

18 & 19 JAN 2024

 ADULT
LEARNING
XCHANGE

OUR LEARNING FUTURES

LEARN FAST | LEARN WIDE | LEARN WELL

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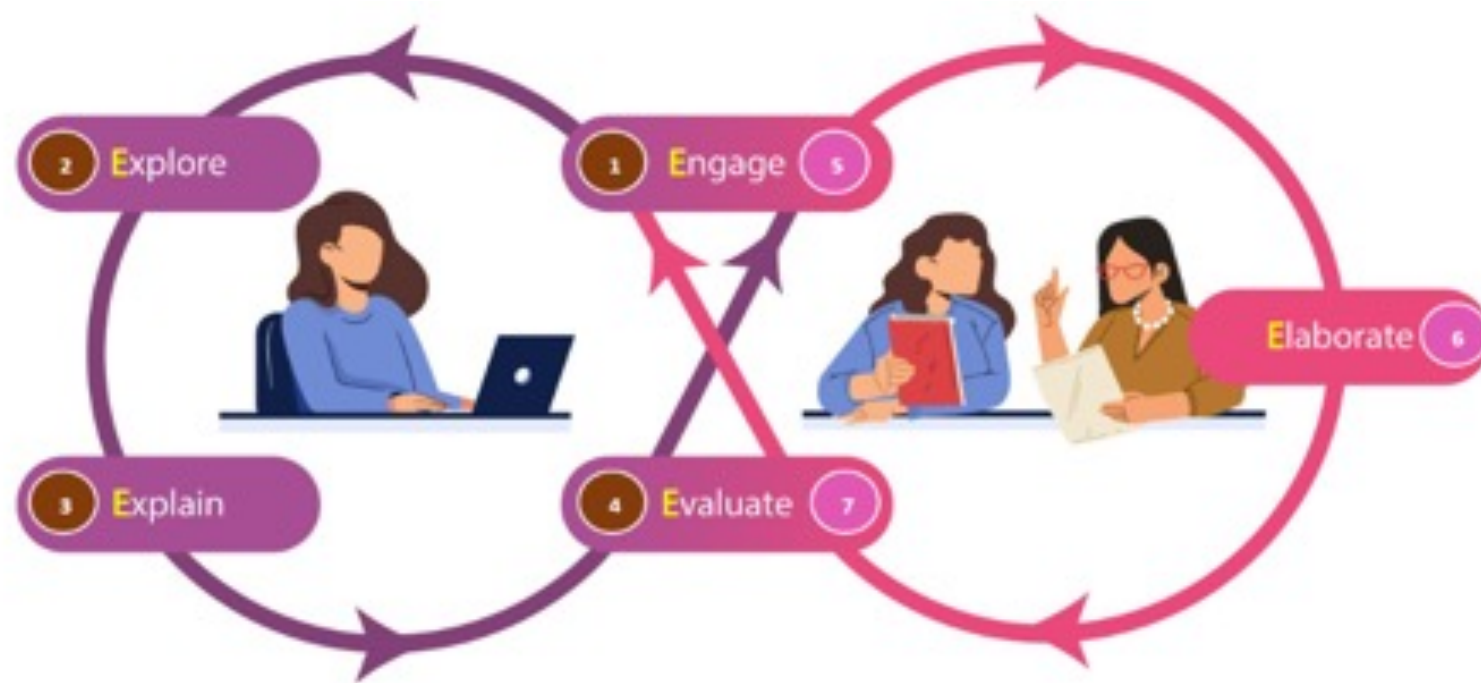
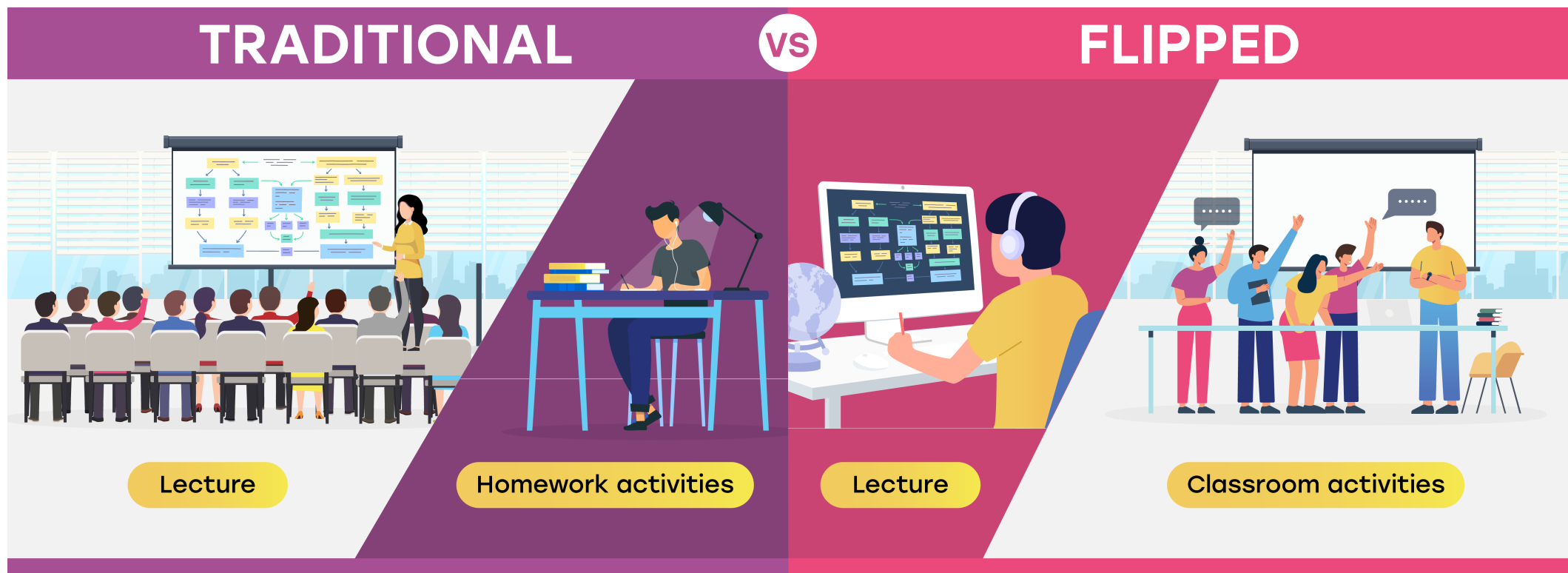
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Redefining Adult Learning through the power of Flipped Learning and the 5E Model

