

Mapping and evaluating the flipped classroom at USC: Integrative learning and teaching

Enhancement Learning and Teaching Grant, 2015

Jane Taylor, Wayne Graham, Michele Verdonck
01/11/16

Acknowledgement of country

I acknowledge the *Gubbi Gubbi* people, the Traditional Custodians of the land on which we work and live, and recognise their continuing connection to land, water and community. I pay respect to Elders past, present and emerging.

The story so far... exploring flipping

2013
Sorting our backyard - learning about flipping

2014
Pilot ... public health, paramedic science programs
\$10K USC Exploratory grant
Evaluation of FC on students' engagement in learning

2015
Spread wings @ USC
\$20K USC Enhancement Grant

2016
FCSEQ used in other University and USC courses

Evaluation
The Flipped Classroom Student Engagement Questionnaire (FCSEQ) was developed to evaluate the impact of the FC approach on students' level of engagement in learning, time available and design/evaluate three health discipline courses/units.

Flipped Classroom Research Framework

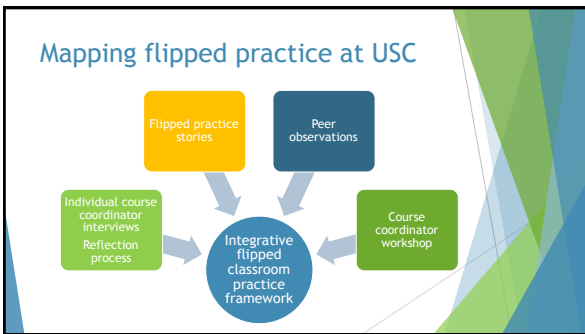
2015 project aims, team and activity

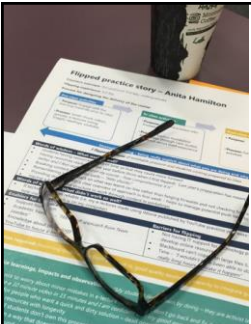
Public Health	Jane Taylor	Kara Lilly	Mary Kynn	Jane-Louise Lampard	Tara Gamble	Michelle Costello	Rachel Cole
Occupational Therapy	Michelle Verdonck	Anita Hamilton					
Foundations of University Teaching	Caroline Costman	Marlene Mitchell					
Pharmaceutical Science	Julie-Anne Foster						
Healthcare and Dietetics	Hattie Wright						
Nursing	Julie Hansen						
Tertiary Preparation Pathway	Guy Rushton						
Business	Wayne Graham						
C-Suit	Caroline Costman						

✓ 16 Course Coordinators
 ✓ 26 courses
 ✓ Approx. 2000 students

3 aims & sub projects

1. Evaluate impact of FC on students' engagement in learning in the FC environment: continuation from 2015, Mary & Michelle
2. Explore pedagogy and alignment strategies to cater for learning styles, using quizzes as formative assessment, alignment between pre and in class learning activities: Julie-Anne, Hattie, Wayne
3. Mapping academics flipped practice: Jane, Michelle -11 CC's





Practice stories from ...

- Michele Verdonck
- Anita Hamilton
- Guy Rushton
- Wayne Graham
- Michelle Costello
- Hattie Wright
- Julie-Anne Foster
- Julie Hansen
- Jane-Louise Lampard
- Tara Gamble
- Kara Lilly

Story structure

1. Overall design
2. Reason for flipping
3. Works of wisdom
4. Enablers for flipping
5. Barriers to flipping
6. Resources
7. Practice learnings, impacts and observations
8. Actions moving forward

Flipped practice story – Michelle Costello

Michelle Costello - Health promotion, communication and participation
 Practice summary: Health promotion and participation
 Practice for: Improving the delivery of the course

Background | **Context** | **Practice**

Background
 Practice summary: Health promotion, communication and participation
 Practice for: Improving the delivery of the course

Context
 Practice summary: Health promotion, communication and participation
 Practice for: Improving the delivery of the course

Practice
 Practice summary: Health promotion, communication and participation
 Practice for: Improving the delivery of the course

Reflections
 Practice summary: Health promotion, communication and participation
 Practice for: Improving the delivery of the course

