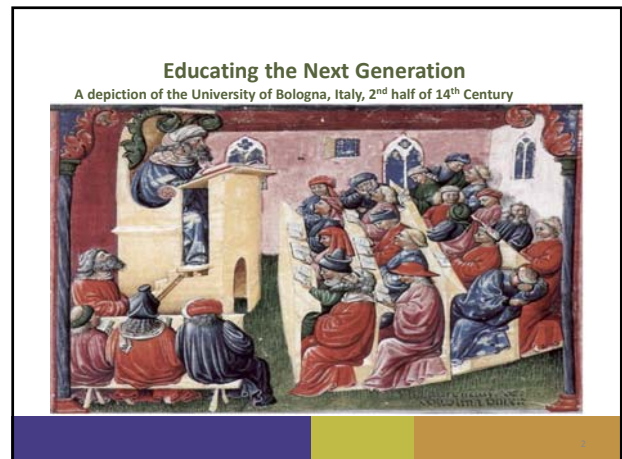**UMAC**

TEACHING AND LEARNING SEMINAR SERIES

Flipped Classroom and the Learning Impact

NOVEMBER 16, 2016

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Educating the Next Generation
A depiction of the University of Bologna, Italy, 2nd half of 14th Century

What is the Flip?

- Content delivered in advance of class rather than in class (reading materials and video)
- Students come to class to do problem-solving (application of learning to a real-world problem)
- Online, on-demand video material (students control the when and where)
- Can pause and re-wind, students more likely to engage with it
- Why not utilize readily available technology
- https://moodle.hku.hk/login/index.php

Why Flipped Learning?

- From passive to active learning
- From directed to self-directed learning
- From content-centered to inquiry-based
- From individual to collaborative/team-oriented learning
- From instructional paradigm to learning paradigm
- From teacher-dependent to independent
- From "sage on the stage" to "guide on the side"
- Promotes a "learning community"
- Students take more responsibility for their learning
- "**Learning is not a spectator sport**"

- Is flipped learning new?

Should I consider flipping the classroom?

- How big is my class? The Flip can improve student engagement in a large class
- How does learning happen in my class and in my course?
- Is the learning enduring? Sustainable?
- Is it learning for understanding? Or learning for reproduction?
- Is it a productive use of class time?
- What is the role of technology?
- Resistance (a preference for the familiar)

Consultation of Students (April, 2015)

(survey results shared with new students on September 1, 2015)

- (1) How useful do you find Tort lectures?

- - Useful: 77 (75.49 %)
- - Somewhat useful: 24 (23.53 %)
- - Not very useful: 1 (0.98 %)

- (2) Would you prefer pre-recorded online lectures instead of attending lectures?

- - Yes: 54 (52.94 %)
- - No: 48 (47.06 %)

- (3) Would you prefer to spend class time engaged in active learning such as problem-solving, group work, and posing questions to tutors?

- - Yes: 75 (73.53 %)
- - No: 27 (26.47 %)

Consultation of Students

- (4) Is there any other way that you feel class time can be more usefully spent?
- Class time can be spent on discussing difficult points in the textbook, analysing cases (and come up with a case study) and discussing current affairs related to tort law.
- Pre-recorded online lectures provide more flexibility and can be watched anytime, anywhere and multiple times. Questions on the material can be raised on online forums or during tutorials.
- Can deal with one or two more questions in each tutorial so that there will be more chances of guided practice of problem-solving
- If lectures are pre-recorded, I think maybe some time can be spent to look at cases recently and how they were approached and how the law is changed (or not changed).

Arrangements

- Students assigned to groups of 5 or 6 students
- Seating plan posted on Moodle course website
- Instructions to students: complete the assigned readings, view online video lectures; on arrival at class, you will be shown a narrative (SCMP news report) for brainstorming, collaborative analysis, writing an opinion, and presentation

- Emphasize: this is your learning, take it seriously, come to class prepared to apply your learning, solve problems
- Ensure alignment: that what students do in class is how they will be assessed later on, or at least prepares them for it

Online video "lectures"

- Consider:
- Video-taped lecture?
- Integrate extrinsic material into the video-tape?
- or recorded audio over a video screen with ppts, word documents, images, etc

https://www.youtube.com/playlist?list=PLXMxEuWsxcUCQfT-3w1FkN4p-eVSnDiRZ

The setting

Class begins

- The problem posed: show students the news report (attack and death in Kennedy Town elderly care home (2013); death by heart attack outside Caritas Hospital (2008))
- Brainstorm, discuss, collaborate on analysis, formulate and write analysis, selected groups present, submit to tutors and\or students do peer evaluation

Pre-class student video interviews

https://youtu.be/latTCUSOE34
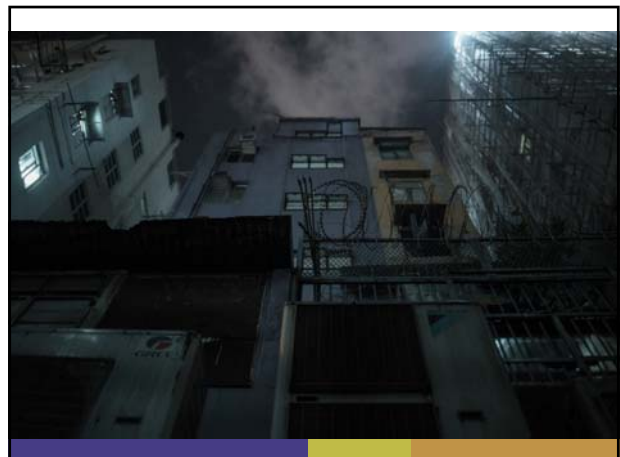(first 35 seconds only)

