

# **E-Learning und partizipative Lehr- und Lernkonzepte für die Lehrveranstaltung „Morphologie und Funktion der Tiere“. Ein hochschuldidaktisches Konzept.**

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The inverted classroom or flipped classroom model is a pedagogical method that reverses the traditional learning environment by providing them with videos and other content input to prepare outside of the classroom.

Hence, time resources are mobilized for the students in order to practice and apply the acquired knowledge and skills. The theoretical part of the lecture is shifted from the classroom to home and the exercises which in traditional teaching methods would be given as homework are done in class. Therefore, students can profit from the teacher's presence during the period of transfer from theory-to-practice which causes most of the issues and questions.

The purpose of this diploma thesis is to give deeper insights into the students' perceptions of the inverted-classroom-model and the gained benefits of the method.

The inverted classroom model was applied to the first two dissection sessions in winter term of 2016 and then to the whole course of the winter semester 2017 during which the concept was also extended by a learning journal the students were asked to write during the term.

For the learning journal students were asked to write about their learning process and its success as well as perceived benefits of the method. Most student mentioned 'being prepared' as a positive impact on their motivation and their process of learning whereas the increased time effort was considered as negative. Writing a learning journal and reflecting on the content and the learning process was considered as positive by most students.