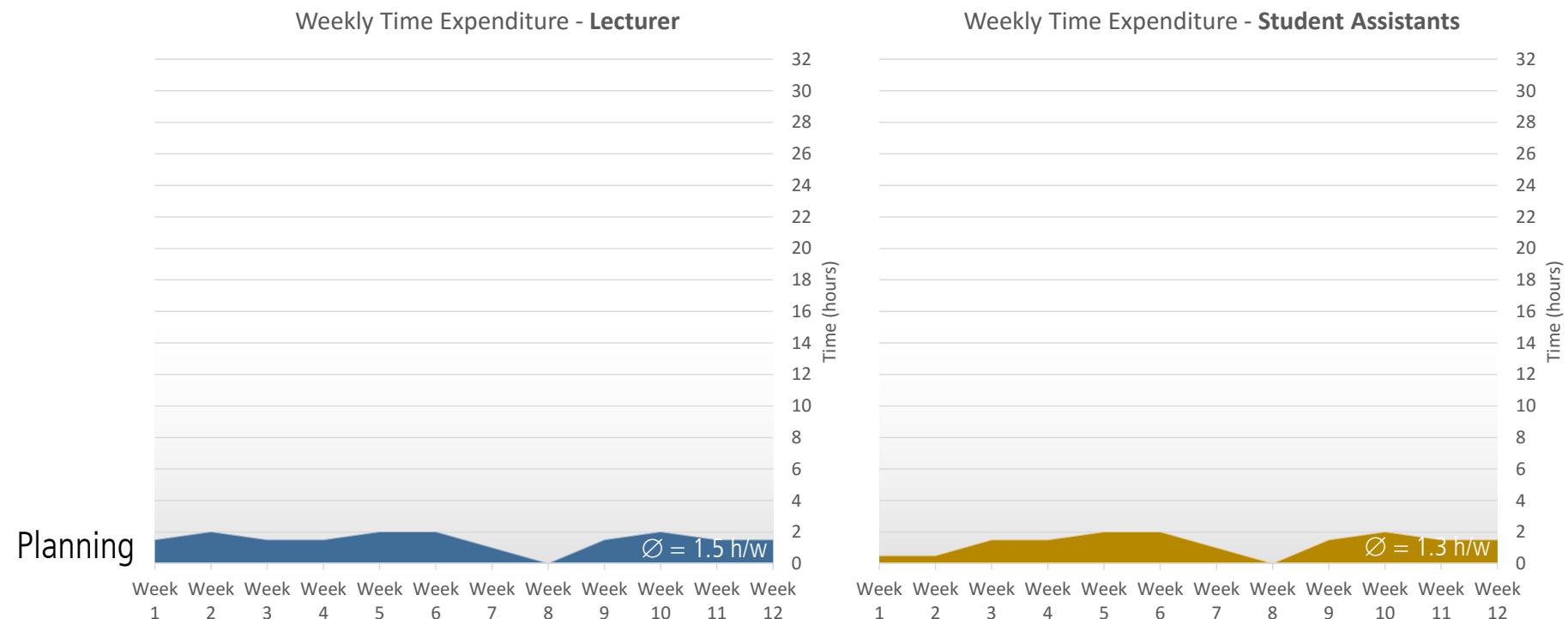
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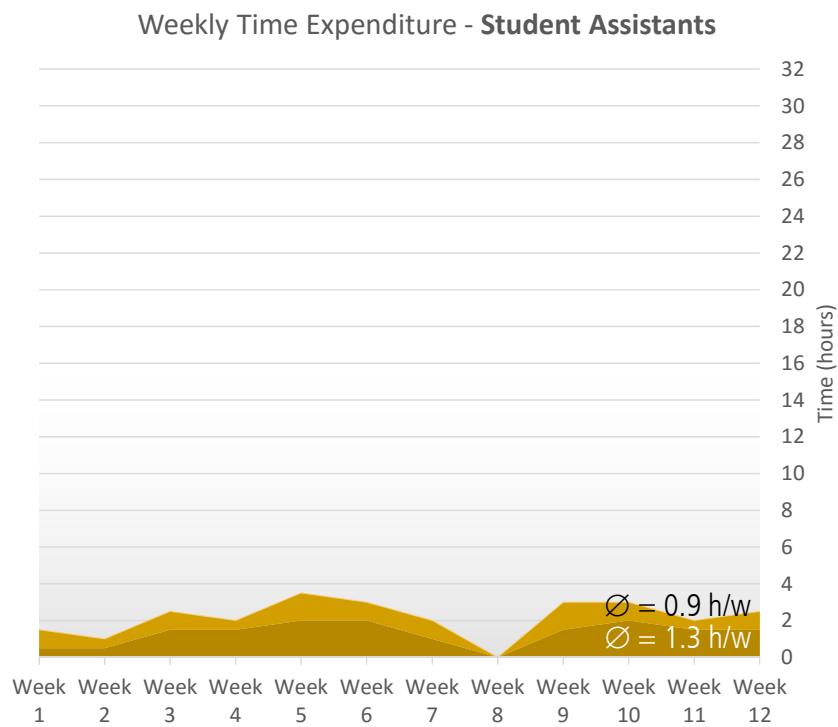
