

BSc VL Atmosphärenphysik - flipped classroom

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https:

`//edit.ethz.ch/iac/edu/courses/bachelor/vertiefung/atmospheric_physics`

Flipped classroom - trigger:

- ▶ Abolishment of the “Testate” - alternative wanted to monitor the learning process of the students
- ▶ Originally the TAs were skeptical if it could work
- ▶ Possible, because there is a script to this lecture

Flipped classroom - Organizational aspects

- ▶ Half of the lectures as flipped classroom (script and 10 multiple choice questions were provided a week ahead of time)
- ▶ Bonus points, muddiest point

Vorlesungsablauf

	Flipped Classroom	Normale Vorlesung
bis Mittwochabend (in der Vorwoche)	Online-Fragen auf <u>Moodle</u>	Neue Übungsserie wird hochgeladen
bis Montag 14 Uhr	Skript lesen, Fragen und Unklarheiten notieren, Online-Fragen beantworten	Abgabe der Übungsserie
Mittwoch (Vorlesungszeit)	Diskussion der Fragen zum Skript, Präsenzübungen	Vorlesung mit neuem Stoff
Mittwoch 12-13 Uhr	--	Besprechung der Übungsserie

Flipped classroom - feedback:

- ▶ Very rewarding because of the increased level of interactivity (also in the non-flipped lectures)
- ▶ Less time spent on basics (that would be repetitions for some students) and more time spent on more difficult concepts
- ▶ Better in-depth understanding of the covered material
- ▶ Because of the muddiest point question on moodle the students could influence what was discussed in the flipped classroom lectures
- ▶ But: additional work for everybody (lecturers, TAs, students)