

Report on Innovative Teaching Practices: Flipped Classroom for Disaster Management

Academic Year: 2023 – 2024

Semester/Branch: S5 CS

Subject: MCN301 Disaster Management

Faculty: Mrs. Asha George

Innovative Teaching Method: Flipped classroom

Topic/Question: Systems of Earth and Disaster Management Terminologies

Introduction

The purpose of this report is to highlight the implementation of innovative teaching practices in the "Disaster Management" course, specifically focusing on the use of a flipped classroom approach for Module 1. The flipped classroom model is designed to enhance student engagement, foster deeper understanding, and promote active participation in the learning process.

Flipped Classroom Approach

Overview

In Module 1, titled "Systems of Earth and Disaster Management Terminologies," a flipped classroom methodology was employed to deliver instructional content. This approach involved the reversal of traditional teaching methods, with students accessing pre-recorded lectures, reading materials, and multimedia resources before class sessions. Classroom time was then dedicated to discussions, collaborative activities, and application exercises.

Rationale

The flipped classroom model was chosen to:

- Promote self-directed learning and student responsibility.
- Utilize valuable class time for interactive and applied learning activities.
- Enhance engagement and understanding of concepts related to disaster management.

Material Sharing

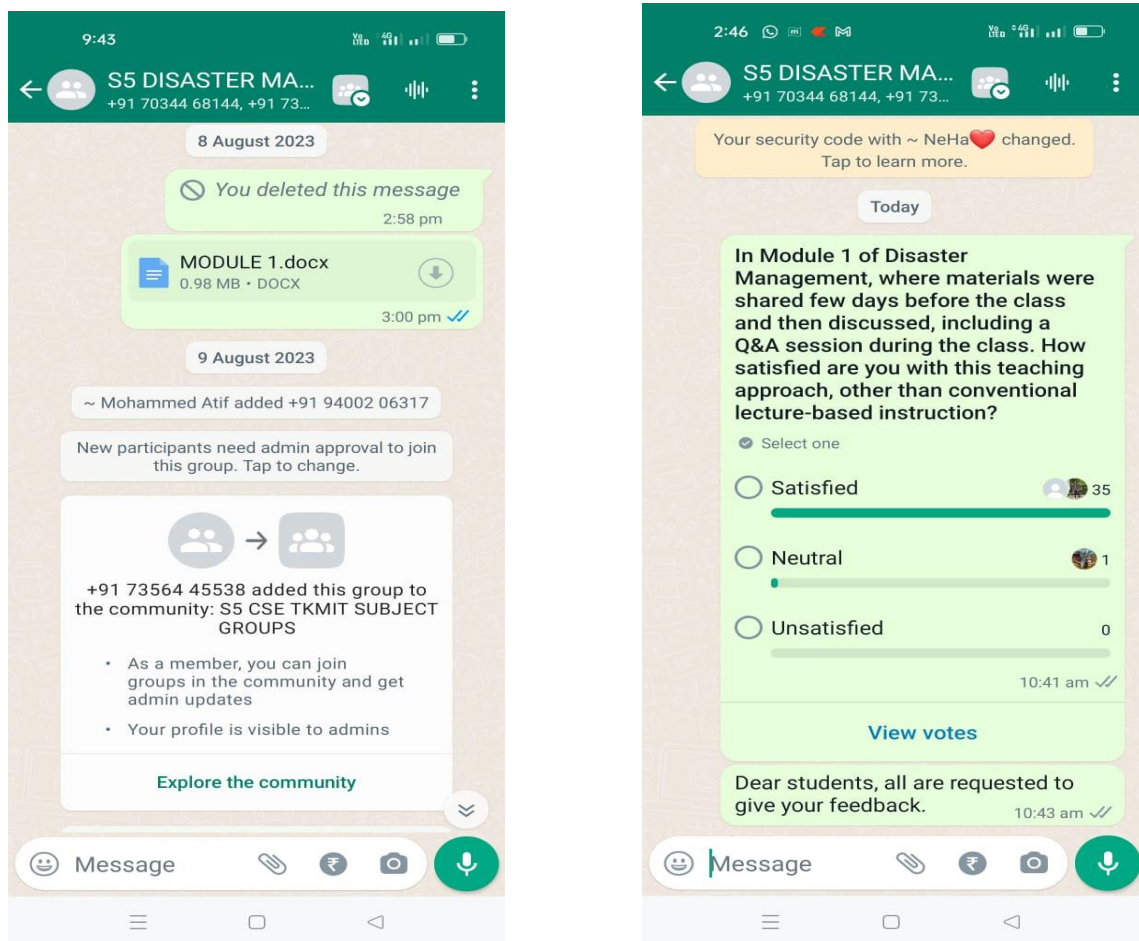
To ensure effective material sharing, an online platform was used for hosting reading materials, and supplementary resources.

Student feedback

A WhatsApp poll was conducted to gather feedback from students regarding the flipped classroom approach implemented in Disaster Management (MCN 301). The results suggest a generally positive response, showcasing the effectiveness of this innovative teaching method. Most students expressed satisfaction with the pre-class material sharing and interactive in-class discussions. They expressed appreciations for the flexibility to review materials at their own pace, allowing for a more personalized learning experience.

Proof

A screenshot of the material sharing and Whatsapp poll is provided below.



Conclusion

The resoundingly positive feedback from students on the flipped classroom approach in Disaster Management (MCN 301) underscores its effectiveness in fostering engagement and satisfaction.