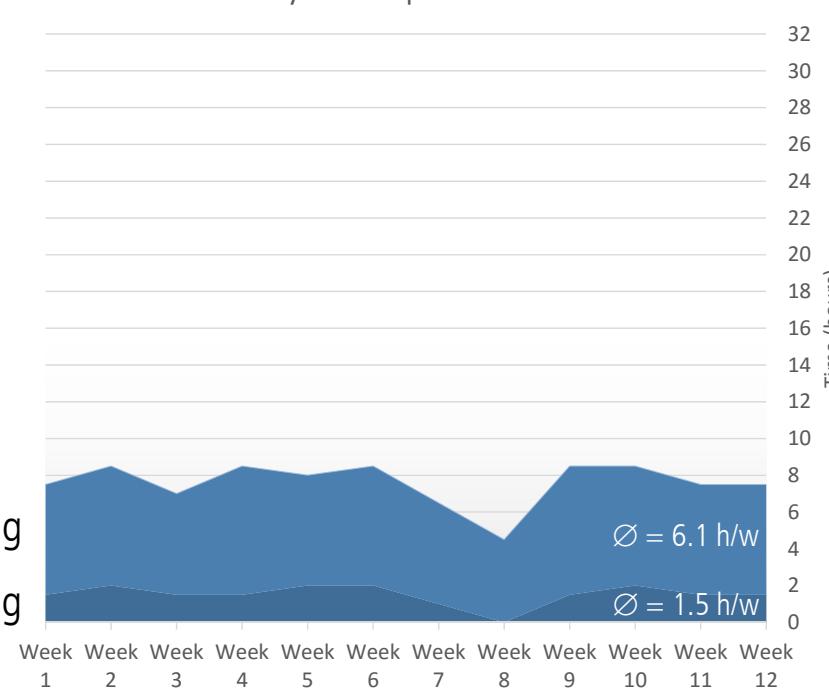
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Scripting
Planning





