COURSE DESCRIPTION CARD - SYLLABUS

Course name
FLIPPED BLENDED LEARNING IN HIGHER EDUCATION (3) [S5SD1>FBLSW3]

Course

Proposed by Discipline
–

Year/Semester
2/3

Level of study
Doctoral School

Course offered in
English

Form of study
full-time

Requirements
elective

Number of hours

Lecture
8

Laboratory classes
0

Other
0

Tutorials
0

Projects/seminars
0

Number of credit points

1,00

Coordinators

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Lecturers

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Prerequisites

Basic knowledge of higher education and an interest in modern teaching methods and the use of technology in teaching and learning.

Course objective

The aim of the course is to develop knowledge and skills related to designing and delivering classes in the Flipped Blended Learning model. Participants learn how to organise synchronous and asynchronous learning, prepare materials for students' independent work, use active teaching methods, and support collaborative learning with the use of technology. The course also prepares participants to provide feedback, assess students' learning outcomes, and design classes in the FBL model.

Course-related learning outcomes

KNOWLEDGE
The participant:
1. knows the principles of the Flipped Blended Learning model [P8S_WG / SzD_W01]
2. understands the role of asynchronous and synchronous learning [P8S_WG / SzD_W01]
3. knows active learning methods used in blended learning [P8S_WG / SzD_W01]

SKILLS
The participant:
1. designs classes using the flipped classroom model [P8S_UU / SzD_U11]
2. prepares materials for students' independent learning [P8S_UU / SzD_U11]
3. uses tools supporting blended learning [P8S_UU / SzD_U11]

SOCIAL COMPETENCES
The participant:
1. supports students' independence and active participation [P8S_KO / SzD_K04]
2. promotes collaboration and knowledge sharing [P8S_KO / SzD_K04]
3. is prepared to implement modern teaching methods [P8S_KK / SzD_K03]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Final assessment test. Successful completion of the course requires obtaining at least 50% of the available points.

Grading scale:
90–100% – 5.0
80–89% – 4.5
70–79% – 4.0
60–69% – 3.5
50–59% – 3.0
below 50% – 2.0

Programme content

Principles of the Flipped Blended Learning model and organisation of the teaching and learning process with the use of synchronous and asynchronous learning. The role of the teacher and the student in the FBL model. Preparation of materials for students' independent learning, organisation of pre-class work, and verification of students' preparation. Use of active teaching methods, including discussion, problem analysis and in-class activities. Teamwork, project-based methods and technology-supported collaboration. Feedback, assessment of students' learning outcomes, and design of classes in the Flipped Blended Learning model.

Course topics

1. Fundamentals of Flipped Blended Learning
Principles of the model, organisation of the teaching and learning process, and the role of the teacher and the student.

2. Preparation of learning materials
Materials for self-directed learning, organisation of pre-class work, and verification of students' preparation.

3. Active learning methods
Discussions and problem analysis, active learning methods, and organisation of in-class activities.

4. Projects and collaboration
Teamwork, project-based methods, and collaboration supported by technology.

5. Assessment and evaluation
Feedback, assessment of learning outcomes, and design of classes in the Flipped Blended Learning model.

Teaching methods

Presentation of theoretical concepts, discussion, analysis of examples and problems, and practical exercises. Individual and group work, project-based tasks, and workshop-based design of selected elements of classes using the Flipped Blended Learning model. Demonstration and practical use of selected digital tools supporting the organisation of the teaching and learning process.

Bibliography

1. Baig, M. I., Yadegaridehkordi, E., “Flipped Classroom in Higher Education: A Systematic Literature Review and Research Challenges”, International Journal of Educational Technology in Higher Education, 20, 61, 2023.
2. Li, R., Lund, A., Nordsteien, A., “The Link between Flipped and Active Learning: A Scoping Review”, Teaching in Higher Education, 28(8), 2023, pp. 1993–2027.
3. Chechurin, L. (ed.), Digital Teaching and Learning in Higher Education: Developing and Disseminating Skills for Blended Learning, Palgrave Macmillan, 2022.

Breakdown of average student's workload

	Hours	ECTS
Total workload	25	1,00
Classes requiring direct contact with the teacher	8	0,50
Doctoral student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation)	17	0,50