From asynchronous online to flipped learning: Design principles and implementation

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Overview

- Background
- Design principles + implementation of asynchronous courses
- Preliminary research results
- Conversion to flipped learning
- Conclusion

Covid-19 accelerated the necessity for...

E-learning

Courses

	World Englishes	Introduction to Intercultural Understanding
Type	Required elective Lecture style	
Class size	39 students (Fall 2021) 56 students (Spring 2022)	33 students (Fall 2021)
Students	Faculty of Foreign Studies (10 languages + media studies)	
	Mainly 1st year students	Mainly Asian Language major (2nd to 4th year)
Languages	English	English and Japanese
Focus	Concepts related to English varieties & English language history	Concepts related to cultures (e.g., stereotype, culture shock, prejudice)

	World Englishes	Introduction to intercultural understanding
Spring 2019	FTF lecture	NA
Fall 2019	FTF lecture	NA
Spring 2020	Asynchronous online	NA
Fall 2020	Asynchronous online	NA
Spring 2021	Asynchronous online	NA
Fall 2021	Asynchronous online	Asynchronous online
Spring 2022	FTF flipped	NA
Fall 2022	FTF flipped?	FTF flipped?

Flipped Classroom

Out of class,
students read course literature and study material through video
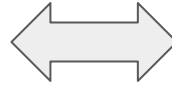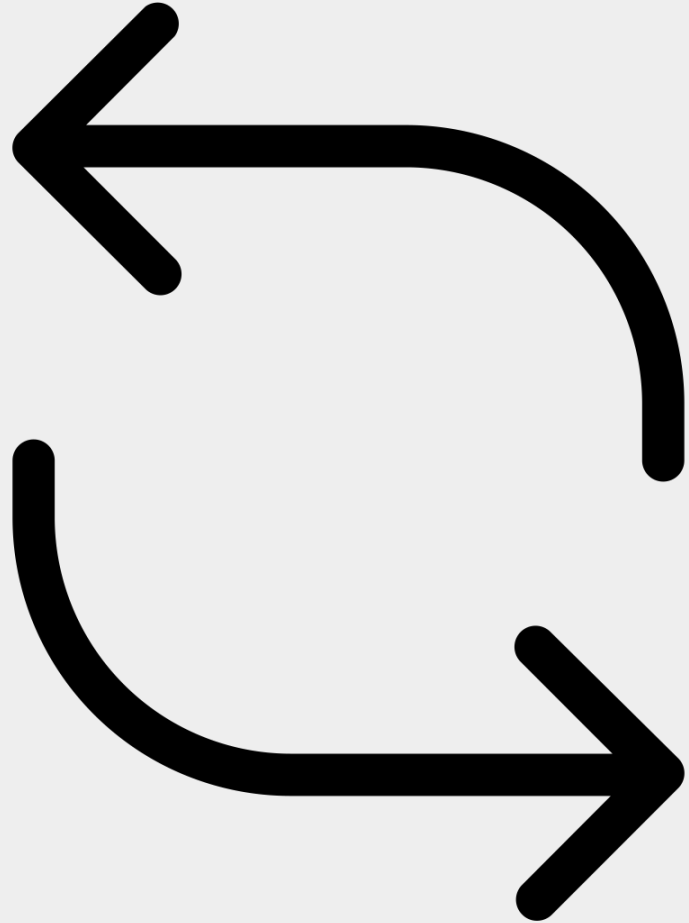
In class,
students engage in problem-solving, analysis and discussion

(e.g., Nouri, 2016; Vita & Al-Hoorie, 2020)

Why flip?

Benefits

Out of class	In class
Students can study at their own pace - Watch videos repeatedly - Study materials whenever & wherever - Internalize learning through materials	Students can engage in active learning - Use class time to engage in higher-order thinking tasks and cooperative learning activities - Take responsibility over their participation for class - Internalize learning through activities
Teachers can ensure the quality of lecture - Prepare and present materials well - Assess students' understanding of the material	Teachers can maximize the class time - Interact with students - Assess students' understanding of the material

(e.g., Gilboy, Heinerichs, & Pazzaglia, 2015; Vita & Al-Hoorie, 2020)

Flipped classroom meta-analysis
(Strelan, Osborn, & Palmer, 2020)

- Effects on student performance, relative to traditional teaching models
- 198 studies, 33,678 students
- Large effect sizes for humanities (g = 0.98; k = 34).
- Suggest that the primary contributing factor to the flipped classroom effect is the **opportunity it provides for structured, active learning and problem-solving**

Flipping the course: Goals

- Improve learning (Strelan, Osborn, & Palmer, 2020)
- Increase learner engagement with material (Lee & Wallace, 2018)
- Keep students of all proficiency levels engaged
- Require higher-order thinking skills
- Improve communication
  - Between students
  - Between students and teacher

Flipped classroom

- Homework: Lectures
  - Videos
  - Quizzes
- During class: Focus on higher-order thinking skills
  - Address questions, review
  - Practice, ~~discussion~~, interaction in English
  - Mini projects

Already created! (async)

Newly developed

Research Purposes

1. To find principles that we can follow for making videos

2. To understand students' perceptions of flipped classroom

asynchronous materials

Developing & implementing design principles

High-quality video lectures

Guo, Kim, & Rubin (2014):

- 6.9 million video watching sessions
- edX MOOC platform
- 4 STEM courses
- "Engagement"
  - time spent watching videos
  - whether attempted to answer MC questions immediately after watching

Finding	Recommendation
Shorter videos are much more engaging.	Invest heavily in pre-production lesson planning to segment videos into chunks shorter than 6 minutes.
Videos that intersperse an instructor's talking head with slides are more engaging than slides alone.	Invest in post-production editing to display the instructor's head at opportune times in the video.
Videos produced with a more personal feel could be more engaging than high-fidelity studio recordings.	Try filming in an informal setting; it might not be necessary to invest in big-budget studio productions.
Khan-style tablet drawing tutorials are more engaging than PowerPoint slides or code screencasts.	Introduce motion and continuous visual flow into tutorials, along with extemporaneous speaking.
Even high quality pre-recorded classroom lectures are not as engaging when chopped up for a MOOC.	If instructors insist on recording classroom lectures, they should still plan with the MOOC format in mind.
Videos where instructors speak fairly fast and with high enthusiasm are more engaging.	Coach instructors to bring out their enthusiasm and **??** reassure that they do not need to purposely slow down.
Students engage differently with lecture and tutorial videos	For lectures, focus more on the first-watch experience; for tutorials, add support for rewatching and skimming.