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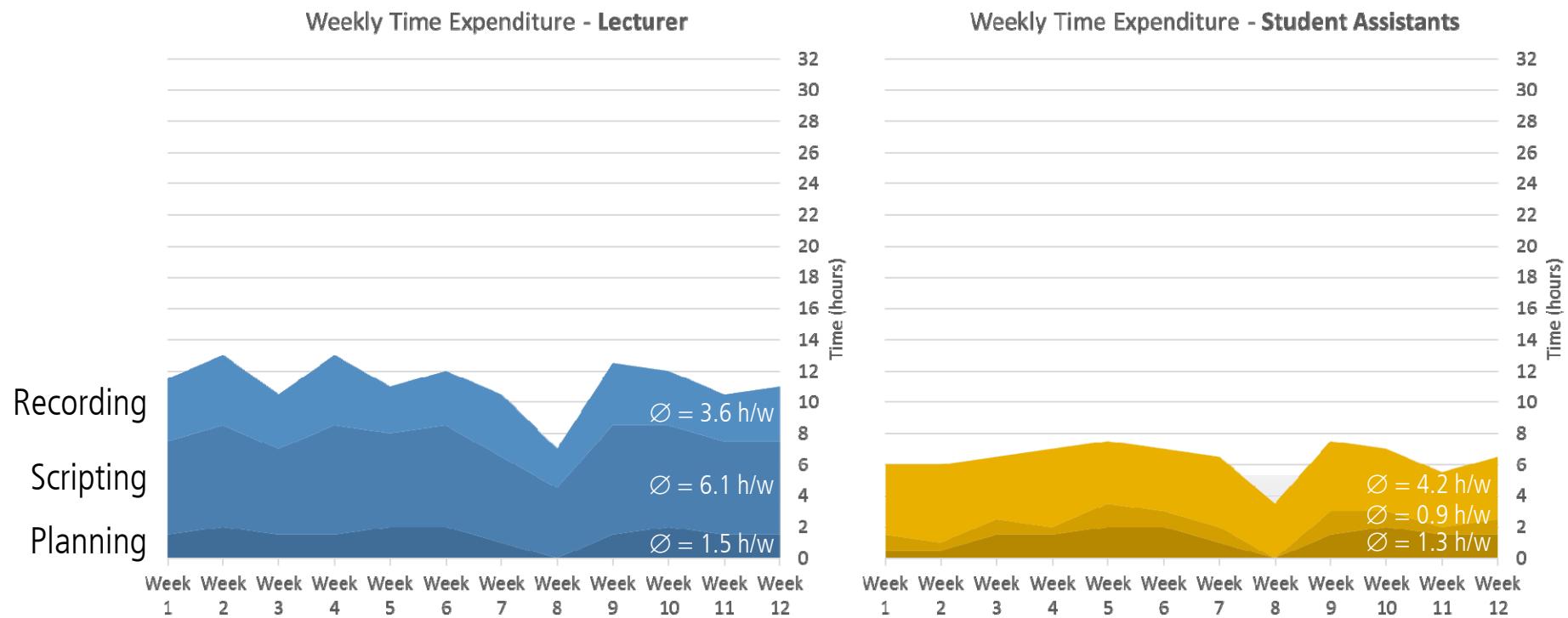
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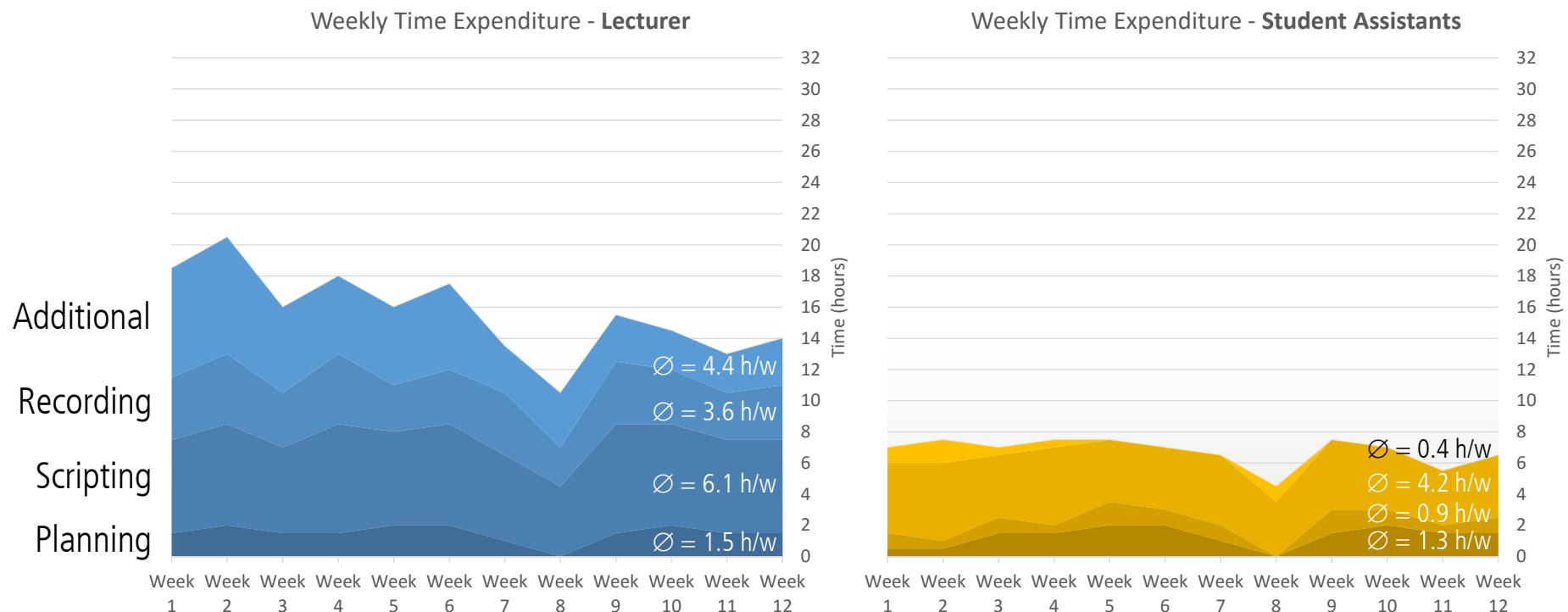
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Video Produktion