Actions moving forward
 Practice summary: Health promotion, communication and participation
 Practice for: Improving the delivery of the course

Plan A

Purpose: To share and reflect on, and record FC practices to generate an integrative FC framework

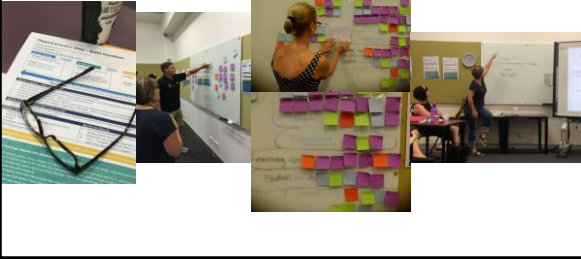
Group workshop process

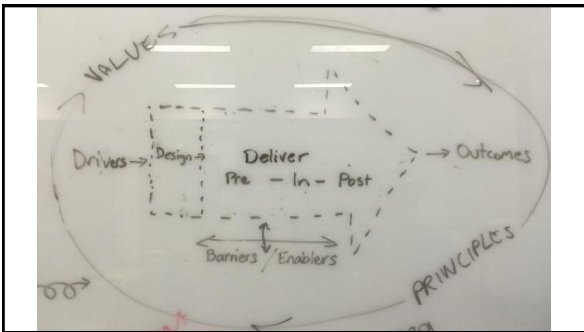
Item	Topic/Activity	Time allocated	Format/presenter
1.	Welcome and apologies	10 mins	Jane Taylor
2.	Individual reflections on interview transcripts, and flipped practice summary stories	30 mins	Jane Taylor
3.	Group reflection on flipped practice summaries	30 mins	Group activity
4.	Generic feedback on peer observations	20 mins	Caroline Cottman
5.	Generic feedback on course coordinator interviews	20 mins	Jane Taylor
6.	Lunch and coffee break (lunch will be provided)	45 mins	
7.	Generation of integrative teaching and learning framework	2 hours	Group discussion (Jane Taylor)
8.	Group workshop close	5 mins	Jane Taylor

Workshop process

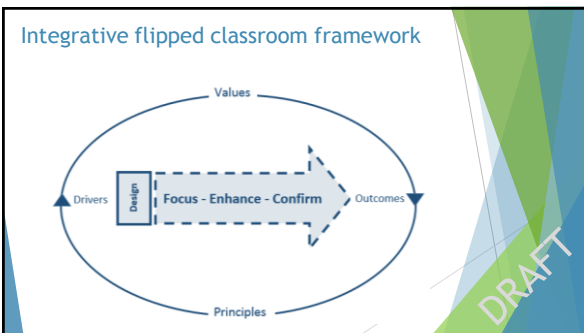
- ▶ Reflection on practice stories - think, pair share
- ▶ Sharing stories/experiences
- ▶ Group reflection on practice stories
 - ▶ Sticky notes - what was important
- ▶ Generic feedback on peer observations
- ▶ Generic feedback on course coordinator interviews
- ▶ Flipping continuum - fully, mostly, partially or a little flipped
- ▶ Themed sticky notes
 - ▶ Developed values and principles
- ▶ Group crafted draft integrative practice framework

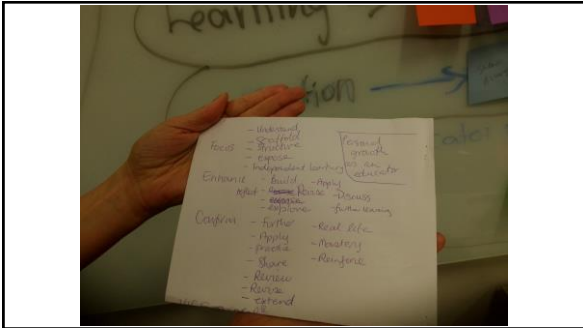
Building the framework...