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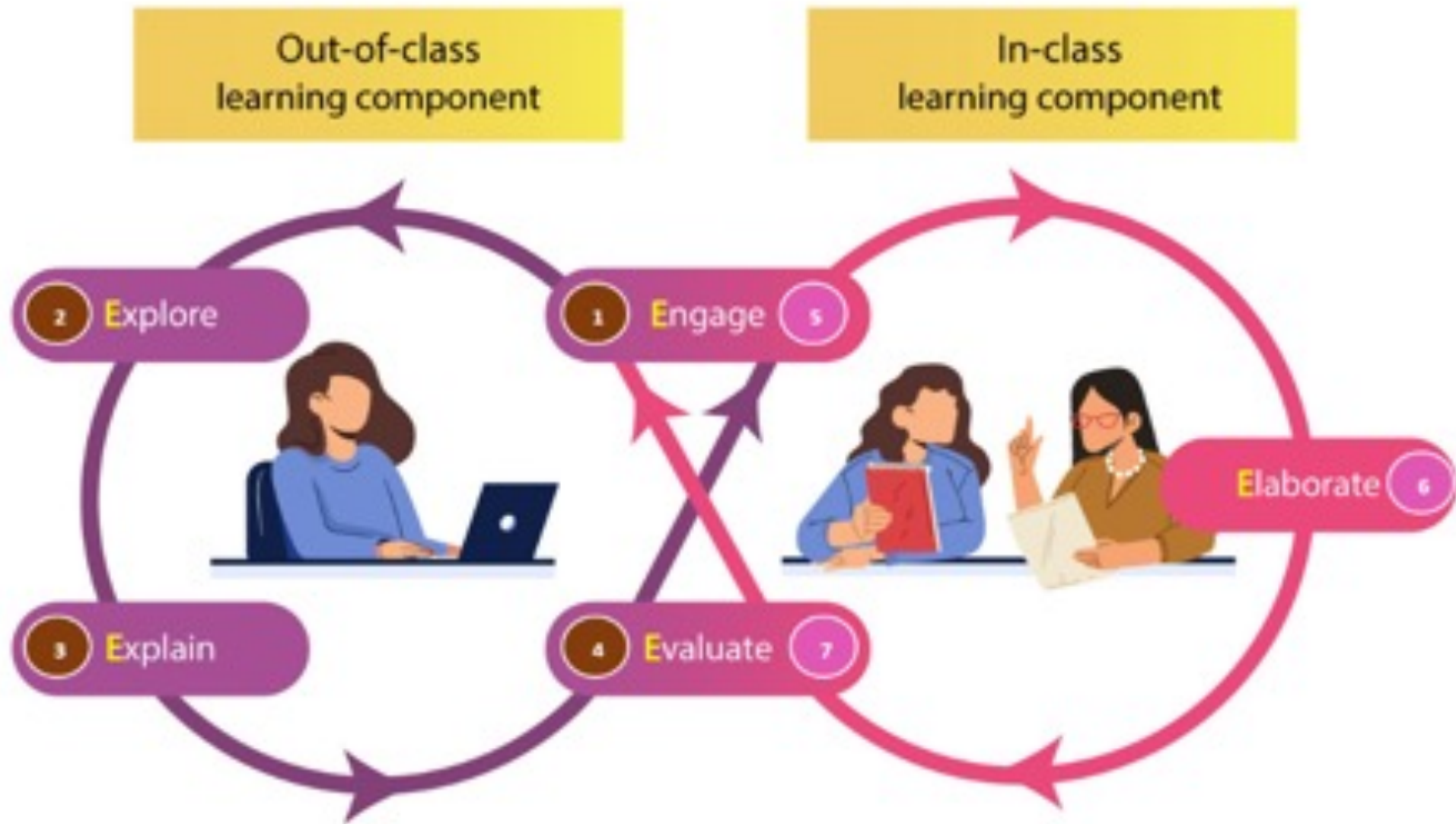
Integrated Approach - Flipped Learning Meets the 5E Model



