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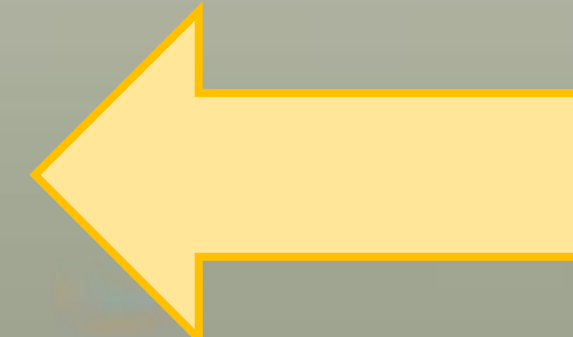
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“What the flip?” ...embedding flipped learning into your teaching and learning practice

- ❑ Resources Intensive
- ❑ More work for students
- ❑ Technological Problems
- ❑ Attendance
- ❑ More staff time
- ❑ More student time

DISADVANTAGES



BACKGROUND

“We used a content heavy module, where students were introduced to complex, contested ideas coupled with new areas of knowledge.

In this pilot we had two objectives:

- ❖ To foster the co-production of knowledge with students which has also informed our TLA practice
- ❖ To use the module learning time more effectively, resulting in students having a more active, self-directed learning experience.

We involved the students from the outset, encouraged critical feedback and adapted the flipped sessions accordingly.”



WHAT WE LEARNED

- ◆ To think differently about teaching and learning
- ◆ To review traditional approaches & work more collaboratively with students
- ◆ To view knowledge as co-production
- ◆ To develop a model of active learning that engages and motivate students

“it felt a lot easier to concentrate because of the flipped classroom and interesting topics”

“Some were too long – wasn’t used to remembering to watch presentations so often - so forgot”

“I liked flipped as I felt in control, it was great to discuss thoughts with other group members before sessions”

“allowed me to be more informed on a topic before lectures and seminars”

“enjoy having a mix (no other module was flipped) having to watch flipped classrooms lectures for every module could get too much”

STUDENT FEEDBACK

ADVANTAGES

- ❑ Students arrive with a better understanding of core material
- ❑ Engages with visual learners
- ❑ Provides a flexible learning experience
- ❑ Makes an optimal use of professional knowledge and experience
- ❑ Supports a range of learning preferences
- ❑ Learners learn at their own pace



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