Integrative flipped classroom framework





The integrative flipped classroom framework values and principles

Value	Principle	Examples
Deep learning (academics)	Purposeful reflection on teaching and learning practice	Debriefing with colleagues (real time feedback)
Deep learning (students)	Protein self-directed learning of students	
Inclusivity	Design learning experiences that are personalised	Cater for different learning styles, Collaborative activities
Meaningful	Engagement in professional practice context	Showing your expertise and experience with that others 'real time' comments to the workplace
Outcome-focused	Encouraging reflecting	Designing practice/responses to students
Student focussed	Decisions made around learner	Design activities where students are able to apply content and problem-solving
Equity	Knowledgeable delivery	Designing activities and delivery to all learning styles
Flexibility		Designing content delivery, regarding to student and real world content being to have one mode of delivery
Academic Integrity		Being prepared with content that has direct alignment to learning outcomes
Collaboration	Positivity of students and facilitators to create a positive learning	Clear, explicit, visible, and apparent - clear and visible teaching notes and other learning environment
Empowerment	Empower of students and facilitators to create a positive learning	Empower students to create a positive learning environment
Engagement	Clear and visible teaching and learning experiences	Design activities, problem solving, multi-media, learning materials, designed to engage
Investment		Specialised planning and planning, clear time, theory, technology and expertise available for learning
Alignment	Creating the appropriate curriculum design with educational and academic links between disciplines, theoretical links, and practical activities	Alignment of objectives, graduate attributes and assessment items by consideration of their alignment with outcomes
Authentic	Being explicit about the links to the real world practice in a succinct way with clear, rationale, purpose and being organised.	Demonstrating meaningful and relevant learning materials and case study assignments, supported by discipline practitioner that reinforce the authenticity of the class activities.
Fit for purpose	Ensuring that the curriculum, objectives, activities, the teachers' work, the content, content and the workplace.	Ensuring internal goals align with industry colleagues, and students

DRAFT

A couple of examples

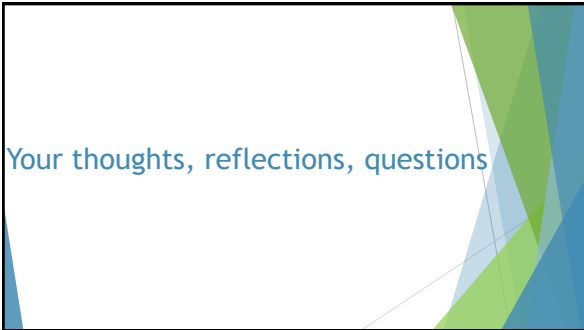
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Now thinking about ...

- ▶ How is all of this different to other teaching values and principles
- ▶ In light of new curriculum design principles
 - ▶ Learning-centred
 - ▶ Standards-focused
 - ▶ Constructively aligned
 - ▶ Career and future focused
- ▶ Prof Maryellen Weimer: Learner/ing centred teaching strategies

Reflective insights from CC's

<p>Anita <i>Flipping – Students have said "I'm really enjoying this, I really feel like I'm becoming an OT. As a teacher, I really really look forward to classes"</i></p>	<p>Hattie <i>Flipping – catering for different learning styles and preparing students for real-life</i></p>	<p>Wayne <i>Flipping – Highly stimulating intellectually – had a problem, saw a solution, took a full year working on it with my team, then we executed and got good results. Did it again, got even better results. Did it across more courses and got even better results...</i></p>	
<p>Michelle <i>Flipping - being in the moment, and ready to change things</i></p>	<p>Tara <i>Flipping – a teaching style with adult mechanisms of motivation and self-direction that students in tertiary education need</i></p>	<p>Guy <i>Flipping – I would thoroughly recommend it, I think it is good on all levels. I think it's really good...</i></p>	<p>Jane-Louise <i>Flipping – improved and increased engagement with the course and content</i></p>
<p>Julie <i>Flipping – It's not about feeding people's knowledge in them and saying we did this in class, what is that you still don't understand?</i></p>	<p>Julie-Anne <i>Flipping – to me it's about the structure and noticing what we are expecting of students and analysing our own practice</i></p>	<p>Michele <i>Flipping - there's a different kind of learning that happens when people are coming up with stuff themselves and drawing it around...</i></p>	<p>Kara <i>Flipping – that sound in class when they get the "ah-hah" and understand what they need to do</i></p>



Your thoughts, reflections, questions