Guo, Kim, & Rubin (2014)

Other strategies
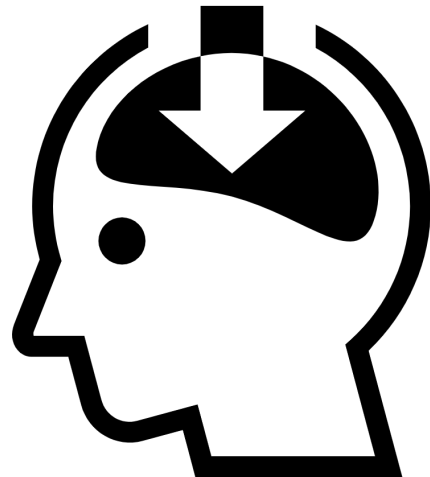
- Support meaning with images, text, audio comprehensible input (e.g., Krashen, 1981)
- Frequent quizzes to check understanding (Szpunar, Jing, & Schacter, 2014)
- Systematic L1 use: translating and explaining key terms (Butzkamm, 2003; Copland & Neokleous, 2011)

Design principles

- Short videos
- Instructor presence (enthusiasm, engaging)
- Technical quality
- Content (Comprehensible input, frequent quizzes, L1 use)

Short videos

Language history of Hawai'i (video 2:27)

How was Hawaiian Creole English created?

Task: Language history of Hawai'i

Listen to Hawaiian Creole English

Hawaiian Creole English lexis (video 2:43)

Task: Hawaiian Creole English lexis

Hawaiian Creole English pronunciation (video 2:50)

Task: Hawaiian Creole English pronunciation

Hawaiian Creole English grammar (video 1:59)

Task: Translate from HCE to GAE

Room Service (video 4:16)

Questions for Betsy: Week 8

Instructor presence: Talking head
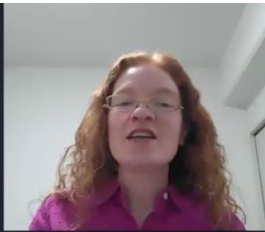
Technical quality: Screencast-o-matic

EN ?

zemi 2 fall taiwa sheets

Auto Saved
1 minute ago

Zoom Preview

Cut
Copy
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Narrate
Overlay
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Responses 4

How much do you agree with the following?

Tools ▾ + Cut

Canvas

1972 x 1114 ▾

Audio

☑ Narration ⓘ �ɪl ▾

＋ Music

Show

☑ Cursor

☑ Webcam

＋ Captions

Done

0 10s 20s 30s **0:34.08** 40s 50s 1m 1m10s 1m20s 1m30s 1m40s 1m50s 2m 2m10s 2:17

Technical quality: Informal setting

Content: Comprehensible input

Content: Frequent quizzing

Complete the table of HCE lexis.

HCE	Original language	General American English meaning
選択 ... ⌄	選択 ... ⌄	fight
stink eye	選択 ... ⌄	選択 ... ⌄
chicken skin	選択 ... ⌄	選択 ... ⌄
選択 ... ⌄	選択 ... ⌄	finished
lanai	選択 ... ⌄	選択 ... ⌄
選択 ... ⌄	選択 ... ⌄	hole
akamai	選択 ... ⌄	選択 ... ⌄

✓ 選択 ...
balcony
goose bumps
idiot
clever
ghost
dirty look
urinate

H5P quizzes

Guess the meaning of the modern kenning: ankle biter 🔊
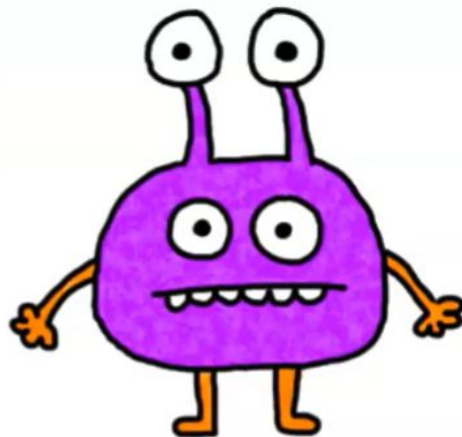
lazy person

environmentalist

someone who wears glasses

very young child

終了

Which is NOT true for a pidgin?

▲ simplified sound system
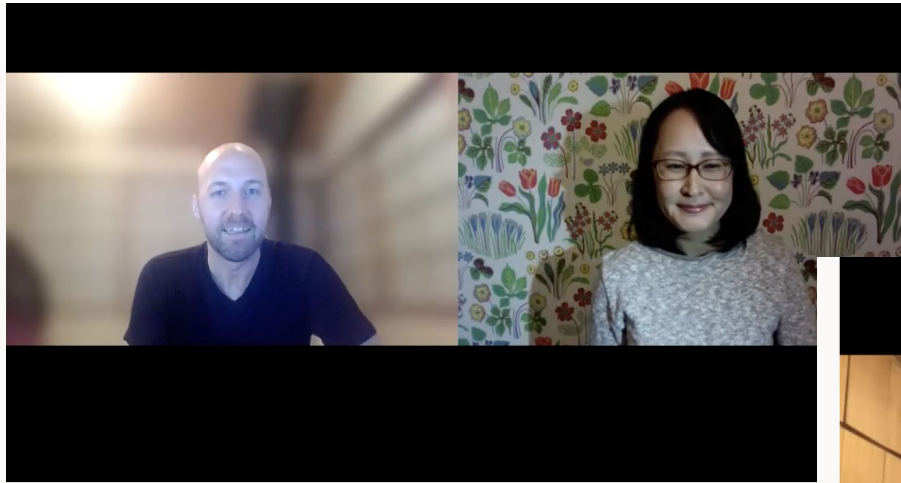
◆ mixture of languages

● has native speakers

■ has a small vocabulary

Presence: Guest speakers + Personalized Comments and interactions

Presence: Students

- Share work & opinions with each other
- Discussion board

Not so perfect,
but still looking for the sun.