Adapted from the 5E Flipped Learning Instructional Model by Lo (2017) and 5E model by Bybee and Landes (1990)

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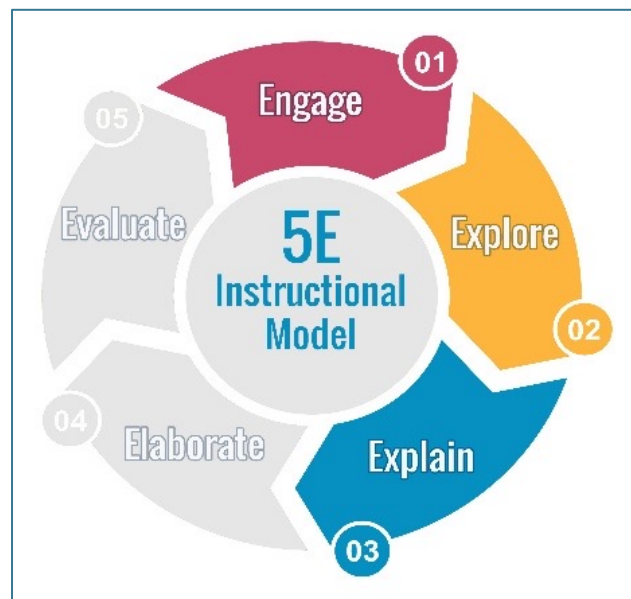
Inquiry-based 5E Model + Use of Learning Analytics Strategy [Assessing Learning in Real Time (ALeRT)]



Integrated Approach - Flipped Learning Meets the 5E Model

Self-Directed eLectures – Flexible and Engaging Experience

Asynchronous eLectures
Articulate Rise



ENGAGE -> Capture Learners' Attention

- *First phase of learning cycle*
- *Important to trigger an interest in the upcoming concepts*

Topic 7 - Labour Market & Income Inequality

Why is there still a large pay disparity between university grads and non-graduates?

It will take tackling unfair work practices, narrowing occupational pay differences and a broader focus on team-based, broad competencies to narrow the gap.



Ah... is this a burning question many of us have? Let us check out eLecture 7 for this week's topic on 'Labour Markets' to find out more!

Newspaper Articles

Topic 2 - Demand and Supply

NEWS FLASH!

ST Covid-19: Masks no longer required on public transport

NO MASKS ON PUBLIC TRANSPORT FROM FEB 13



With the easing of mask restrictions, will consumers buy more or less masks? Continue to eLecture 2 for this week's topic on 'Demand and Supply' to find out!

Topic 6 - Market Structures

Fuel prices have increased from Jan'20 to Dec'22 for all petrol companies but why are their prices always so close to one another?

Jan'20	Feb'20	Apr'20	Jun'20	Dec'22	Feb'22	Apr'22	Jun'22
Caltex	0.15	0.17	0.18	0.17	0.18	0.17	0.17
Esso	0.15	0.17	0.18	0.17	0.18	0.17	0.17
Shell	0.15	0.17	0.18	0.17	0.18	0.17	0.17
Singpet	0.15	0.17	0.18	0.17	0.18	0.17	0.17
SPC	0.15	0.17	0.18	0.17	0.18	0.17	0.17

