



HCI International 2016

Toronto, Canada, 17 - 22 July 2016

The Westin Harbour Castle Hotel

Cooperative Micro Flip Teaching

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The research done with this experience contributes with

- **A study of the resources that students create for each of the situation, which generates a continuous knowledge. It includes its format, scope and usefulness**
- **Identification, study and analysis of the learning activities where the created resources may be involved. Besides, there are activities that integrate both faculty's resources and students' resources**
- **A qualitative study of the students' perception about the learning improvement throughout the use of the generated resources**
- **A qualitative study of the willingness to share their learning resources with others peers**

CLASSIC MODEL



LESSONS IN THE CLASS
HOMEWORK

CLASSROOM



HOME

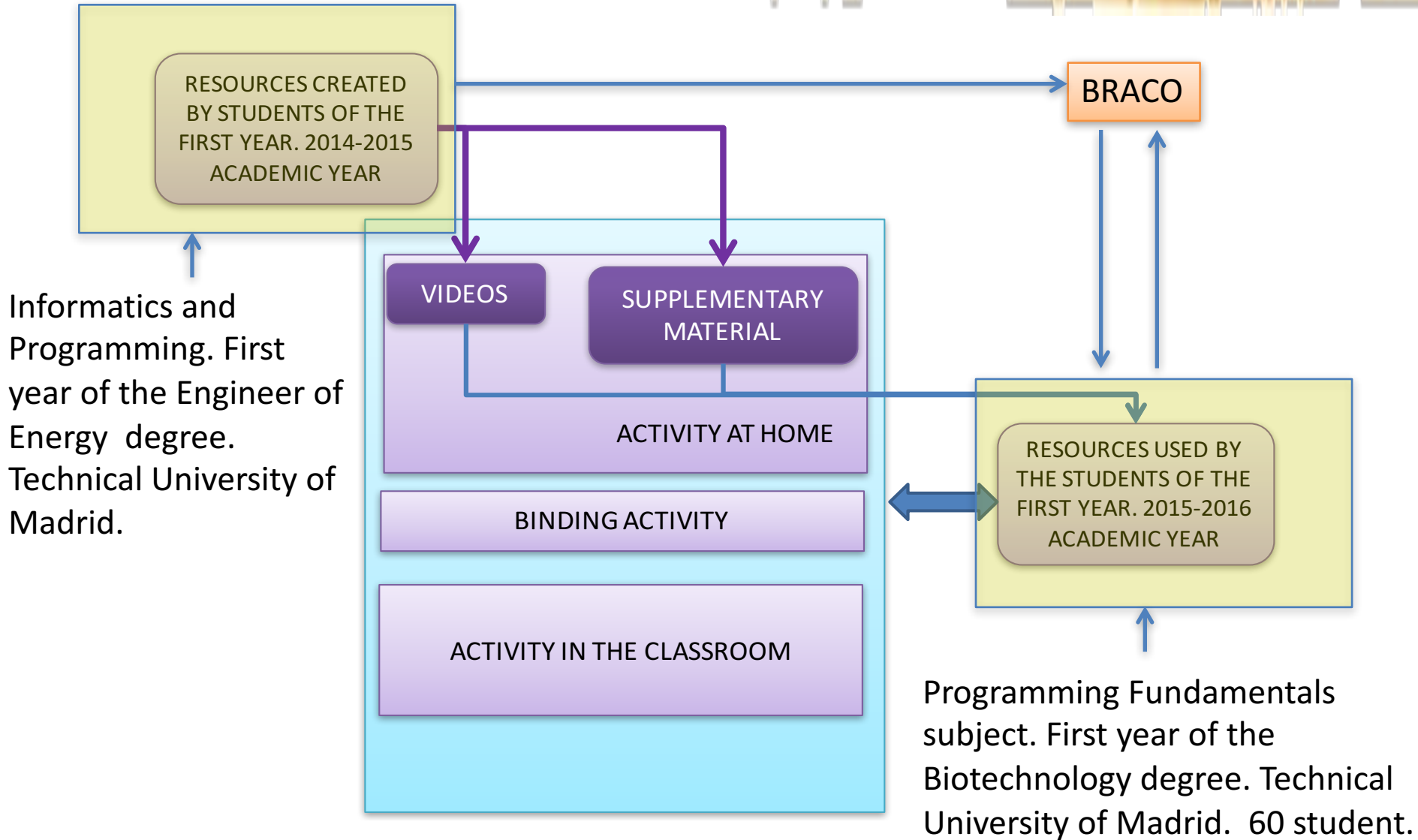
FLIP TEACHING MODEL



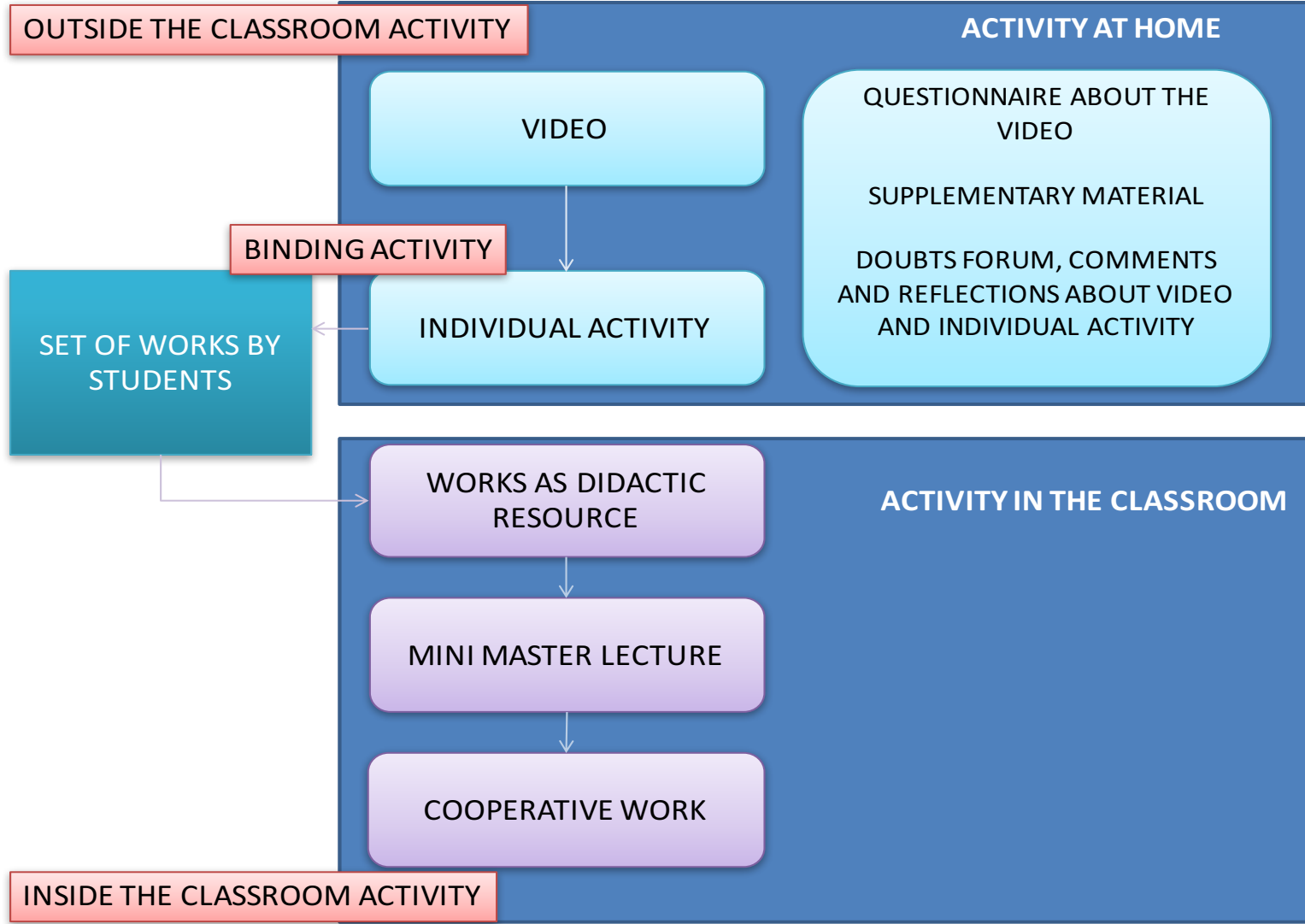
ACTIVITIES IN THE CLASS
LESSONS AT HOME



Model applied on experience



Micro Flip Teaching Model



Results. Resources generated by students

Table 1. Generated and shared contents in 2014-2015 academic course

Number and type of generated and shared by the students	
Videos (explanations of TW development and of the TW itself)	12
Web site (final result of TW)	6
Files (results of the intermediate stages of TW)	21

Results. Students' perception of the use of the resources (I)

Table 1. Using videos of teachers and students in 2015-2016 academic year

Q5. Indicate the degree of agreement with the following statements (%):					
	1	2	3	4	5
I have seen works in the recommended web site before I started TW	0	2	4	55	40
I think the works in the the recommended web site have been useful to decide the TW theme	2	7	24	40	27

Table 2. BRACO resources used in 2015-16 academic year

Q7. Indicate the number of resources that have seen among those found through BRACO:	
	%
None	4
Between 2 and 4	31
Between 5 and 7	45
More than 7	20

