

### **Digitalisierung der Hochschullehre** **Welche Rolle spielt das Inverted Classroom Model dabei?**

“Das zur Zeit zentrale pädagogische Modell der modernen Universität wird zunehmend obsolet. Es entfremdet sich mehr und mehr von den Bedürfnissen der neuen Studentengeneration, die dabei ist, Teil des globalen Wissensmarktes zu werden.“ (Tapscott, Don/Williams, Anthony D. 2010. *Innovating the 21st Century University: It’s time*. Educause Rev. 45, No. 1: 18).

#### **Participation and Mastery in “Introduction to Linguistics” (WT 2013/14)<sup>1</sup>**

During the entire class, online activities remained on a high level but in-class participation, which in all our classes is entirely optional, was considerably lower. In week five, the students had to officially confirm their class membership in order to be eligible for the final exam. This led to a drop of the actual number of class participants from 226 to 215. Fig. 7 exhibits these participation values for each unit of the introductory class and correlates them with the number of mastery worksheets.

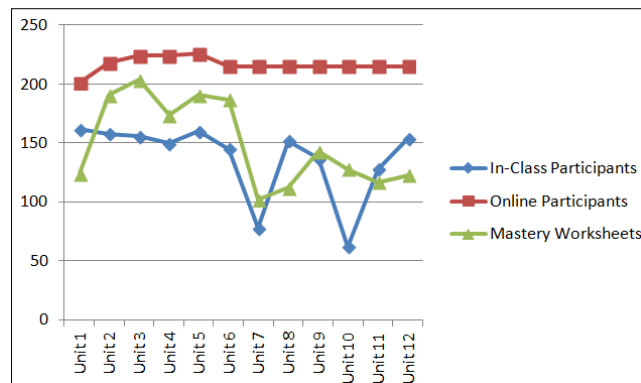


Fig. 7: Participation and Mastery

In the majority of the units, the number of mastery worksheets submitted was higher than the number of in-class participants, this means that the instructor could assume almost 100% mastery in class. In fact, those units where this was not the case, were either extremely complex (unit 8: Syntax) or they were class-flanking: the initial unit, where some participants may still have had problems with the new and unknown teaching and learning scenario, and the final two units where the preparation for the e-exam, and thus a general repetition was the focus rather than the units themselves.

#### **Participation and Mastery in “Morphology and Syntax” (ST 2014)**

Participation and Mastery were almost identical to the values recorded during winter 2013/14 in the introductory class. Again, the number of mastery worksheets was, by and large, higher than the number of in-class participants and in-class participation hovered around 63%. Fig. 9 exhibits the values for the “Morphology and Syntax” class.

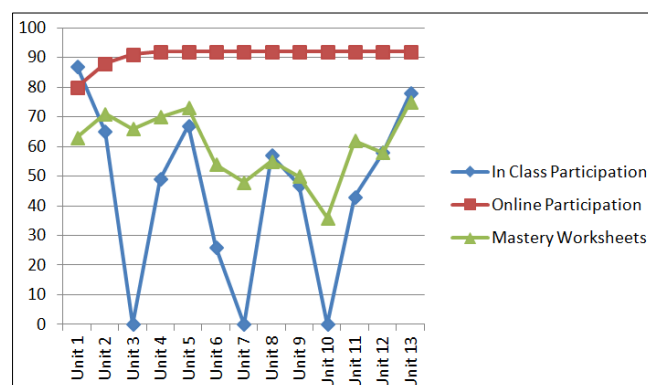


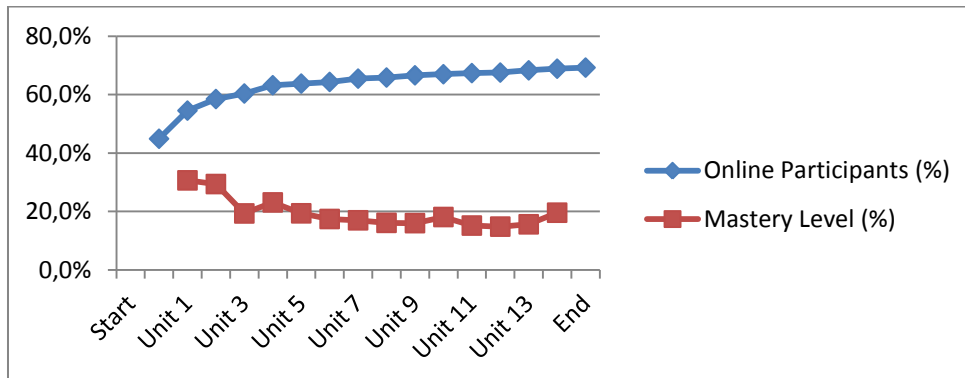
Fig. 9: Participation (online, in-class) and Mastery worksheets