Students and Tutors at work

https://youtu.be/latTCUSOE34
(from 8 minutes)

Students at work

- https://drive.google.com/file/d/0Bxsz4t2bnh6YUFloRWlHR2hqNHc/view?usp=sharing

- Student presentation of group work:
https://drive.google.com/file/d/0BxmcC8nrnYLId0YydHZHZkdNREE/view?usp=sharing

Students' Post-class Interviews

- Jen Li:
  https://youtu.be/pjXSO5A0HQI?t=1m24s

- Jamie and Lillian and others; and tutors (at 2 mins)
  https://youtu.be/8UrbvtHFrdI?t=3m2s

Survey analysis

Post Oct 20-LGC Survey – Qualitative comments

1. How did you find the problem-solving classes in LYH?

#	Answer		Response	%
1	Very useful		39	34%
2	Useful		68	60%
3	Not very useful		7	6%
	Total		114	100%

2. In a few words, if you found the problem-solving class useful or very useful, in what ways were they useful?

Theme	Keywords	Frequency	Examples
Application	Apply, application, real-life cases, practice,implementation	39	I was able to learn how the tort law concepts of duty of care apply to real cases.
Knowledge consolidation	Check/enhance understanding, check misunderstanding/ mistakes	31	It helps me better understand and remember the consideration factors of duty of care.
Learning from peers	Exchange, learn from others, group work, work together	28	It also is an opportunity to discuss with other classmates and get ideas and inspirations from them.
Problem-solving skills	Structure of tackling problems, steps of analysis, exam-like problems	15	I'm experiencing how to do news analysis , which we will face in examination.
Thought provoking	Independent thinking, reflect, in-depth discussion	13	It is good to provide more compulsory chances for each small group of students to have more in-depth discussion of what is being taught these days and make a case analysis together.
Expression (oral and written)	Writing structure, organize answer, talk to classmates	11	The class also acts as a useful preparation for future legal practices as it encourages students to articulately express themselves in both oral and written forms.
Pre-class learning and self-learning	Preparation, self-paced learning, learning by themselves	8	Knowing that I will have to discuss with my fellow classmates in class, I tend to get more prepared than usual.
Multiple perspectives	Think from other perspective, know how others think	6	By exchanging and countering opinions on the spot, students are also able to take multiple perspectives on the problem, which is hard to achieve in individual studies.
Tutor/Lecturer support	Explanation, help, feedback, interaction, exchange	6	Tutors prompt and clear explanation
Engaging	Participation, speak, on track, interactive	5	Very useful, made me understand the problems better and engage in debate with other students.

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Quit the slideshow & double click on the image to show the full document

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5. Would you prefer to have problem-solving classes instead of lectures?

#	Answer		Response	%
1	Yes		48	42%
2	No		66	58%
	Total		114	100%

6. Answer Q6 only if you answered No to Q5. 6. Would you prefer a mix of such problem-solving classes and lectures?

#	Answer		Response	%
1	Yes		76	93%
2	No		6	7%
	Total		82	100%

Strategies for consideration

- Start small: select two or three classes/units of material
- Videos should add value, supplement the readings, clarify tricky concepts, probe meaning
- Video-taped or recorded audio?
- Videos should be pithy, succinct, separated into key topics
- Integrate relevant material, charts, images, Q&A, learning-check exercises
- Avoid distractions, irrelevant materials
- Avoid reproducing your old lectures: students may feel watching them is sufficient for their learning

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The future

- A work in progress
- Areas for development:
  - Embed problem-solving scenarios in videos
  - Diversify nature of in-class work activities: students can suggest and agree problem-solving scenarios from recent HK events, analyze them, and present on them.
  - Partial or total transition to flip (see student survey results)
- A flip, not a flop

- 7 Things You Should Know about Flipped Classrooms (Educause 2012) - https://library.educause.edu/resources/2012/2/7-things-you-should-know-about-flipped-classrooms

- Blended Learning: A Flipped Classroom Experiment (Slomanson, 64 Journal of Higher Education 93, 2014) - http://jle.aals.org/cgi/viewcontent.cgi?article=1016&context=home

- Blended Learning and Flipped Classrooms (Hickson and Dowdy 2014) http://www.fullerton.edu/amp/comments/pdfs/programs/Blended-Learning-and-Flipped-Classrooms.pdf

- Students' Perceptions on a Blended and Flipped Classroom (Graham and Burke 2014) http://processeducation.org/ijpe/2014/flipped.pdf

- The Flipped Classroom: A Survey of the Research (Bishop and Verleger 2013) - http://www.studiesuccesho.nl/wp-content/uploads/2014/04/flipped-classroom-artikel.pdf

See Oxford Brookes U, "Twenty Terrible Reasons for Lecturing" (synthesizing the pioneering work of Donald Bligh and Graham Gibbs)

https://www.brookes.ac.uk/services/ocsld/resources/20reasons.html

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