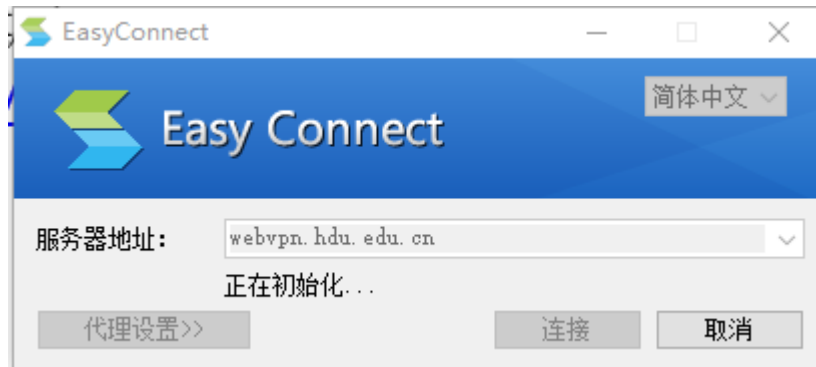
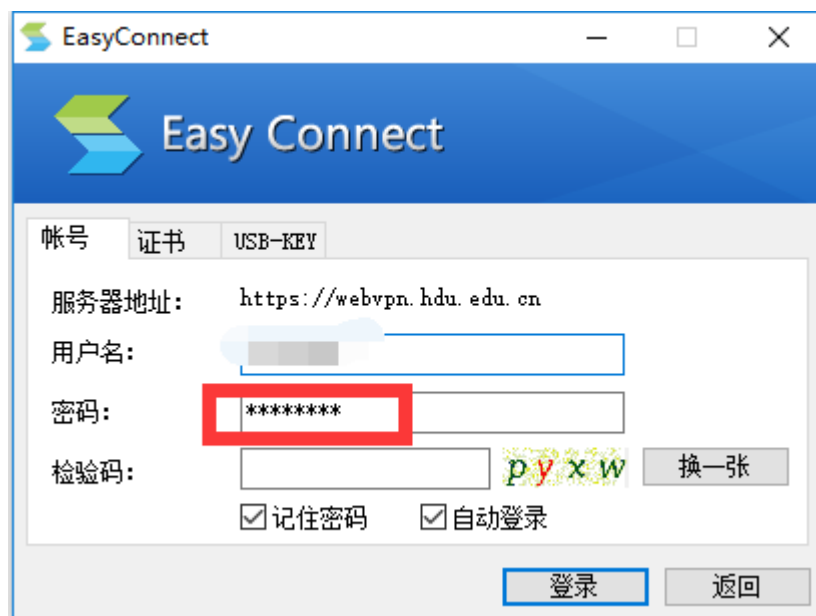


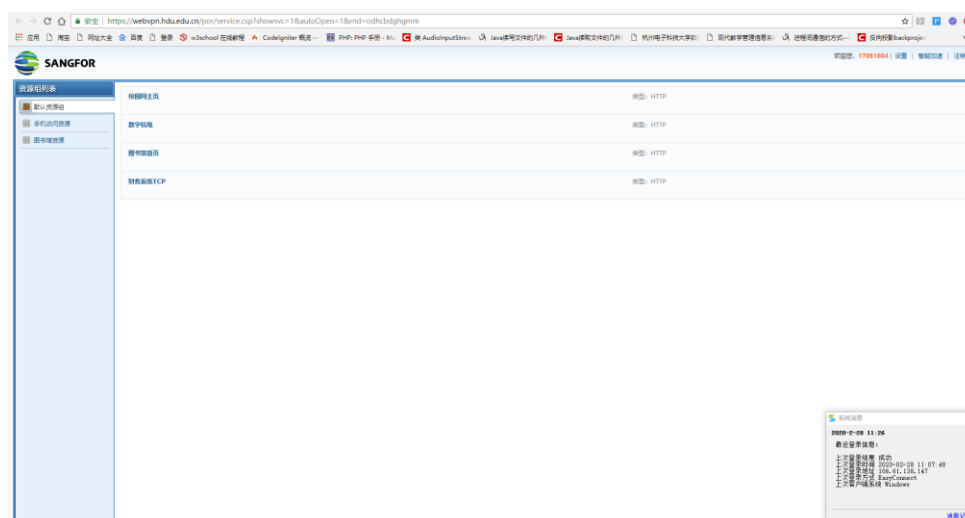
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Improving Student Engagement in Teaching Electric Machines Through Blended Learning

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Abstract

Document Sections

- I. Introduction
- II. Course Overview
- III. Engagement Intervention – Blended Learning
- IV. Results and Discussion

Abstract:

Contribution: This paper has demonstrated that the use of blended learning in an electrical machines course has increased student engagement, pass rate, and scores across the GPA spectrum. Background: Lack of engagement by students in electric machine courses have been reported across the world. Interventions however, usually take the form of laboratory and simulation assignments. There is little information on, however, the use of blended learning and flipped classroom techniques to combat these problems. Intended Outcomes: Increased engagement in the course evidenced by exam performance. In particular, for the transformer, dc motor, induction motor, and synchronous motor the students should be able to explain the construction and principle of operation, and compute voltages, currents and power for various operating conditions. Application Design: The approach involved online lectures, tutorial submissions, and peer feedback forums followed by face to face tutorial sessions. These were