HR   Yesterday 16:27   Edited   👍 2
Discussion Question 1:   I think the
reason is greatly influenced by the environment in which I grew up. For example, almost people decide character of all person for person's
blood type. Generally, A type is methodical, B type is unique, O type is rough and AB type is whim. In fact, we can not understand person's
character but we are curioused understand only see blood type. If we don't hear diagnosis of personality by blood type, we don't care about
your blood type. My fixed idea is the media spread right information. Because the media have very big power, so the media can spread right
information and improving person's thinking.

See less

▾ Collapse all

RS   Yesterday 17:32
Hello,   Perhaps there were many people around you who talked about blood types since you were little. Actually, I was also looking at
blood type, horoscope, and fortune-telling books. Even now, when I hear that in formation, I get curious and just listen.

OM   Yesterday 21:20   Edited
Hi,   As you wrote, many people decide our characteristics by blood types. Since I was a junior high school student, I have met a
lot of people who decide people's characteristics by it. Thus, I also believed it, and I was interested in my friends' blood types. For
example, people said "B type people speak their mind clearly", so I was not good at B type people. (I'm sorry for B type people...)

Content: Comprehensible input & Systematic L1 use

Culturally and individually-bounded perspective
文化・個人によって異なる視点
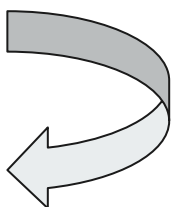
Case 2

Latitude

Eye Color?

Reference:
https://onsuku.jp/blog/color_knowledge_004

Research

Pilot study: Examining students' perceptions of flipped classroom **online course materials**

Research

Research questions:
1. How did students perceive videos?
2. How did students interact with videos?

Methods:

Online weekly questionnaires

Every week, bilingual, M/C & Open-ended

Instruments: Questionnaire

Microsoft Forms

1. Consent form
2. Pre-class (Background & flipped classroom & course)
3. ==Weekly (course materials)==
4. ~~Post-class (course materials & course)~~

Results and discussion

Results: Pre-class (Background)

	World Englishes	Introduction to intercultural understanding
N-size (gender)	N = 15 (Male: 2, Female: 11, No response: 2)	*N*=12 (Male: 4, Female: 8)
Age	18 years: 7, 19 years: 3, 20 years: 2, 21 years: 1, No response: 2	20 years: 4, 21 years: 4, ww years: 2 23 years or older: 2
Major	English: 8, European: 4, Asian: 1, No response: 2	English 2: European: 1, Asian 9
Experience	0 Yes 4 I don't know 9 No 2 No response	2 Yes 3 I don't know 7 No
Reasons	6 This class is required. 4 I am interested in English linguistics. 4 I am interested in World Englishes. 1 I want to be an English teacher.	3 This class is required. 7 I am interested in different cultures. 2 I want to be an English teacher. 1 I like the teacher 1 Other

Results: Pre-class (Background)

	World Englishes	Introduction to intercultural understanding
Expectation	13 Watch videos 6 Take quizzes 6 Listen to lectures 3 Participate in discussions in English 3 Play games 2 Write reflections 2 Do projects 1 Read articles in English 1 Make presentations 1 Fill out worksheets 1 Read articles in Japanese	10 Watch videos 6 Take quizzes 7 Listen to lectures 3 Participate in discussions in English 2 Participate in discussions in Japanese 1 Play games 2 Write reflections 3 Write research report 3 Do projects 3 Read articles in English 2 Make presentations 1 Read articles in Japanese
Score	6 90 to 100 5 80 to 89 2 70 to 79	8 90 to 100 3 80 to 89 1 70 to 79

Number of respondents

	Max	Min	Ave.
World Englishes	12	6	8.75
Introduction to Intercultural Understanding	5	1	3.7

Results: Weekly Questionnaire

Number of respondents

Week	World Englishes	Introduction to Intercultural Understanding
1	12	4
2	NA	4
3	NA	4
4	9	4
5	8	5
6	NA	4
7	6	1

Completion of H.W.

World Englishes: HW completion
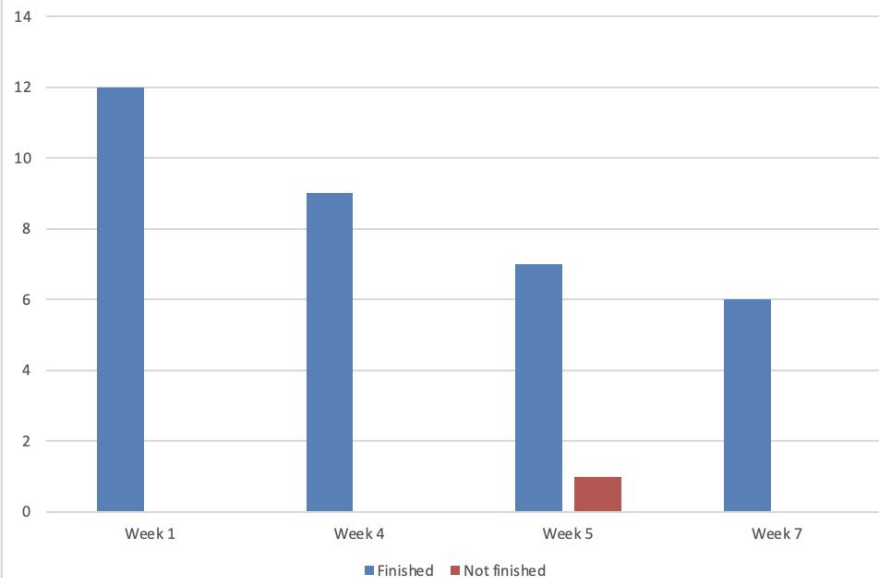
IC: HW Completion

IU: Time Spent on H.W.