Ressourcenaufwand





Up & Coming

Flipped
Classroom.

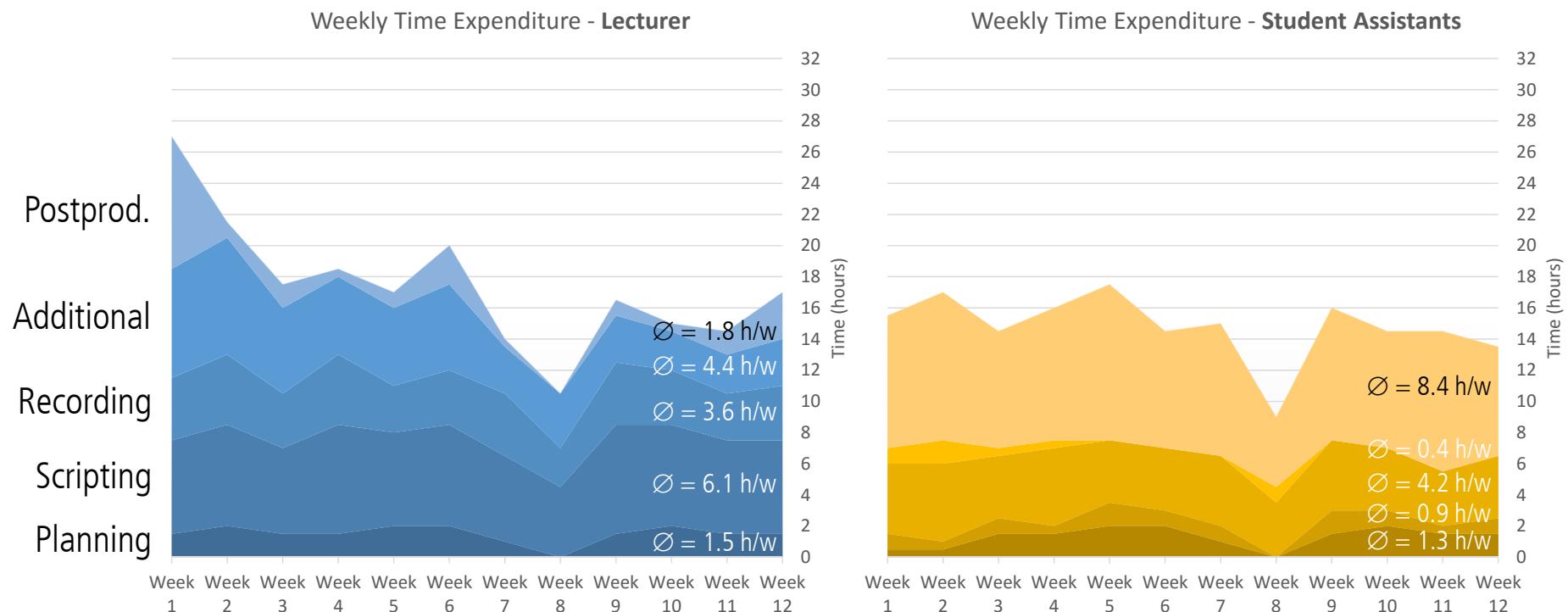
Outcomes.
Die Studierendenseite

Ressourcen.
Die Lehrendenseite

Wrap-Up.

Video Produktion

Ressourcenaufwand





Tag des Lernens '15

Lehre
Digital

Up & Coming

Flipped Classroom.

Outcomes.

