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

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.”

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

DISADVANTAGES

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

STUDENT FEEDBACK

“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”

BIBLIOGRAPHY


Goodwin, B and Miller, K. (2013) Evidence on Flipped Classrooms is still coming in Educational Leadership 70,6