IU HW Time

Legend:
- Less than 1 minute
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-75 minutes
- 76-90 minutes
- 91-105 minutes
- 106 minutes or more
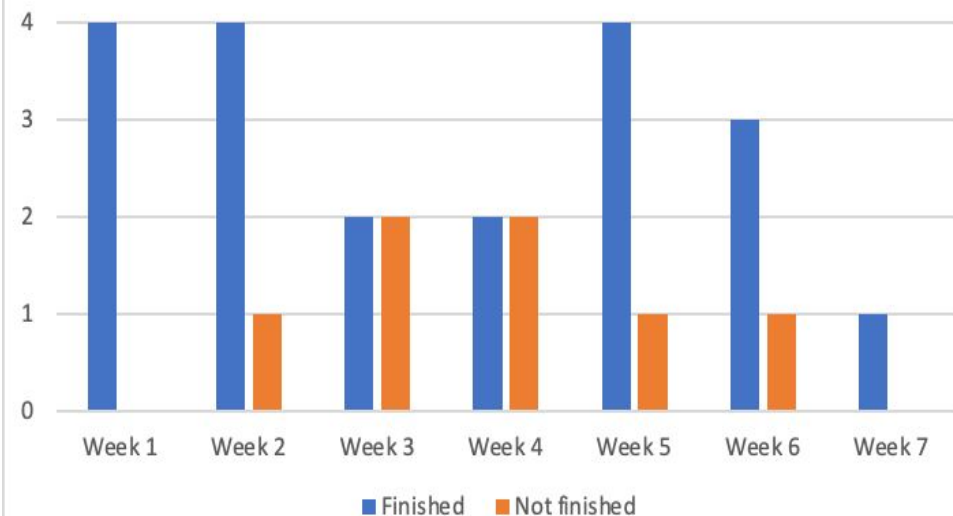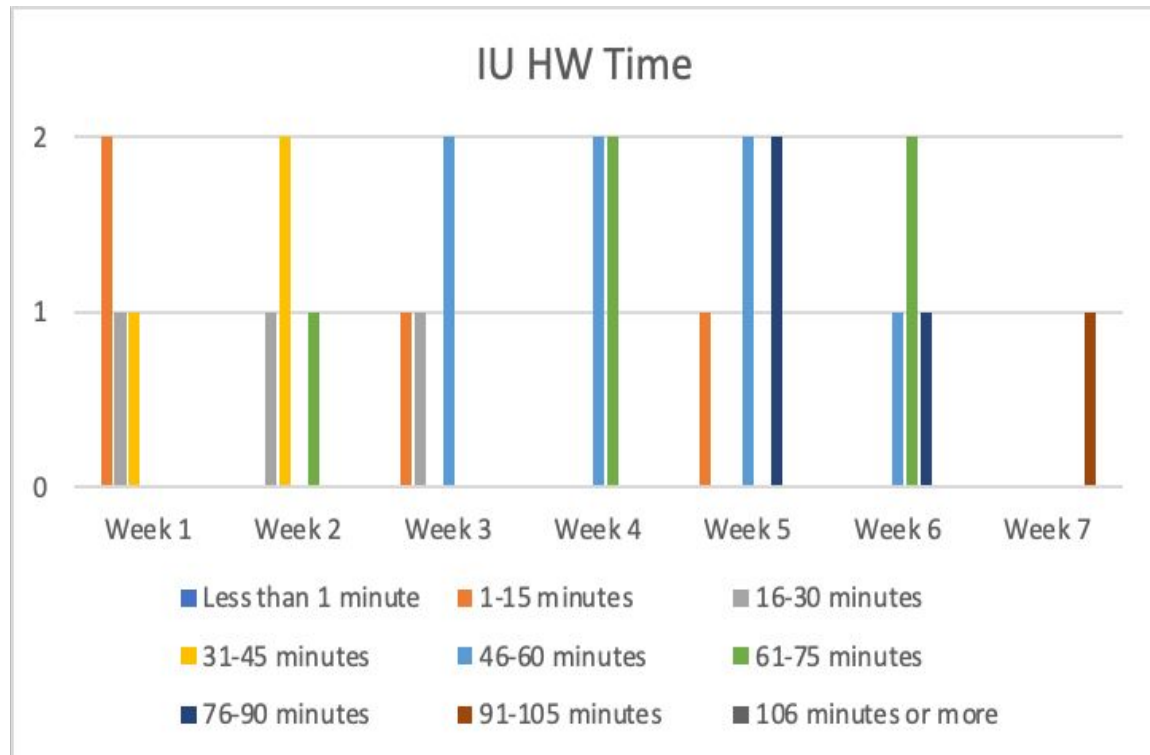
3. この授業の課題の量を、どのように感じていますか？
How much work is assigned for this class?

More Details   Insights

- 多すぎる。Too much   0
- 足りない。Not enough   1
- 丁度いい。Good   16
- Other   0

Results: Reasons for Not Completing H.W.

