



Department of Electronics and Communication Engineering

Academic Year: 2024- 2025(Even Semester)

Degree, Semester & Branch: B.E, VI & ECE

Course Code & Title: CCW332 & Digital Marketing

Name of the Faculty member (s): Mrs. M. Shabana Fathima, AP/CSBS

Innovative Practice Description

- **Unit / Topic:** Unit IV / Engagement Marketing
- **Course Outcome:** CO4
- **Topic Learning Outcome/UO:** 4b
- **Activity Chosen:** Flipped classroom
- **Details of Implementation:** 19.04.2025
- **Justification:** **Engagement marketing**, which focuses on building meaningful and interactive relationships between brands and their audiences, can be an unexpectedly effective approach when integrated into a **flipped classroom** model. By drawing parallels between marketing strategies and classroom engagement, we can discover creative ways to deepen student involvement and enhance the overall learning journey.
- **Time Allotted for the Activity:** 20 Minutes
- **Details of the Implementation:**
 - The learning materials were posted to the students in canvas two days before the topic discussion.
 - The students are instructed to study the material and take notes on the topic based on their understanding.
 - On the day of the activity the students were grouped into a team of 2 members and they are asked to discuss about the topic they learnt in their home through the study materials for the duration of 10 minutes and it is shown in Fig.1.
 - Based on the study material they have gone through, the problems were given for each group separately and by discussing with their team members they have solved it.
 - After the discussion one member from each team had a chance to present and share the way of solving the problems to the entire class as shown in Fig.2 & 3.



- CO – PO / PSO mapping:

CO	PO3	PO5	PO9	PO10	PO12
CO4	3	3	2	2	1

- PSO mapped:

Innovative practice	PO3	PO5	PO9	PO10	PO12
	3	3	2	2	2
Justification for correlation	Design and develop creative engagement solutions addressing educational needs.	Apply appropriate techniques and modern tools to enhance learning and understanding within limitations.	Work effectively as an individual and in teams within diverse and multidisciplinary settings.	Communicate effectively in verbal, written, and visual formats during collaborative and individual tasks.	Recognize and prepare for independent, life-long learning in the context of technology and innovation.

- Images / Screenshot of the practice:



Fig 1: Students discussion with their team members

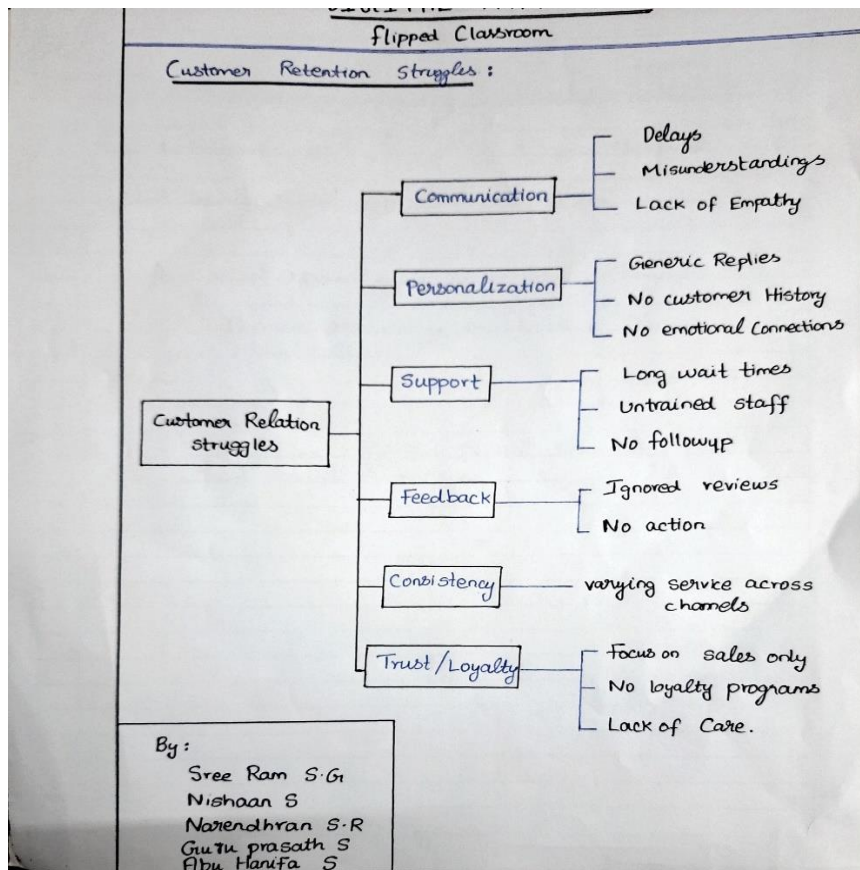


Fig 2: Students innovative creation on the topic of Customer retention struggles

- **Reflective Critique:**
- **Feedback of practice from students and other stakeholders:**
 - ✓ Student felt good, since they can study at their own pace/time.
 - ✓ They felt that through such learning, they can explore more.
- **Benefit of the practice:**
 - ✓ More one-to-one time between teacher and student.
 - ✓ More collaboration time for students.
 - ✓ Students learn at their own pace.
 - ✓ Practical things – like missing class due to illness – become less problematic.
 - ✓ It encourages students to come to class prepared.
- **Challenges faced in implementation:**
 - ✓ Relies on student preparation – few students did not come prepared.
 - ✓ The depth of the subject can be dictated by the student themselves or the group the student is working with.
 - ✓ The time and effort required from a teacher's perspective initially when creating the flipped class material is higher than for a traditional class.



References:

- <https://www.teachthought.com/learning/the-definition-of-theflippedclassroom/#:~:text=A%0flipped%20classroom%20is%20a,the%20students%20independently%20at%20home.>
- https://en.wikipedia.org/wiki/Flipped_classroom
- [youtube.com/watch?v=BCIxikOq73Q](https://www.youtube.com/watch?v=BCIxikOq73Q)
- <https://omerad.msu.edu/teaching/teaching-skills-strategies/27-teaching/162-whatwhy-and-how-to-implement-a-flipped-classroom-model>

Signature of Faculty Member

HOD