Results. Students' perception of the use of the resources (II)

Table 1. Ease and usefulness of BRACO in 2015-2016 academic year

Q10. Express your level of agreement with the following statements about the impact of the contents of BRACO in the development of teamwork (%)					
	1	2	3	4	5
BU1. I have found easy to access BRACO resources	2	4	20	55	16
BU2. I have found BRACO useful for the phase "Mission and objectives"	2	5	13	55	25
BU3. I have found BRACO useful for the phase "Normative"	4	2	15	53	27
BU4. I have found BRACO useful for the phase "Responsibilities map"	4	4	22	49	22
BU5. I have found BRACO useful for the phase "Timetable"	4	4	27	45	20
BU6. I have found BRACO useful for the phase "Implementation phase"	4	5	24	49	18
BU7. I have found BRACO useful for the phase "Storage"	5	16	40	35	4
BU8. I have found BRACO useful for the phase "Final result"	7	7	16	40	29

Table 1. Resource sharing

Q12. With whom would you share in the future the resources you have created during the development of TW?	
	%
With my friends	5
With other teams of my teaching group	18
With other teams of my degree	24
With other teams of other degrees	3
With who ask me resources	50

- **It has shown the organization of resources created by students in order to use them for students of other degrees throughout the Micro Flip Teaching method, including both individuals and grouping activities in which ones the resources are useful and suitable**
- **The students have a positive perception regarding the effect of the use of these resources in their learning**
- **Moreover, other important contribution of the research done is the students' good willingness to share the created resources, but still it is necessary to work to improve it**
- **This method is easily transferable to any subject regardless of the discipline taught. In addition, it can be used in a timely manner in those parts of the subject where students have poorer academic results or there will be more complex topics**



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