Die Studierendenseite

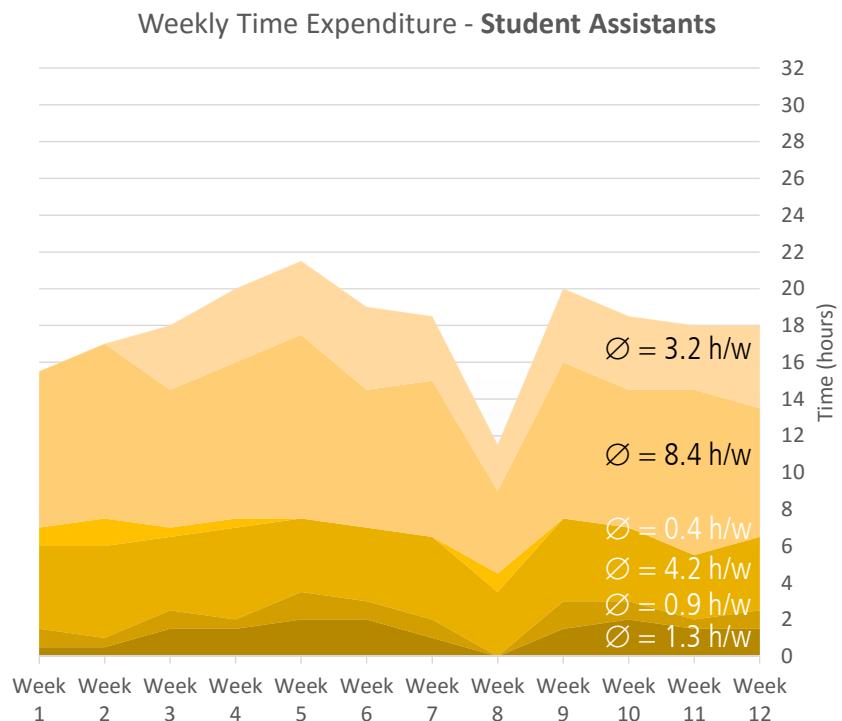
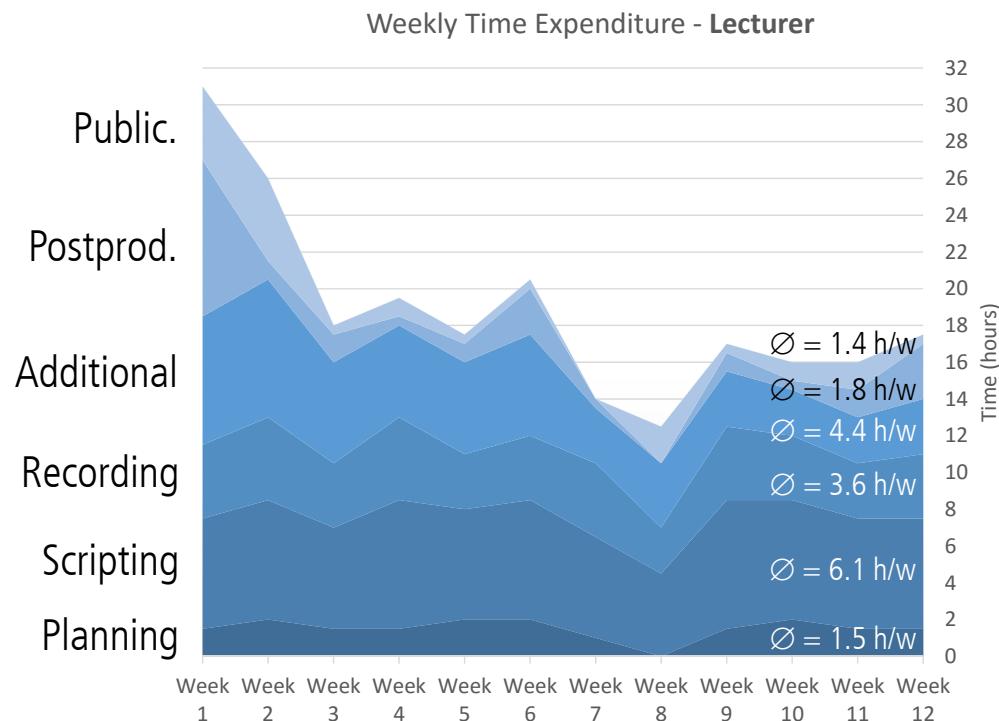
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