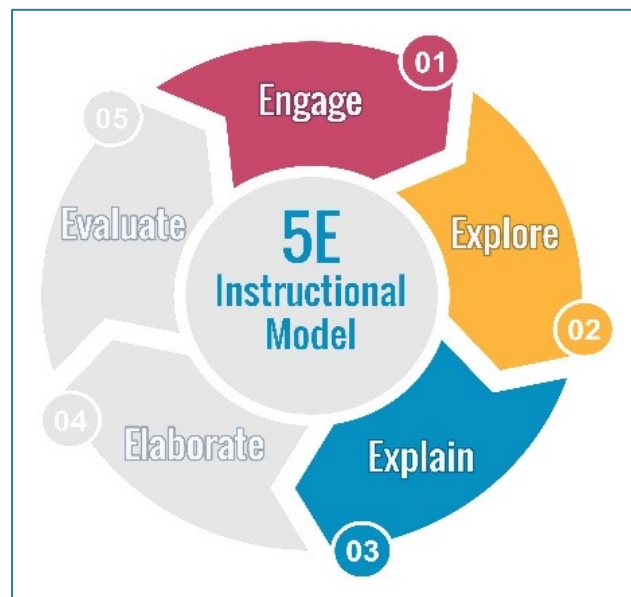
It is like 'When Caltex jumps, Esso also jumps, Shell also jumps' and you get the picture sia...but why do these companies behave like this? Join us in eLecture 6 on 'Market Structures' to understand why Economics is real!

Thought-Provoking Question

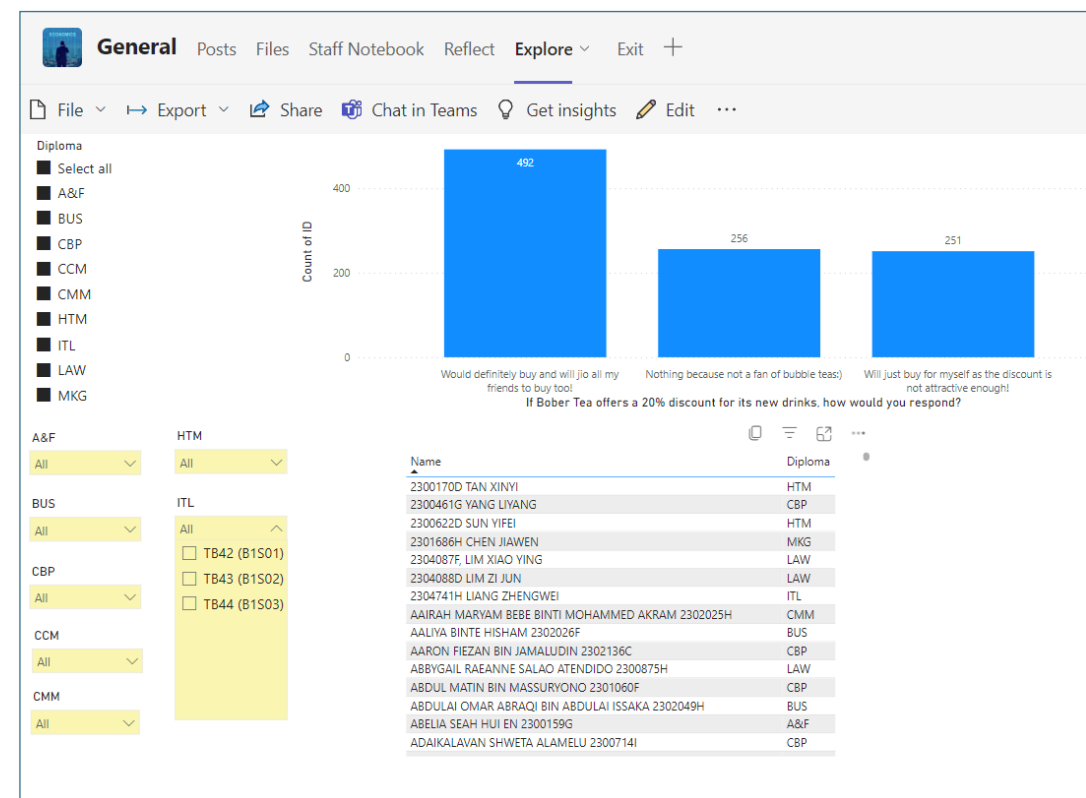
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Asynchronous eLectures Articulate Rise



The screenshot shows an eLecture interface for 'Lesson 1 of 8' titled 'Price and the Demand Curve'. It includes a poll question: 'If Bober Tea offers a discount for its new drinks, how would you respond?' with three options: 'Would definitely buy and will jio all my friends to buy too!', 'Will just buy for myself as the discount is not attractive enough!', and 'Nothing because not a fan of bubble teas!'. The interface also shows a 'Submit' button and a list of class members.



