# Contents

**Preface** ........................................... XI

**The Authors** .................................. XIII

**I Recent Developments in ICM Implementation** ................................. 1

1 The *Inverted Classroom*: Where to Go from Here
   Jörn Loviscach ........................................... 3
   1.1 Introduction .................................................. 3
   1.2 The ICM and educational research ........................................ 4
   1.3 Video types and video content ........................................ 5
   1.4 Video style ................................................... 7
   1.5 Additional online elements ........................................ 8
   1.6 Activities in the classroom ........................................ 9
   1.7 MOOC-wrapping ........................................... 10
   1.8 Conclusion ................................................... 10

2 Beyond a Simple ICM
   Jürgen Handke ............................................ 15
   2.1 ICM-based teaching and learning ........................................ 15
   2.2 Towards mastery learning ........................................ 16
   2.3 MOOCs .................................................... 19

3 Activating Students by Inverting and Shuffling the Classroom – Experiences from Employing ICM and PCM
   Clemens Möller ............................................ 23
   3.1 Introduction ................................................... 24
   3.2 Abstract thinking as a major challenge to students .................... 24
3.3 Experiences from implementing the Inverted Classroom ........................................ 27
3.4 Discussion ................................................................................................................ 31

4 Experiences with the Implementation of an Inverted Classroom Course to Promote Key Competences

Athanasiou Vassiliou 35
4.1 Initial situation ................................................................. 35
4.2 The AWE-class as a blended learning course .................................................... 36
4.3 The Inverted Classroom Model in the AWE-class ......................................... 37
4.4 Description of the learning materials used ...................................................... 38
4.5 Advantages of the ICM in comparison to the blended learning concept .......... 40

II Phase 1 of the Inverted Classroom Model: Content Delivery 43

5 Learning by Contribution – Using Wikis in Higher Education

Udo Bleimann & Robert Löw 45
5.1 Introduction – from Inverted Classroom to Learning by Contribution ... 45
5.2 The wiki lecture – our approach ................................................................. 46
5.3 Using wikis – a short overview ................................................................. 49
5.4 A view into the wiki – the results .............................................................. 51
5.5 Outcomes of the wiki lectures ................................................................. 54
5.6 Lessons learned – summary and outlook ............................................... 56

6 The VLC Video Strategy

Jürgen Handke 59
6.1 Introduction ................................................................................................. 59
6.2 Quantity assurance and beyond ............................................................... 60
6.3 Video integration and video types ........................................................... 61
6.4 Quality assurance ...................................................................................... 67
6.5 Video production ....................................................................................... 69
6.6 Why YouTube? .......................................................................................... 72
6.7 Summary ................................................................................................. 74

7 Using Videos in the Linguistics Classroom

Natalie Kiesler 77
7.1 The ICM in linguistics classes at Philipps-University of Marburg ............... 77
## Contents

7.2 Why use videos and the ICM? ................................................................. 78
7.3 Video types for the linguistics classroom ........................................ 83
7.4 Reorganization of the class time ....................................................... 89
7.5 Conclusion .......................................................................................... 90

8 Flipping Professional Training in Higher Education Didactics – Proposing an Open Video Platform

Oliver Tacke 93
8.1 Flipping professional training at university ..................................... 93
8.2 Opportunities and challenges of a video platform dedicated to training in higher education didactics ......................................................... 94
8.3 A brief proposal .................................................................................. 96
8.4 Concluding thoughts ......................................................................... 97

III Phase 2 of the Inverted Classroom Model: In-Class Activities 101

9 Tutor of the Day – A New Didactic Concept for the Practice Phase of ICM-Based Teaching

Anne Günther 103
9.1 Development of the Tutor of the Day concept .................................. 103
9.2 Application ....................................................................................... 104
9.3 Skills .................................................................................................. 107
9.4 Sample exercise ................................................................................ 108
9.5 Students’ evaluation of the Tutor of the Day concept ..................... 110
9.6 Teachers’ evaluation of the Tutor of the Day concept ................. 110
9.7 Conclusion ....................................................................................... 110

10 Designing In-Class Activities in the Inverted Classroom Model

Christian Spannagel & Janna Spannagel 113
10.1 The ICM is not ‘video learning’ ......................................................... 113
10.2 Method 1: Think – Pair – Share ..................................................... 114
10.3 Method 2: The Active Auditorium ................................................... 115
10.4 Method 3: Lecture games ................................................................. 117
10.5 Putting it all together ..................................................................... 118
10.6 Conclusion and outlook ................................................................. 119
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Clicker-Happy: Audience Response Systems as an Interface between</td>
<td>121</td>
</tr>
<tr>
<td>Pre-Class Preparation and In-Class Session</td>
<td></td>
</tr>
<tr>
<td>Leonie Wiemeyer</td>
<td></td>
</tr>
<tr>
<td>11.1 What is an audience response system?</td>
<td>121</td>
</tr>
<tr>
<td>11.2 Application of ARSs in teaching</td>
<td>123</td>
</tr>
<tr>
<td>11.3 Benefits and disadvantages of audience response systems</td>
<td>125</td>
</tr>
<tr>
<td>11.4 Audience response systems in the <em>Inverted Classroom</em></td>
<td>127</td>
</tr>
<tr>
<td>11.5 Conclusion and outlook</td>
<td>132</td>
</tr>
<tr>
<td>IV Implementation of the ICM in High School</td>
<td>135</td>
</tr>
<tr>
<td>12 Flipped Learning in the Science Classroom</td>
<td>137</td>
</tr>
<tr>
<td>Brian E. Bennett</td>
<td></td>
</tr>
<tr>
<td>12.1 Problems in my classroom</td>
<td>137</td>
</tr>
<tr>
<td>12.2 Conditioning students in a traditional classroom</td>
<td>138</td>
</tr>
<tr>
<td>12.3 Introducing videos to the science classroom</td>
<td>139</td>
</tr>
<tr>
<td>12.4 Unexpected initial results</td>
<td>140</td>
</tr>
<tr>
<td>12.5 The <em>Personalized System of Instruction</em></td>
<td>140</td>
</tr>
<tr>
<td>12.6 Starting fresh – rethinking my approach to <em>Flipped Instruction</em></td>
<td>141</td>
</tr>
<tr>
<td>12.7 Inquiry learning – examples and applications</td>
<td>141</td>
</tr>
<tr>
<td>12.8 Project-based learning – examples and applications</td>
<td>142</td>
</tr>
<tr>
<td>12.9 Changing grading practices in a mastery learning environment</td>
<td>143</td>
</tr>
<tr>
<td>12.10 Student response to mastery learning</td>
<td>144</td>
</tr>
<tr>
<td>12.11 Implications for future schools</td>
<td>144</td>
</tr>
<tr>
<td>13 Inverting the History Classroom – A First-Hand Report</td>
<td>147</td>
</tr>
<tr>
<td>Daniel Bernsen</td>
<td></td>
</tr>
<tr>
<td>13.1 Inverting the high school classroom</td>
<td>147</td>
</tr>
<tr>
<td>13.2 From teacher controlled lessons to student controlled learning</td>
<td>149</td>
</tr>
<tr>
<td>13.3 How to start flipping a history classroom and what to do within</td>
<td>150</td>
</tr>
<tr>
<td>the lesson at school</td>
<td></td>
</tr>
<tr>
<td>13.4 Conclusion</td>
<td>153</td>
</tr>
</tbody>
</table>