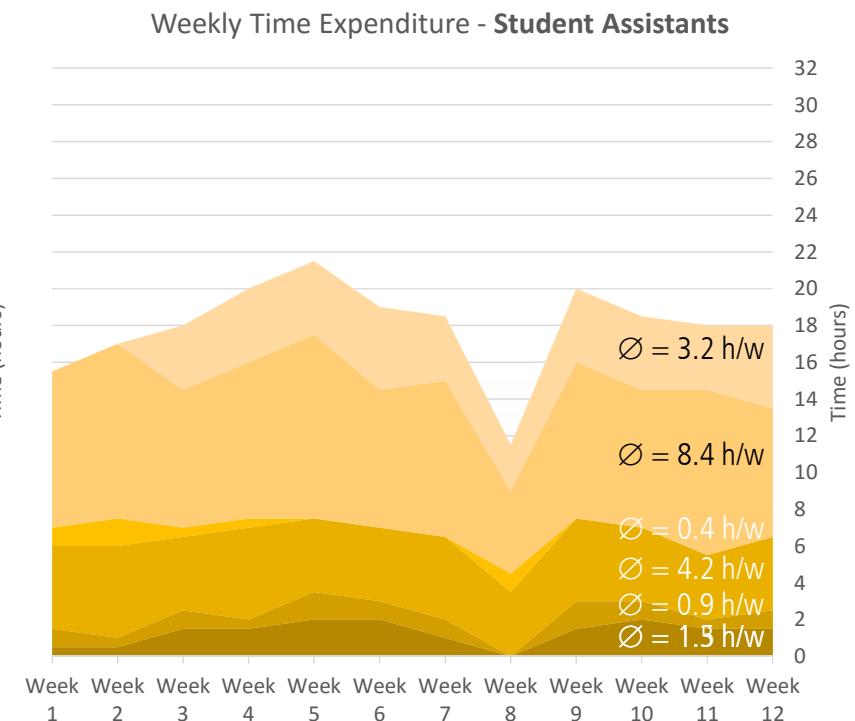
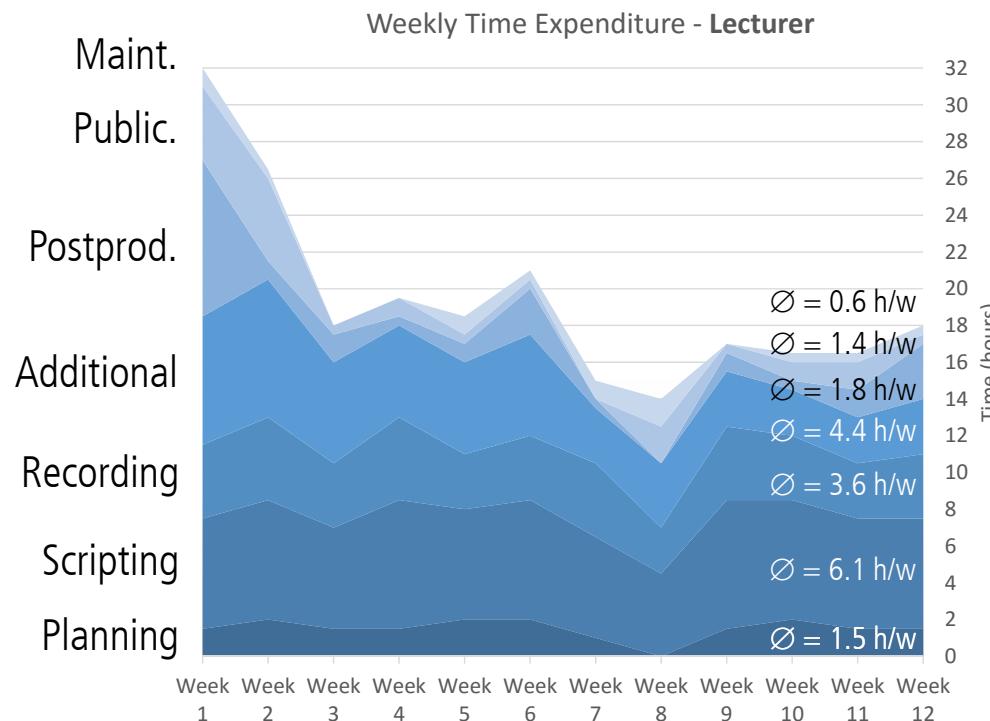
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