



University
of Glasgow

Flipping lessons with Moodle:

using H5P Moodle feature to deliver interactive online sessions.

Jolanta Hudson

English for Academic Study

School Of Modern Languages and Cultures

University of Glasgow.



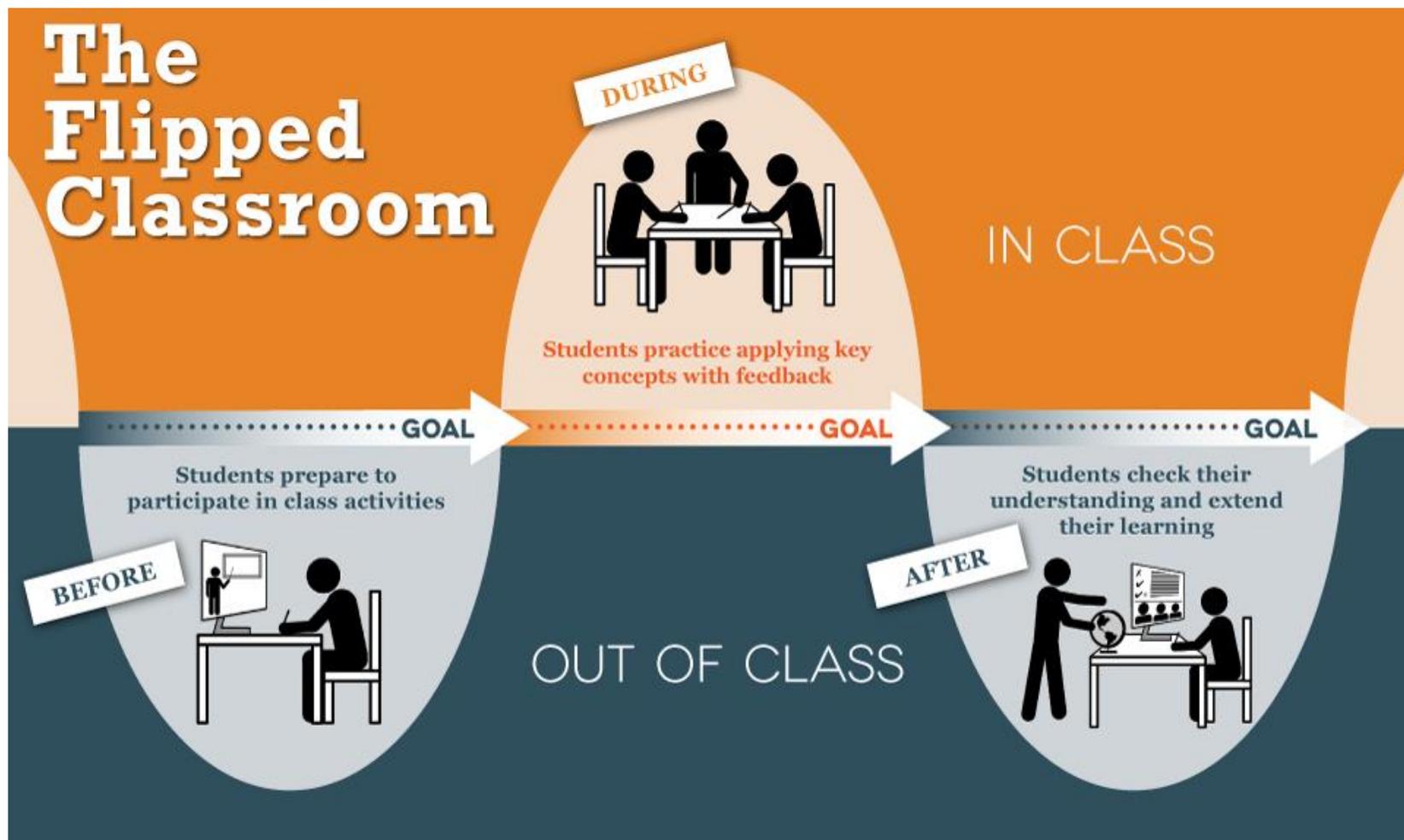


Contents

- Why should I flip my class?
- What's H5P?
- Adapting the lesson material
- Using Moodle H5P feature to create the content
- Engaging the students
- Using the interactive content
- Feedback from students
- Reflections



Flipped Classroom



In this approach, students can have increased input and control over their own learning, as opposed to the more traditional teacher-centred approach (Nottingham Trent University, 2013).