IU

World Englishes:

"I forget to do feedback"

IU: Reasons for NOT Completing HW
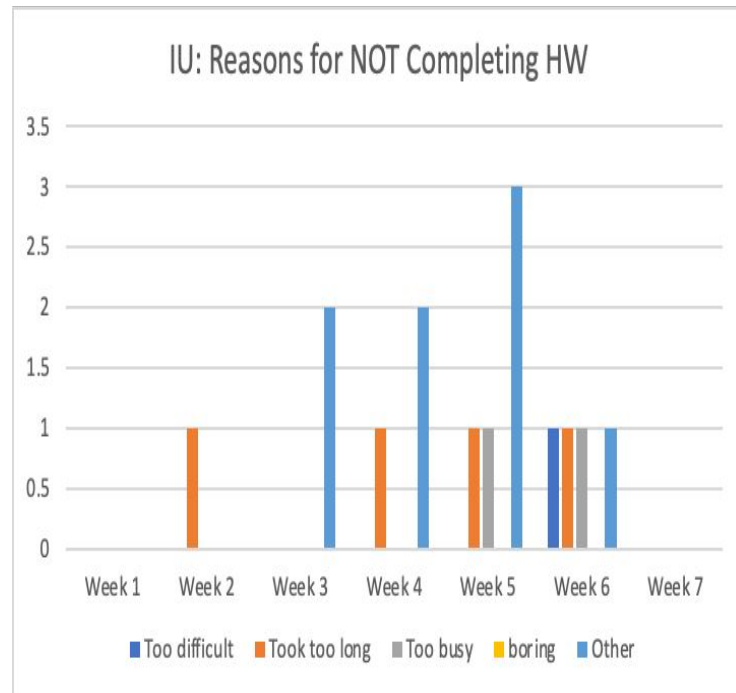
Result: Number of Times Taking Quizzes
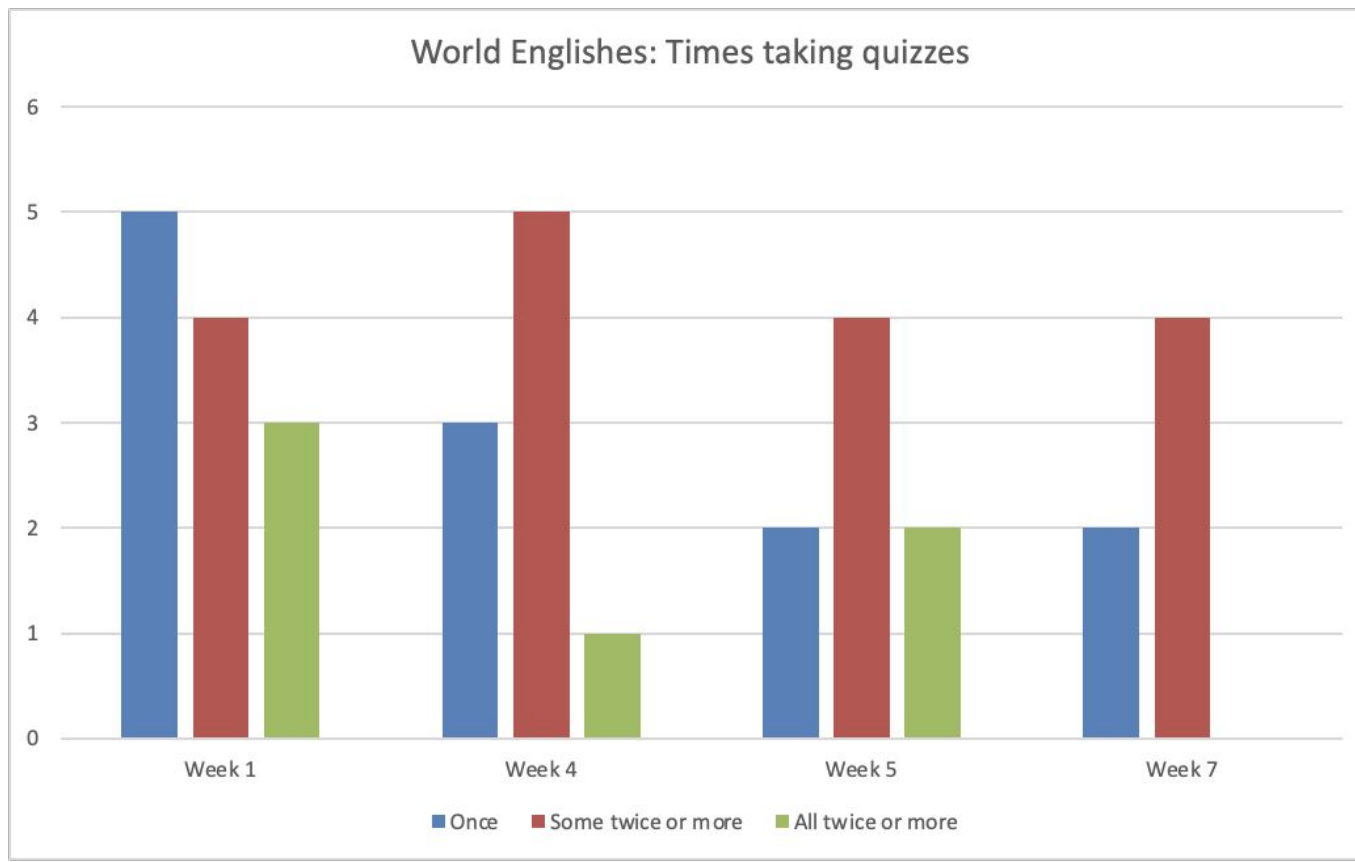
IU: Weekly
Which video lectures were easy or difficult to understand?