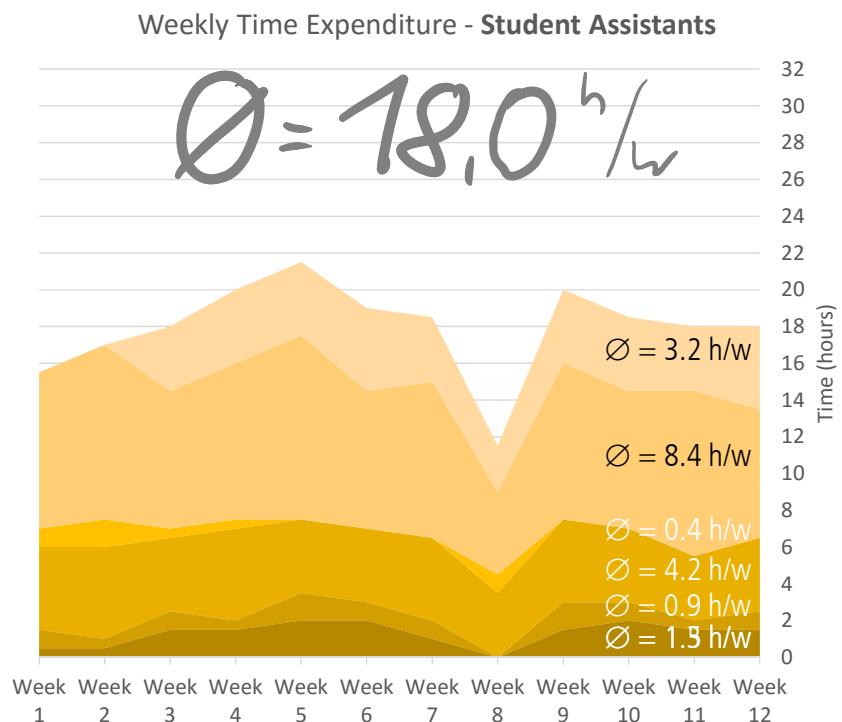
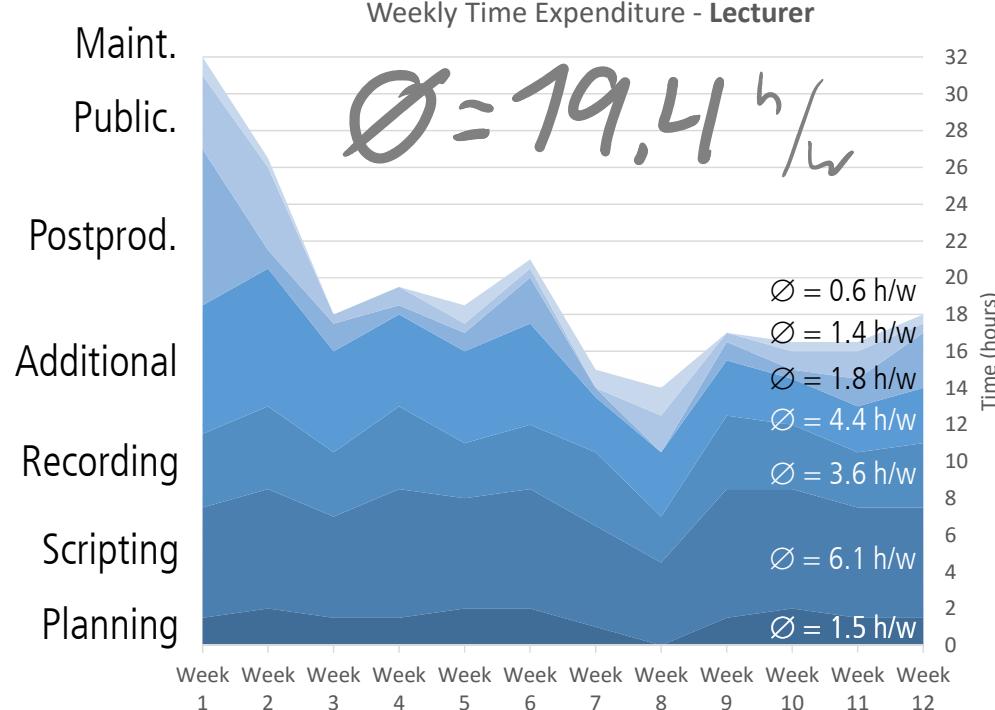
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Ressourcenaufwand

