

## **Innovative active methodologies as drivers of the teaching-learning process. The flipped classroom approach using microlearning pills**

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In recent years, the development of new methodological teaching-learning strategies in the University has been driven by the intensive use of ICTs. One of these more recent active learning methodologies is known as flipped classrooms which is designed to transfer part of the teaching and learning process to students outside the classroom, reinforcing the acquisition of knowledge through activities, debates, case studies, etc. This active teaching-learning technique also facilitates the inclusion of other innovative gamified techniques such as microlearning pills. From a teaching-learning approach, microlearning aims to fragment the learning contents into small pills with the necessary information to help students achieve the learning objectives step by step. The combination of both teaching techniques (flipped classrooms and microlearning pills) allows the student to be an active part of the learning process while the teacher becomes a guide, who must monitor and encourage the use of the necessary resources and tools for the development of the students' skills and abilities. Training micro-pills, which would be in the form of videos previously recorded by the teacher, can provide highly focused information in small portions to help students become familiar with the most relevant concepts of the subject under study, fostering their autonomy and motivation while facilitating understanding and consolidating knowledge. An important advantage of the flipped classrooms related to the evaluation process is that they allow teachers and students monitoring the teaching-learning process through personalized follow-up activities that can be considered, in turn, as part of the assessment process. Other advantages derived from this learning technique are it stimulates active social interaction between teachers and students and among students; it allows achieving and in-depth learning; and it develops students' problem-solving abilities, creative thinking, conceptual and analytical skills for reasoning, and communication skills. The aim of this contribution is to develop a teaching-learning strategy based on the active flipped classroom methodology using microlearning pills as powerful teaching-learning tools. This new strategy proposes that students are the main actors in the learning process, enabling them to assess the development of skills, the demonstration of attitudes and the acquisition of competences. This new methodology has been applied to the subject 'Fundamentals of Human Resources Management' of the 3rd year of the Business Management Degree at Santiago de Compostela University. The dynamics of the sessions are as follows: Teachers provide students access to micro-formative pills fifteen days before the start of each different study module to explain the main related concepts. These contents should not reproduce those already included in the basic bibliography of the module (books or papers), but other complementary contents capable of explaining the fundamental concepts and the relationships between them. Then, in the face-to-face class sessions, the teacher must propose different activities intended to complement, support, and help the training and understanding of the fundamental concepts by the students. At the end of the learning process of each study module, students can have available, in addition to the theoretical contents included in books, papers and training micro-pills, several practical activities that can help justify part of their continuous evaluation. Students can, in this way, manage their own teaching-learning process, being responsible for their own curricular progress. In sum, our proposal is based on the central idea that active methodologies such as the flipped classroom using microlearning pills can stimulate students' learning processes, encourage interaction between students and teachers, develop the au-

tonomy and involvement of students, and promote students' capacity for self-evaluation. To achieve a successful learning experience is necessary to convert the classrooms into spaces where ideas are shared, questions are raised and doubts are solved, making the students the active protagonists of their own learning.