- It was <mark>easy</mark> to understand (Week 1)
- パワーポイントが一緒に表示されていて図も多いのでどれも<mark>とてもわかりやすい</mark>です。(Week 3)
- 日本語も使いながら解説をしてくれているので、基本的にどれも<mark>見やすい</mark>です。(Week 4)
- 全て<mark>わかりやすい</mark>のですが、<mark>音声が悪くて少し聞き取りづらい</mark>ところがあったり、課題が自分にとっては<mark>理解できない</mark>ところがあったりしました。英語を授業で学べたり、リスニングの学習にもなって授業全体としてはとても満足しています。(week 4)
- ゲストのビデオは実際の経験を知ることができ、とてもためになりました。どのビデオでも、<mark>先生の表情が見ることができる</mark>のでありがたいです。(Week 6)

Result: Number of Times Watching Videos
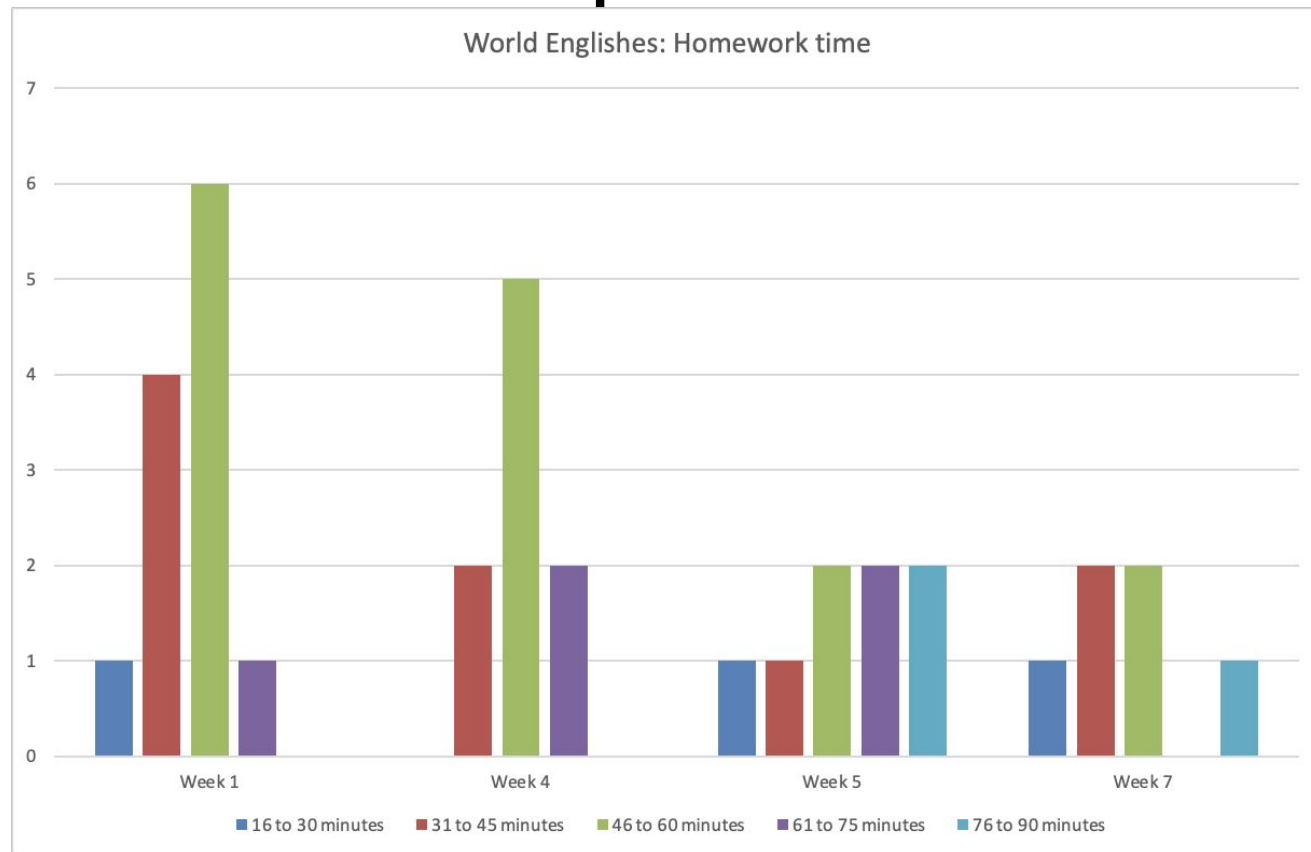

World Englishes: Times watching videos
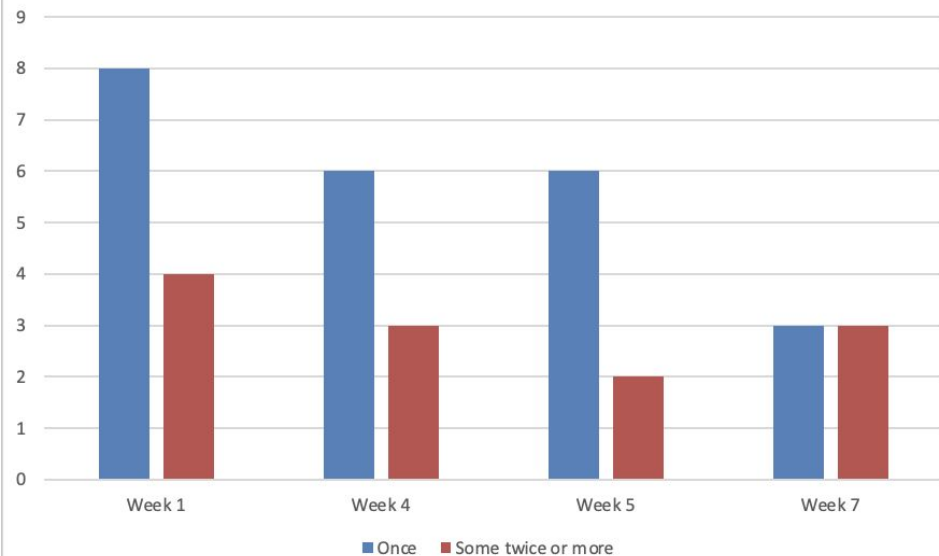
IU: Times watching videos
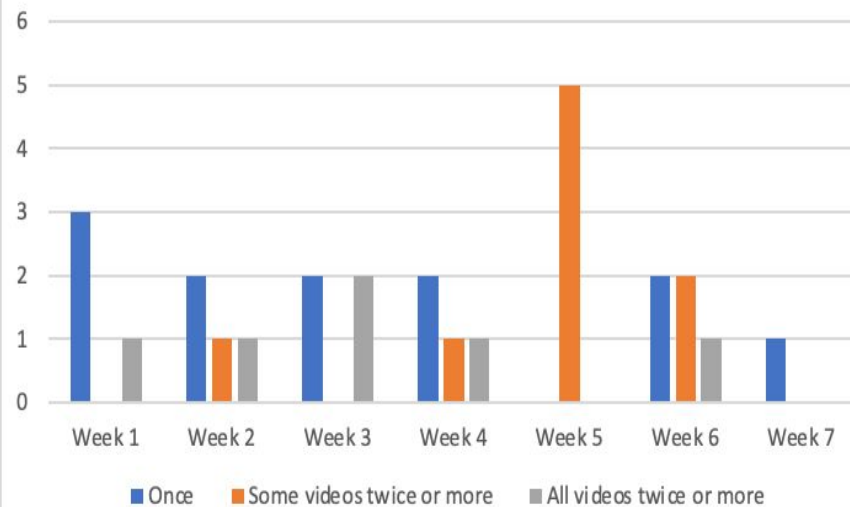
WE: Time Spent on H.W.