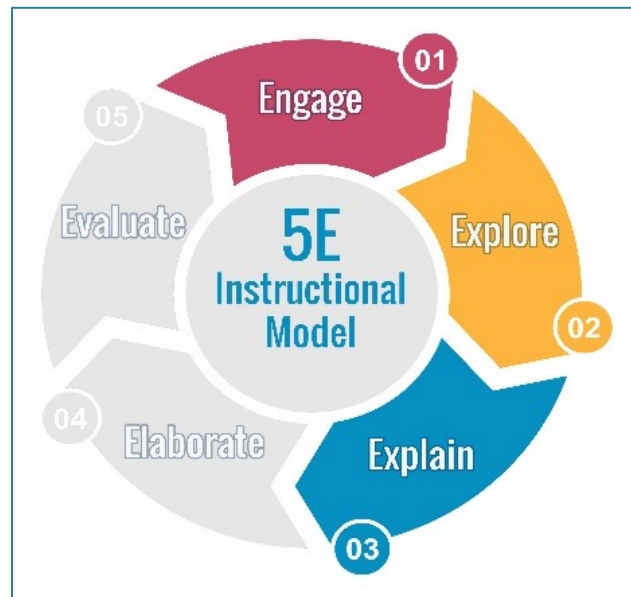
EXPLORE -> Assess Prior Knowledge

- *Second phase of learning cycle*
- *Understanding of learners' prior knowledge*

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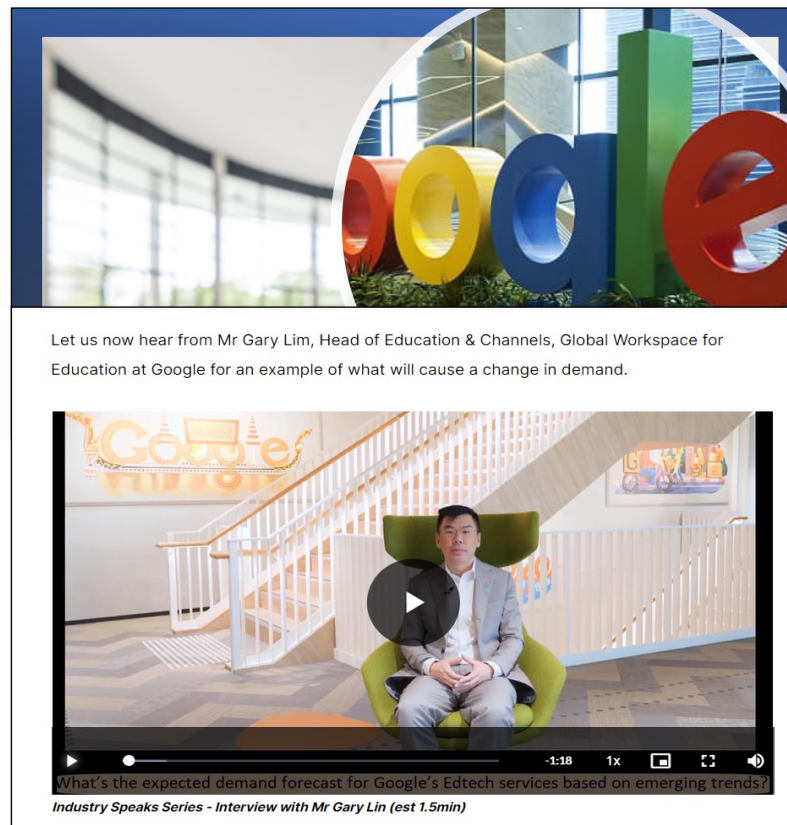


EXPLAIN -> Learn new knowledge

- *Third phase of learning cycle*
- *Improving quality of online resources to improve learner engagement and learning*



