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CUMULATIVE COMMUNICATION STRUCTURE IN FLIPPED-CLASS WITH ON-LINE DISCUSSION

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This article is based on my teaching experience in undergraduate program. I used a teaching method of flipped-learning for 2 semesters, which was very highly evaluated by the students, and, thus, last year I was asked to share my experience at the orientation program for the newly hired professors at Korea University.

The basic structure of the undergraduate class was like below. As a flipped-class, 1.5-hour class of the week was provided in a form of video file to students to watch and study individually through internet (“**Internet Class**”), and the other 1.5-hour class of the week was provided in the class room actually (“**Actual Class**”). After watching the Internet Class, the designated students presented their opinions in Actual Class by applying the course materials to current social issues, and discussion was made. I think three components as below were effective.

First, the Internet Class gave enough chances to study as much as they want. Students watched the Internet Class 20 times on average during the semester, which was verified by the tracking system of the Black Board. After the semester, the number of total view of Video Class was more than 30,000. Through repeated study of the Internet Class in addition to the Actual Class, students can even apply the course materials to real life issues.

Second, on-line discussion was effective, which I would like to highlight in this article. Usually, Korean students hesitate to participate in a discussion, which is a big problem to design a discussion class. Instead, I required students to submit a half-page paper with his/her own opinion onto the internet bulletin board (“**BB**”) regarding one of the issues covered in the Actual Class within the day (“**1st Home Work**”). And, I required students to read all the 1st Home Work of other students, and, after a week, to submit another half-page paper onto the BB again, which should contain any change or development of their own opinions influenced by other students’ opinion (“**2nd Home Work**”). Students necessarily communicated continuously with each other trying to understand others. After the Actual Class discussion, on-line discussions for the 1st and 2nd Home Work made a cumulative process of the students’ communication. Students were able to understand each other’s opinion through the cumulative communication, which is important to make democratic society with freedom of speech. Sometimes, students were arguing severely in a particular issue, but it was impressive that, after all, they used to find a good way to harmonize their differences. Furthermore, it seemed that students were realizing a kind of “collective intelligence” in that they were developing integrated solutions by participating in the on-line discussion

Third, I gave feedbacks in various forms to presentation material, discussions in the Actual Class, the 1st and 2nd Home Works, and the on-line discussions. Such repeated feedbacks might be incorporated into the students’ learning experience, which was found successful in the final term exam.

As a conclusion, cumulative communication structure with both the flipped-learning and the on-line discussion was an effective learning method, and enhanced participation, interaction, and understandings of the students.

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