WE: Which video lectures were easy or difficult to understand?

- Those without Japanese subtitles were ==difficult to understand==. (Weeks 1 & 4)
- 全部==わかりやすかった==。(Week 1)
- 一番最後のIPA の種類が乗っていたビデオは、一度に多くの種類が書かれていたため==理解するのが大変だった==。(Week 1 - mnemonics for IPA)
- ==I can understand== it after watching video lectures several times. (Week 5)

Flipped World Englishes
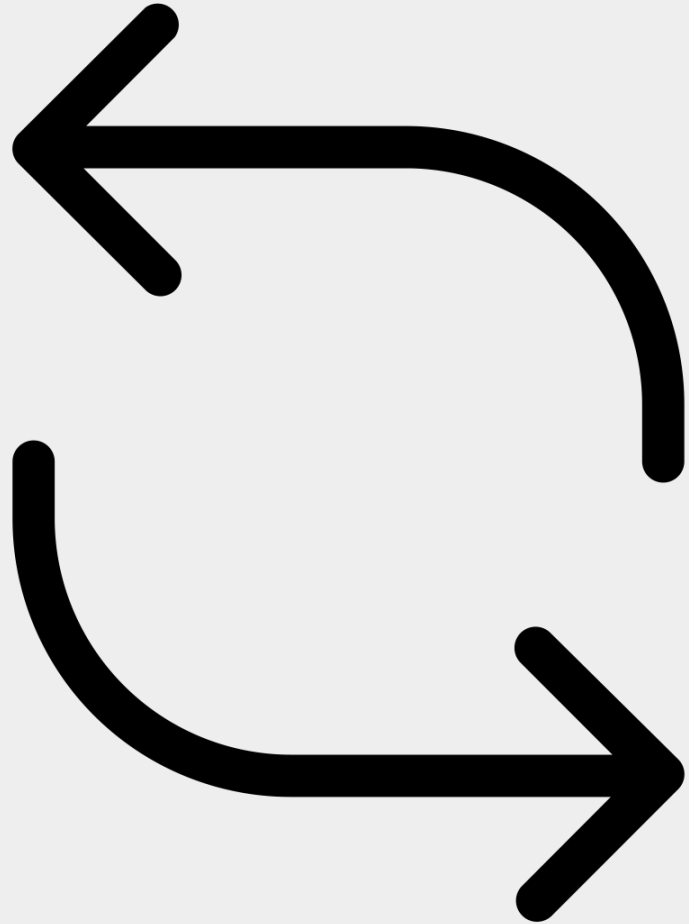
Flipped World Englishes

- Some aspects working well
  - Homework: Videos, quizzes
  - In-class review activities
  - Some in-class projects
- Problems
  - Student English proficiency is lower than expected
 - Enrollment is higher than expected

In class routine

1. Reflect on what you learned from the videos and quizzes.
2. Review Kahoot game
3. Q&A based on questions submitted on Moodle or in class
4. Share projects from previous class
5. Practice IPA, ~~hold discussions,~~ do mini projects

Mini project: IPA secret message

IPA secret message poster

Example poster

1. Work with a partner.
2. Create a digital poster with a secret message written in IPA.
3. Submit your poster here.
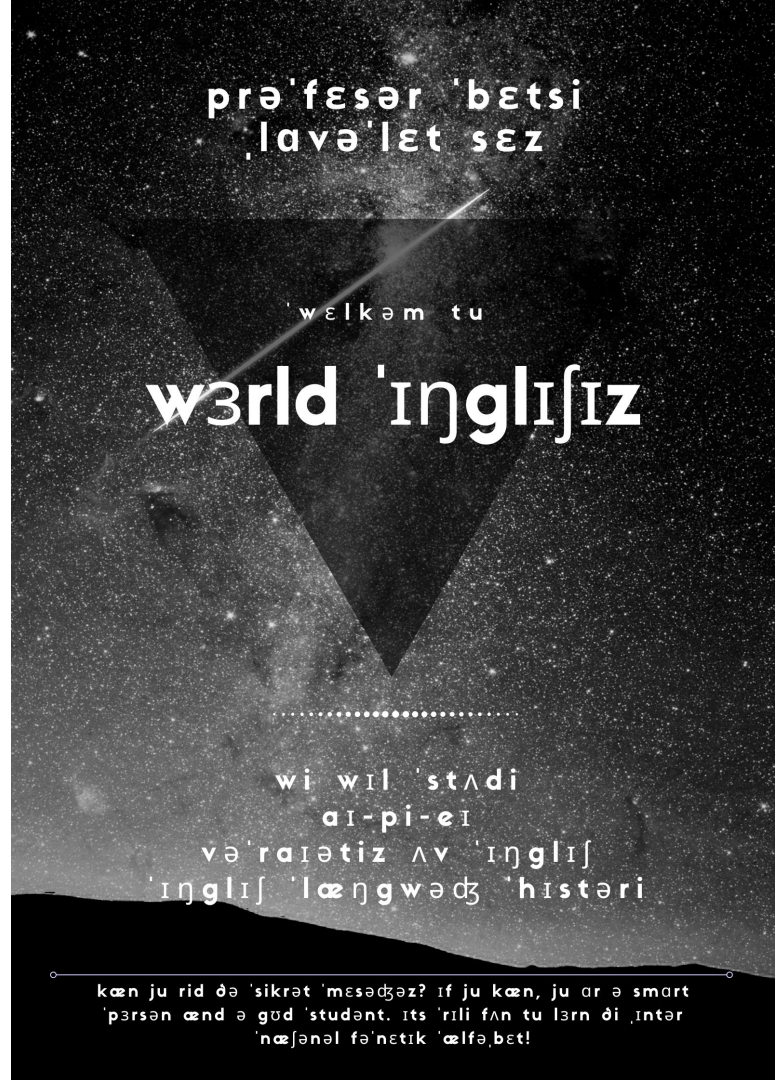
Japanese English comic strip or poster