Strong Teacher Presence
Chunked Videos, Transitions &
Visual Effects

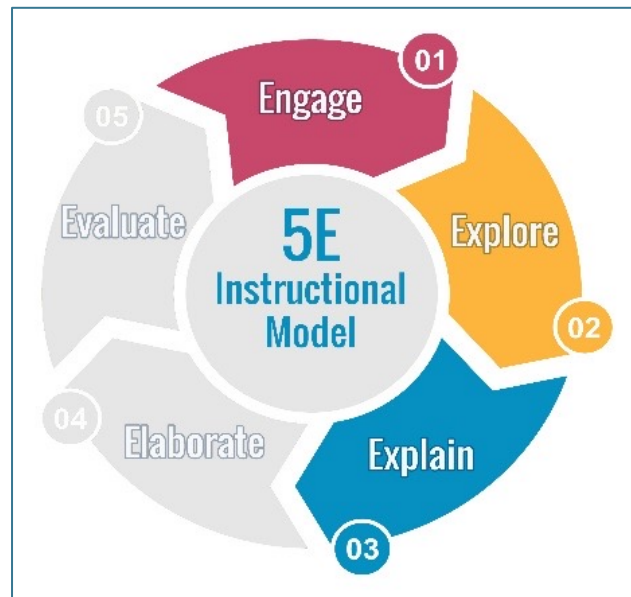


Relevant and real-world examples,
'Industry Speaks' Series

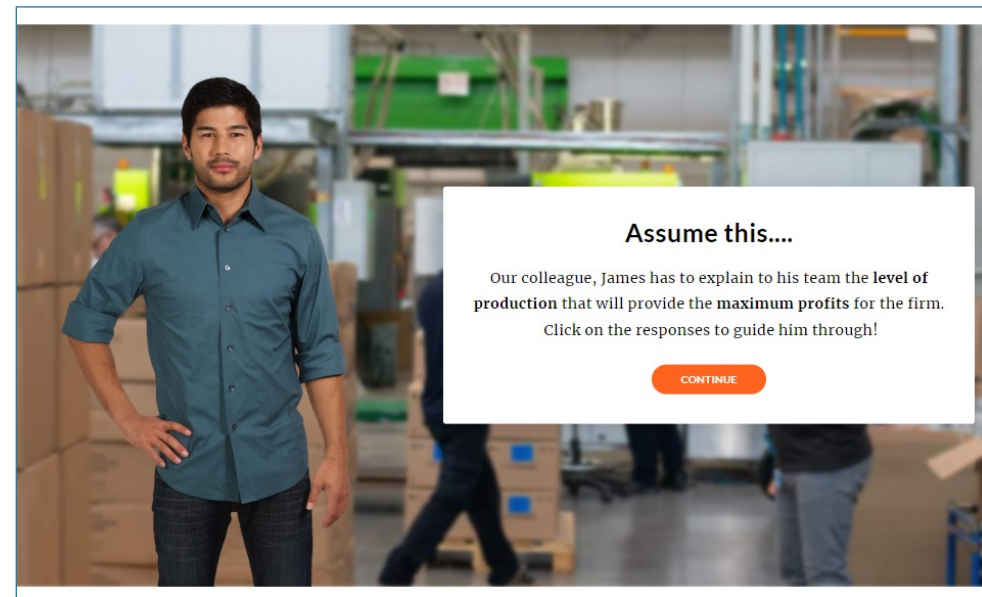
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Interact with Content



Learners' Self-Reflection & Self-Assessment

EXPLAIN -> Learn new knowledge

- *Third phase of learning cycle*
- *Improving quality of online resources to improve learner engagement and learning*

Pause and Reflect

We learnt earlier that an economy can move from a point inside the concave PPF to a point on the PPF itself by improving its efficiencies. Would it be possible for an economy to move from full efficiency to a point inside the PPF where it is less efficient? (Hint: Think about the 'circuit breaker' in 2019)

(Let us share our learning in tutorial next week!)

Higher electronic road pricing (ERP) charges during peak hours is an example of how the government can manage a negative externality.

True

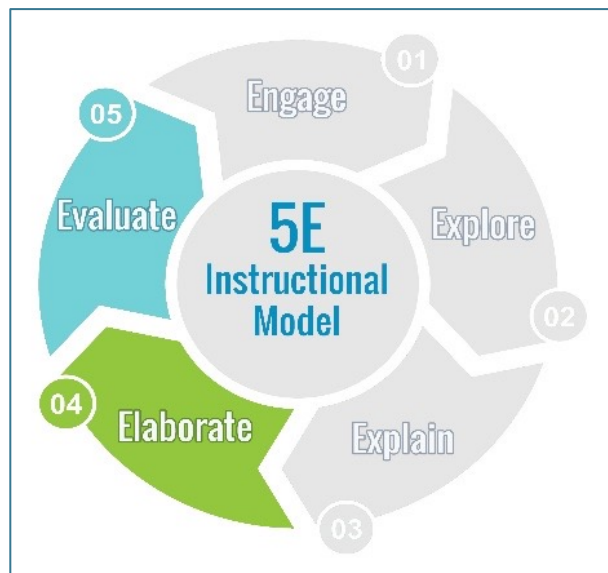
False

SUBMIT

Integrated Approach - Flipped Learning Meets the 5E Model

Collaborative Learning – Relevant and Meaningful Experience


**Face-to-Face Tutorials/
Practical/Studio/Lab Sessions
(Group - Application & Analysis)**



**Elaborate
Redesign Learning
Activities
Collaborative & Peer
Learning, Application &
Analysis**

Group Discussion

Sony accelerates push into car sector in diversification drive
Wants to supply electric and autonomous vehicle sensors by 2025.
Source: Financial Times, 28 May 22



Sony expects to supply imaging sensors to 15 of the world's top 20 global automakers by 2025, underscoring the company's ambitions for electric vehicles and autonomous driving as it tries to diversify beyond mobile phones. Sony has now said it aims to provide the sensors crucial to EVs and autonomous vehicles, as it diversifies beyond making smartphone camera parts for Apple, Google, and Samsung.
Source: Financial Times, 28 May 22

a) Based on the article, how has the point of production change? That is, do you think the country is moving from Point A to B or the reverse?

b) As Sony increases the production of EV sensors, it has to forgo production of smartphone camera parts. Which concept is Sony showing?

