Transition from lecture-based learning to flipped-mastery learning

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Abstract

Speakers of English as an additional language studying logical thinking found the course extremely difficult. Their participation in discussions was limited by their lack of understanding of logical thinking, which stemmed from their inability to comprehend the lectures. The conventional lecture-based course was converted into a blended learning course that harnessed flipped-mastery learning. The resultant course addresses these problems by providing learners with individualized online access to content and substantially increased the opportunities for interaction.

Summary

This case study of content and language integrated learning describes the transition from conventional lecture-based learning to flipped-mastery learning in a Japanese university using English as the medium of instruction.

The previous logic thinking course delivered content primarily through lectures and set readings. However, this course suffered from a large drop-off rate for speakers of English as an additional language (EAL). Many EAL learners struggled to understand the lectures and relied on information gleaned from PowerPoint handouts. This, in turn, reduced their ability to contribute to discussions. EAL learners faced both content-related and language-related problems.

The revised flipped-mastery learning course was designed to enable all learners to participate more actively. Content delivery was moved to Moodle, a virtual learning environment, which students can access anytime. This platform enables learners to select activities based on their individual needs. Learners with difficulty understanding spoken English can opt to replay audio or video clips, or where available show subtitles or use an alternative medium. Learners with difficulty reading can watch video summaries of core readings. Learners who need more time to understand can preview content, check vocabulary and get to grips with key concepts prior to class.

Moving content delivery online freed up face-to-face class time so that more interactive activities could be included. Communicative and information gap activities were included using activity-based and problem-based approaches, giving learners the opportunity to use the knowledge gained from study prior to each class.

In this iteration of the course, criterion-based assessment was also adopted; the criteria were linked to learning objectives and outcomes, which were, in turn, linked to online learning activities. The resultant flipped-mastery learning course has aims, activities and assessment that are closely aligned. Student feedback has been very positive and the drop-off rate for NNES learners has decreased dramatically.

Biodata

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