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**REDESIGNING UNIVERSITY LARGE SCALE LECTURES:  
HOW TO ACTIVATE THE LEARNER**

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**ABSTRACT**

Universities are facing major challenges with increasing numbers of students and the requirement of cost savings. They intend to maintain international state-of-the-art research while providing future employees a high-quality education. In order to achieve these often conflicting goals of researching and teaching, innovative learning approaches need to be developed. We therefore propose a design of a flipped classroom for large-scale lectures that adopts a learner-centred approach and enables higher levels of interaction and learning outcomes. We therefore derive requirements from the theory of interaction and address them with design principles for large-scale flipped classrooms, which we implement in a large-scale information systems lecture. Our approach divides the teaching-learning process into a cycle of four successive phases: IT-supported phases for the acquisition and reflection of knowledge, as well as presence phases for the application and discussion of the acquired knowledge. We evaluated the concept by conducting structured interviews with lecture participants. We contribute to theory by deriving insights on how interaction and peer recognition account for the success of the flipped classroom approach. As a practical contribution, our paper gives advice on how large-scale lectures can be redesigned in order to meet future challenges of management education.

**Keywords:**

large-scale lecture, flipped classroom, peer learning, interaction, educational objectives.