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| TITLE | Module 6: Assessing Learning in a Flipped Classroom: Evaluation and Refinement of the Implementation Process  Unit 6.4: Evaluation and Continuous Improvement of Flipped Classroom Practices |
| KEYWORDS (META TAG) | Continuous Development, Assessments, Competences DigCompEdu, Labor Market, Meta-pedagogy, Inclusion, Diversity, Equity, Digital Tools, Transferability, Balanced Assessments, Universal Design for Learning, Feedback, Data, Questionnaires |
| LANGUAGE | English |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * L.O1: To recognize the value of continuous development in a flexible flipped learning environment * L.O2: To illustrate the interplay between formative and summative assessments in the improvement of pedagogical practices * L.O3: To appraise communication, feedback and openness to new methods and technologies |
| CONTENTS IN BRIEF | * The importance of evaluation in flipped classroom learning and its methods * Data collection and analysis with questionnaires * The effects of technology and diversity on improving assessments and Flipped Classroom * The importance of feedback in formative assessment loops and within summative assessments * Receiving guidance from competence frameworks |
| GLOSSARY ENTRIES | **Universal Design for Learning (UDL):** An educational framework which aims to improve and optimize teaching and learning for all people based on insights into how humans learn. It seeks to accommodate the diverse needs of all learners by providing multiple means of representation, action and expression, and engagement. |
| BIBLIOGRAPHY AND FURTHER REFERENCES | * Burke, K. (2010). Balanced assessment: From formative to summative. Solution Tree Press. * Center for Teaching Innovation (n.d). Universal Design for Learning. Cornell University. Retrieved from: <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning> * In Diverse Comapany (n.d.).The Definition of Diversity is Changing. So what should we be doing? Retrieved from: <https://www.indiversecompany.com/the-definition-of-diversity-is-evolving-so-what-should-we-be-doing/> * Zheng, L., Bhagat, K. K., Zhen, Y. & Zhang, X. (2020). The Effectiveness of the Flipped Classroom on Students’ Learning Achievement and Learning Motivation: A Meta-Analysis. Educational Technology & Society, 23(1), 1–15 * "To flip or not to flip?". Empirische Ergebnisse zu den Vor- und Nachteilen des Einsatzes von Inverted-Classroom-Konzepten in der Lehre (pedocs.de), https://www.pedocs.de/volltexte/2020/18547/pdf/Mertens\_et\_al\_2019\_To\_flip\_or\_not\_to\_flip.pdf * Bildung, Schule, Digitalisierung (uni-regensburg.de), https://www.uni-regensburg.de/assets/humanwissenschaften/grundschulpaedagogik-didaktik/frei\_et\_al\_2020\_die\_wirksamkeit\_von\_erkl\_\_rvideos.pdf * Tucker, B. (2012). The Flipped Classroom. Education Next * Lernkonzepte.indd (abwf.de); https://www.abwf.de/content/main/publik/handreichungen/liwe/005\_96\_hand\_liwe\_5.pdf |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | * Accessibility options, principles and features in the Moodle Platform: https://docs.moodle.org/403/en/Accessibility * Digital Competence Framework for Educators (DigCompEdu): https://joint-research-centre.ec.europa.eu/digcompedu\_en#:~:text=The%20European%20Framework%20for%20the,specific%20digital%20competences%20in%20Europe * In case you are using your website to provide material and see what your students spend most of their time with, you may use Hotjar for heatmaps. * Formative digital tool for assessments: https://www.formative.com/ * What is Universal Design for Learning (UDL)? - https://www.youtube.com/watch?v=NL2xPwDrGqQ |
| RELATED PPT |  |