Weekly Time Expenditure - Lecturer

total: **232.5** Stunden

Weekly Time Expenditure - Student Assistants

total: **218.5** Stunden

- ⊕ 3 Semester Deputatsabdeckung
- ⊕ 2-3 studentische Hilfskräfte
- ⊕ Instruktion der studentischen Hilfskräfte wiederkehrend



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Wrap-Up.

Fazit

Die Notwendigkeit schlanker Konzepte zur Digitalisierung

- ⊕ Digitalisierung erweitert die Rolle von Hochschullehrenden hin zu **Medienschaffenden**
- ⊕ Expertise und Zeit sind kaum hinreichend vorhanden
- ⊕ Lehrende brauchen Unterstützungsstrukturen für Medientechnik, Gestaltung und die hochschul-didaktisch sinnvolle Einbindung der neuen Medien



Tag des
Lernens '15

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Digital

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Die Lehrendenseite

Wrap-Up.

Fazit

Die Notwendigkeit schlanker Konzepte zur Digitalisierung

Digitalisierung von Hochschullehre

Live-Lectures

Vorlesungsauf-
zeichnungen
(stationär oder mobil)



(M)OOCs

Offene Online
Kurse
(Eigenproduktion)



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„offloading content and engaging students [...] is more important than the specific resources used for flipping“



Up & Coming

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Classroom.

Outcomes.
Die Studierendenseite

Ressourcen.
Die Lehrendenseite

Wrap-Up.

Fazit

Die Notwendigkeit schlanker Konzepte zur Digitalisierung

Digitalisierung von Hochschullehre

Live-Lectures

Vorlesungsauf-
zeichnungen
(stationär oder mobil)



E-Lectures

Videobasierte
Digitalisierung
(durch Medien-
zentrum getragene
Studioproduktion)



(M)OOCs

Offene Online
Kurse
(Eigenproduktion)

