This is my second e-learning project to develop flipped-teaching materials. These two projects aim at flipping a portion of lecturing materials, mainly management concepts, which require students to pre-study certain basic concepts before joining class discussion and activities. Both projects were completed with satisfaction.

The first project was implemented twice up to T1, 2016-17 in a trial and error manner. In general, students found the materials useful for previewing before class and reviewing for examination. In my second trial in T1, 2016-17, I tracked the statistical usage on Blackboard and found that local students utilized the e-learning materials less frequently than students from China Mainland. Yet, students reported higher grades, e.g., A, studied the e-learning files more frequently than the students who reported lower grades. Such preliminary findings are encouraging for teachers who may have doubts about the effectiveness of flipped-teaching.

Learning from two flipped-teaching projects, I gather that students welcome e-learning materials which are brief, visual, colorful and interesting. Catching up with technological changes is challenging on one hand. On the other hand, designing flipped-teaching contents arousing student engagement, redesigning in-class activities and assessing flipped-learning effectiveness are equally challenging for teachers who are interested to implement flipped-teaching.

Please find my video being shared in the following link on One Drive:

https://gocuhk-my.sharepoint.com/personal/joyceiun_cuhk_edu_hk/_layouts/15/guestaccess.aspx?guestaccesstoken=%2fTyp2h3UQjsxCmFPQk27qH99NGDNC2TgdjmBMu%2fHhSE%3d&docid=1a3931923e1324bfda369489900ef0a5d&rev=1