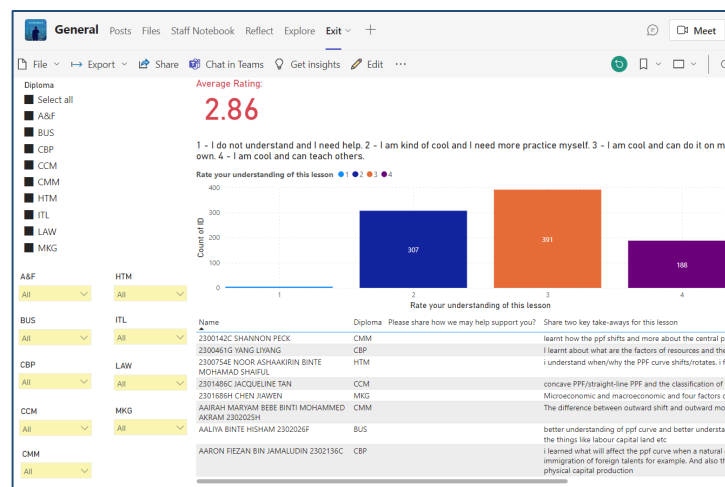
Paired Discussion

(a) What factor of production/resource has increased for these factories?

(b) Assume that South Korea produces strawberries and cosmetics and there is no change in the resources for cosmetics. How will the country's PPF be affected?



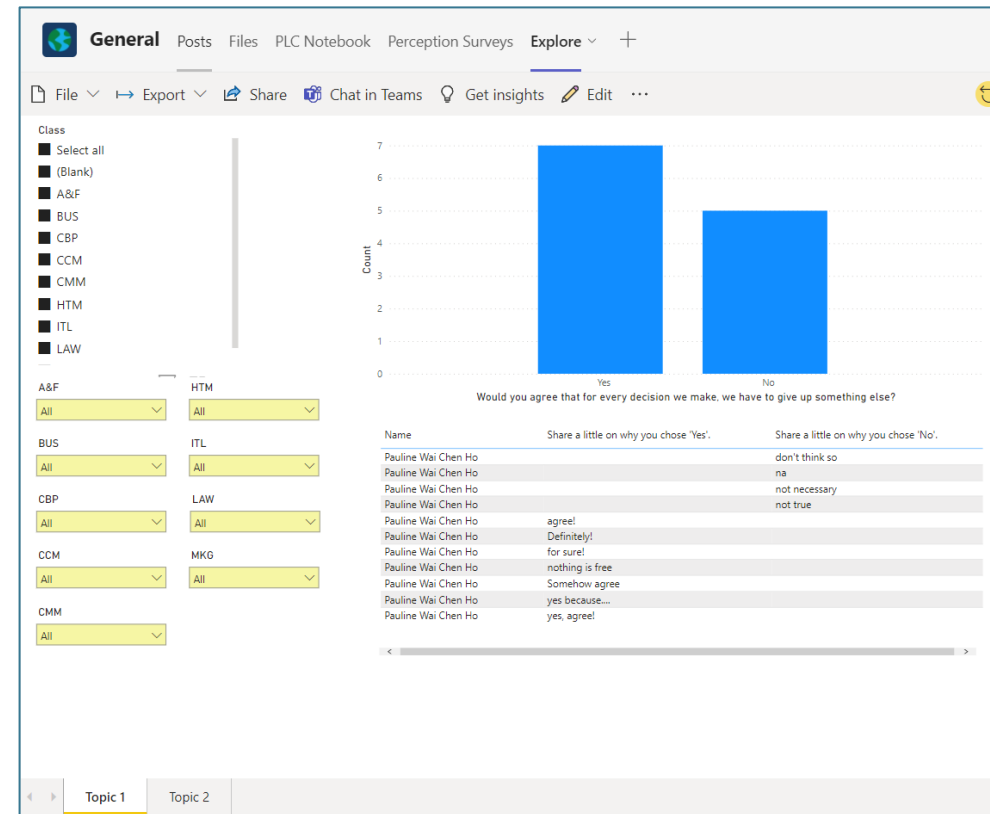
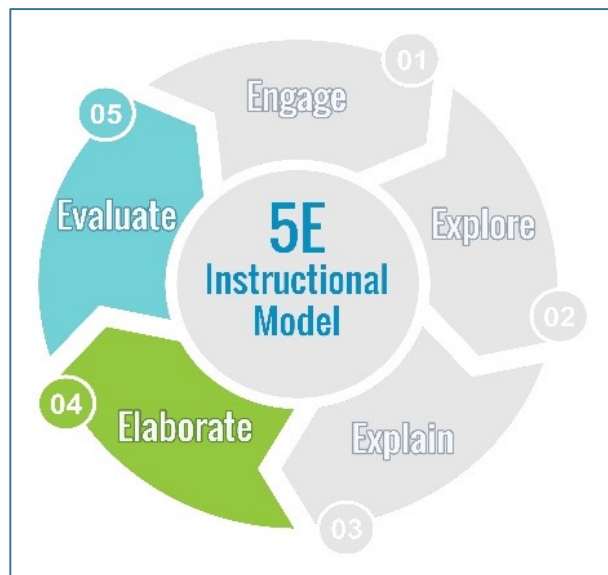
<https://www.youtube.com/watch?v=y8S0aPIRKN8>