Why should I flip my class?

Flipped Classroom is a pedagogical approach in which all or some of direct instruction is moved outside of the face-to-face environment to dedicate more in-class time to ‘hands-on’, experimental, engaging and ‘active learning’ activities.

(Roehl et al., 2013 in Pechenkina 2017:1).

Incorporating technology that provides students with the opportunity to manage their learning in a more ‘proactive way’ (HEA, 2017) promotes the student-centred learning approach to teaching.

Adapting the lesson material

Class: English for Academic Purposes 1 (EAP 1).

This is an in-session course for study abroad year and international students. The course reviews and practises essential Academic English language and skills to support the students' undergraduate study.

Topic: Reading into Writing - Using Sources 2



Microsoft Word
Document



Session Aims:

- practise integrating sources into your writing
- to learn how to show your stance
- practise note-taking.

Student feedback

- 90% agreed that the purpose of the online session was clear.
- 90% agreed that the online content was easy to use.
- 90% agreed that the online session helped them to prepare for their class.
- 90% would like to do more online sessions like this in the future.
- 80% enjoyed the online session.
- 60% agreed that the activities helped them to develop their academic skills.

Student feedback (students' comments)

There could be more interactive presentations on the internet. We have done one, which was very useful for me.

...because we were fond of the interactive homework on the internet, which you made, you might think about doing more interactive work online.

It would be maybe worth to try to do it [course presentation] with time limit.



Evaluation

- The technology gives users autonomy.
- Its Interactive content can appeal to students.
- Students can work both **individually** and **collaboratively** (e.g., on Moodle Forums).
- It promotes the **student-centred learning approach** to teaching.
- Students can receive **immediate feedback** after completing the online tasks.

Problems/Limitations

- Teacher **cannot see** which **students completed** the task at home.
- Students **scores are not visible** to the teacher.
- There is **no time limit** for completing the tasks.
- Students who **struggle with academic coursework** may find it difficult to complete some/all the tasks.
- Students who **fail to do their homework** prior the session, may not be able to actively participate in the session.

References

Higher Education Academy, 2017. Flipped Learning [online]. Available at: <https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0>. [Accessed, 9 November 2018].

Nottingham Trent University, 2013. Centre for Academic Development and Quality Guide: The Flipped Classroom [online]. Available at: https://www4.ntu.ac.uk/adq/document_uploads/teaching/154084.pdf. [Accessed, 9 November 2018].

Pechenkina E., 2017. Flipping diverse classrooms: Instructor experiences and perceptions. 'Me, Us, IT!', Proceedings of the *34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education (ASCILITE 2017)*, University of Southern Queensland, Toowoomba, Queensland, Australia, 4-6 December 2015. [Online] Available at: https://researchbank.swinburne.edu.au/file/4d316486-0c6f-4e89-9917-7e36d6a42f5f/1/2017-pechenkina-flipping_diverse_classrooms.pdf [Accessed, 1 April 2019].

The University of Texas at Austin, 2019. Flipped Classroom. Faculty Innovation Center. [Online] Available at: <https://facultyinnovate.utexas.edu/flipped-classroom> [Accessed, 2 April 2019].



University
of Glasgow

Thank you

jolanta.hudson@glasgow.ac.uk

English for Academic Study

School of Modern Languages and Cultures

**WORLD
CHANGERS
WELCOME**

 /glasgowuniversity

 @UofGlasgow

 @UofGlasgow

  UofGlasgow



Search: University of Glasgow