In contrast to the winter-term class “Introduction to Linguistics”, online participation was very high from the start, and all 92 participants confirmed their class participation by week five, thus, there was no drop-out.

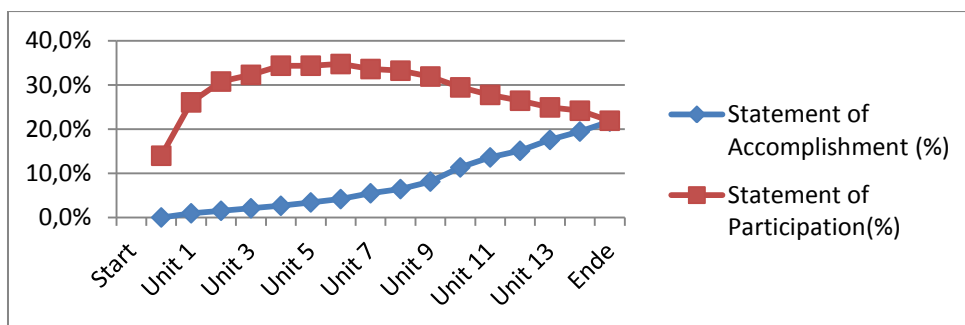
<sup>1</sup> Aus: Handke, J. 2014. *The Inverted Classroom Mastery Model – A Diary Study*. In: Großkurth, Eva/Handke, Jürgen (Hrsg.). *The Inverted Classroom Model, Vol III*. Berlin: Walter de Gruyter: 15-34.

## The VLC-MOOC Linguistics 201 “The Structure of English” (530 Participants from 68 Nations)

### Participation and Mastery



### Status of Certification



### Summary:

- Certification:
  - Participation: 23%
  - Accomplishment: 22%
  - Mastery “Rhythm”: 24%
- Tuition: None (i.e. no class instructor required, MOOC = fully automatic)

### Literatur:

- Elkana, Yehuda/Klöpfer, Hannes. 2012. *Die Universität im 21. Jahrhundert*. Hamburg: edition Körber-Stiftung.
- Großkurth, Eva-Marie/Handke, Jürgen (Hrsg.). 2014. *The Inverted Classroom Model. Konferenzband zur 3. ICM Fachtagung in Marburg*. München: Oldenbourg Verlag/Walter de Gruyter, Berlin.
- Handke, Jürgen. 2014. *Patient Hochschullehre. Vorschläge für eine zeitgemäße Lehre im 21. Jahrhundert*. Marburg: Tectum Verlag.
- Handke, Jürgen/Kiesler, Natalie/Wiemeyer, Leonie (Hrsg.). 2013. *The Inverted Classroom Model. Konferenzband zur 2. ICM Fachtagung in Marburg*. München: Oldenbourg Verlag.
- Handke, Jürgen/Schäfer, Anna Maria. 2012. *E-Learning, E-Teaching und E-Assessment in der Hochschullehre. Eine Anleitung*. München. Oldenbourg Verlag.
- Handke, Jürgen /Sperl, Alexander (Hrsg.). 2012. *Das Inverted Classroom Model. Konferenzband zur 1. ICM Fachtagung in Marburg*. München: Oldenbourg Verlag .
- Schulmeister, Rolf (Hrsg.). 2013. *MOOCs – Massive Open Online Courses*. Münster: Waxmann Verlag.

### Websites:

- The Virtual Linguistics Campus: <http://www.linguistics-online.com>
- E-Lectures and Screencasts on YouTube: <http://www.youtube.com/linguisticsmarburg>
- Facebook: <http://www.facebook.com/juergen.handke.33>
- Inverted Classroom Blog: <http://invertedclassroom.wordpress.com>