

**"We want the world and we want it now!,,  
Flipped Classroom an der Universität Wien - ein hochschuldidaktisches  
Konzept für zoologische Bestimmungsübungen.**

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A flipped- or inverted classroom is a new pedagogical method, which removes lectures from the classroom using asynchronous instructional videos. Hence it is about providing time to emphasize active learning and teaching approaches in class, such as collaborative, cooperative or problem-based learning. The purpose of this diploma thesis in Unterrichtsfach Biologie & Umweltkunde is to compare the efficiency of inverted classroom methods with traditional teaching. The study was conducted in two different animal determination courses. The Inverted Classroom Model (ICM) was applied in summer term 2016 and the Inverted Classroom Mastery Model (ICMM) was implemented in winter term 2016/2017. The ICMM is based on mastery learning. Students have to complete online tests to demonstrate mastery of the delivered content. Overall performance was measured using proficiency tests. The information about students' attitudes was gathered via surveys. The ICMM showed best performance, followed by the traditional classroom, whereas the ICM had worst results. These findings suggest that a flipped classroom had positive effects on students performance – as long as mastery learning is applied and as long as the learning process is constantly monitored and supported by trained lecturers.