Example comic strip

1. Work with a partner.
2. Remember the "Speak Good English" movement in Singapore. Do you think Japan needs a movement like this? Why or why not?
3. Depending on your opinion, make a comic strip or poster that does ONE of the following:
   a. Celebrates Japanese English. OR
   b. Promotes "good English" by explaining or teaching a commonly misunderstood word/phrase that is used in Japanese English.
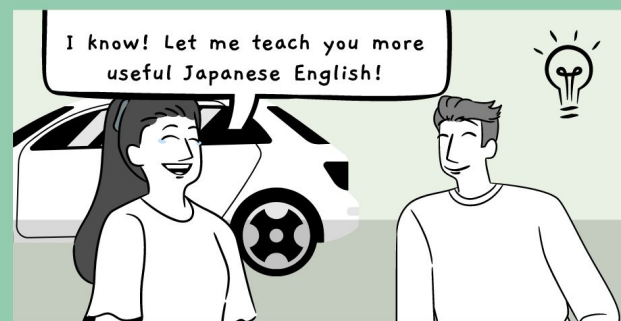4. Submit your comic strip or poster here.

Mini project: Japanese English comic strip
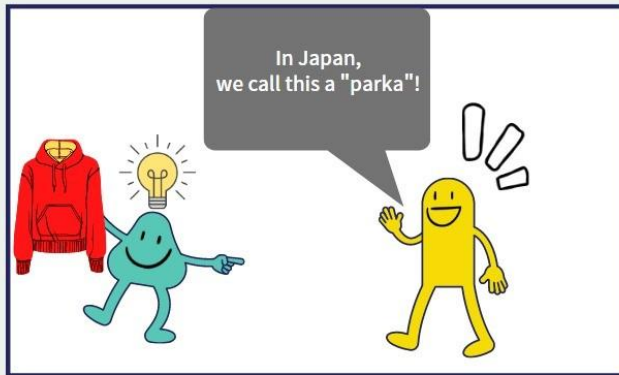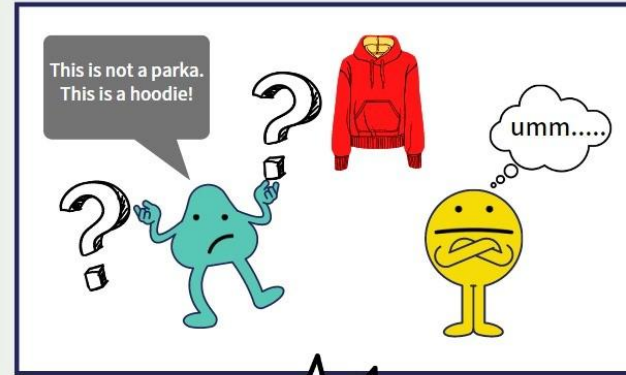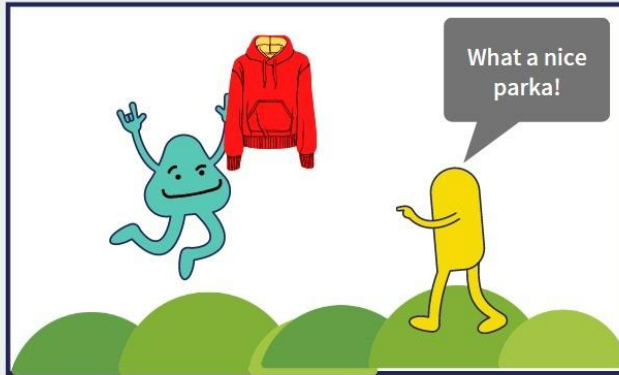
Japanese English comic strip

Example comic strip

1. Work with a partner.
2. Remember the "Speak Good Engli
3. Depending on your opinion, make
   a. Celebrates Japanese English. C
   b. Promotes "good English" by exp
4. Submit your comic strip or poster h

Mini project: Japanese English comic strip

考え方（例）

2単位の講義・演習科目			…6（時間／週）×15（週間）　＝　90時間　＝ 2単位
事前学習 2時間	週1回授業 2時間	事後学習 2時間	
授業1：自主学修2			

1単位の実験・実習科目		…3（時間／週）×15（週間）　＝　45時間　＝ 1単位
週1回授業 2時間	事前・事後学習 1時間	
授業2 ： 自主学修		

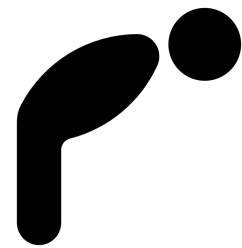# Conclusion

Summary & Conclusion

Principles

- Short videos

- Instructor presence (enthusiasm, engaging)

- Technical quality

- Content (Comprehensible input, frequent quizzes, L1 use)

Questionnaires from asynchronous to flipped

- Data collection

- Wording for "work" 課題 (watching videos? doing assignments?)

- Interviews?

Thank you!

ありがとうございました！

Questions? Comments? Suggestions?

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