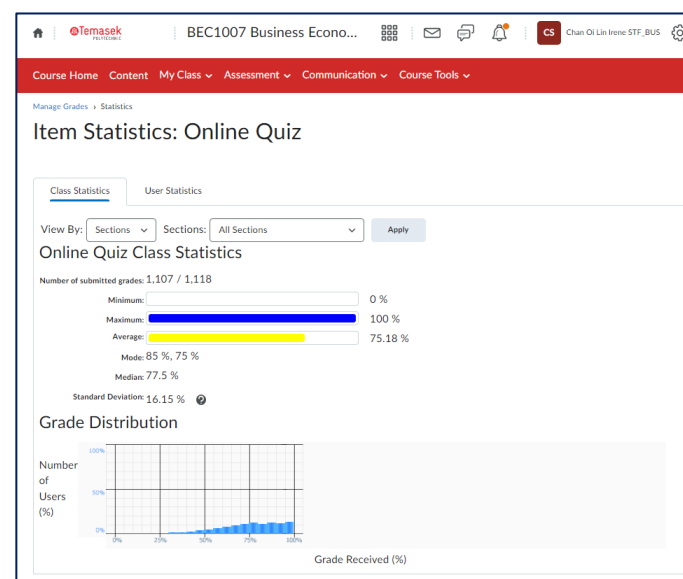
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Redesign Learning
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Economics in a Nutshell

Before we proceed, take a few seconds to....

....think of decisions we have made in the last few days. For example, to take the bus or Grab for a 9am class? To watch Netflix or prepare for tutorial? Would you agree that for every decision we make, we have to give up something else? Share your thoughts with us below.

3. Would you agree that for **every** decision we make, we have to give up something else ? *

Yes
 No

Research Findings

Learners' Perceptions of Integrated Approach (Flipped Learning & 5Es) at TP

Survey Questions	BUS (N=755) Agree or Strongly Agree	ENG (N=123) Agree or Strongly Agree
1. The overall structure of this course helped me with my learning.	97.8%	97.46%
2. The activities designed online and face-to-face were engaging.	98.51%	97.48%
3. The topics for this course were well-organised with each activity having a clear purpose.	97.79%	96.52%
4. The pre-class online activities were helpful to my learning.	98.40%	94.55%
5. The pre-class online activities gave me greater opportunities for learning independently.	98.77%	95.85%
6. The pre-class online activities helped me prepare well for the in-class activities and discussions.	98.59%	95.41%
7. The in-class activities helped in deepening my learning of the pre-class content learned.	97.93%	98.33%
8. The in-class activities gave me greater opportunity for collaborative learning with my classmates.	97.06%	99.19%
9. Meeting the lecturer face-to-face in class gave me an opportunity to clarify doubts I had about the online content.	98.15%	98.31%
10. The online and in-class quizzes (ICQ) helped me assess my learning.	97.84%	97.27%

Flipped Learning & 5E for Adult Learners



Engage - Stimulating learners' interest in the topic and emphasising how it is relevant and applicable in real-world industry settings

Explore - Actively engage with new topic through activities such as preliminary research or reflective questioning

Explain - Learners engage with new content through asynchronous resources like micro-learning units, fostering self-directed learning

Elaborate - Authentic, industry-relevant discussions and projects based on concepts learned online focused on fostering deeper learning and active participation

Evaluate - Assess and reflect on learning experience

Flipped Learning & 5E for Adult Learners



Learning Preferences of Adult Learners

- Constructive and flexible approach to balance myriad responsibilities

Motivation of Adult Learners

- Prioritises active engagement and relevance through diverse life experiences and perspectives

Preparing for Lifelong Learning

- Emphasises self-directedness and collaboration, fosters a sense of community and shared learning



Conclusion and Future Vision

- Integration of Flipped Learning with 5E Model presents a transformative approach that respects the unique challenges and motivations of adult learners.
- Adapting this to adult learning prepares us for a future-oriented learning landscape where adult education is not just imparting knowledge but fostering a lifelong learning mindset and one that values adaptability and continuous learning.

Thank You

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