

Flipped Classroom – what's not to like?

From exposition to activity

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From

- From didactic lecturers with homework activities

To

- To a blended model where classroom is used for activity.

- I hear and I forget. I see and I remember. I do and I understand. [Confucius](#)
Chinese philosopher & reformer (551 BC - 479 BC)

Technologies

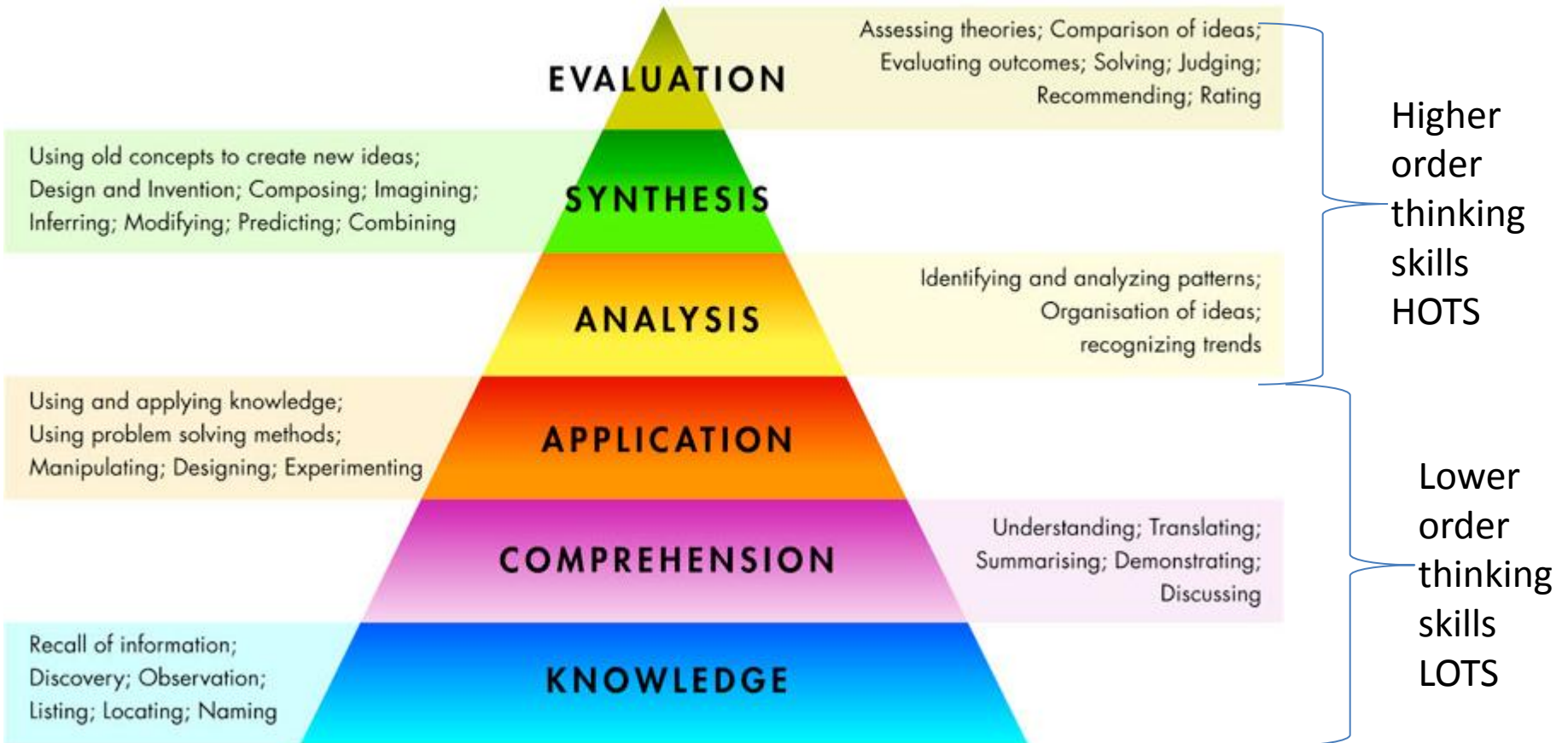
Technologies uses for home study;

- Web based self study material (Xerte, Articulate, Adobe Captivate)
- Screencasts (Jing, Camtasia, PowerPoint 2010, Adobe Presenter, Screenr & Articulate)
- Videos (Youtube, Vimeo)
- Reading (word, pdf)

Role of VLE to make content accessible

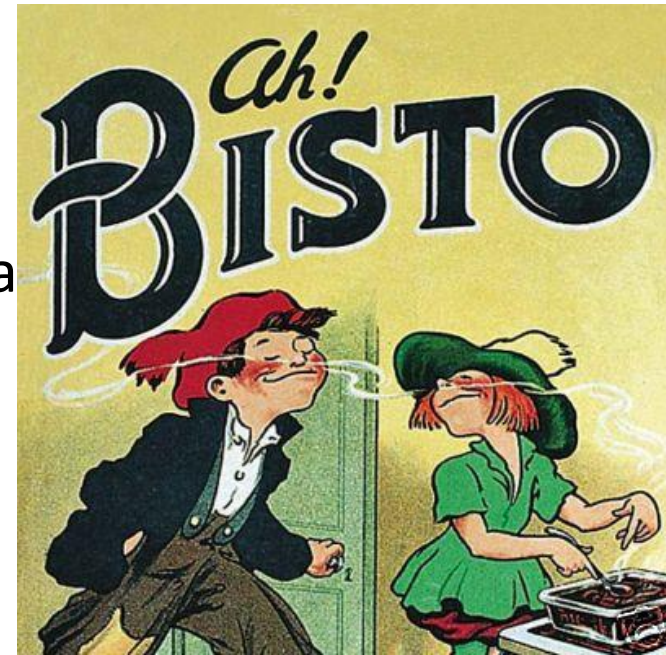
- Class time spent on;
- Interactivity
- Problem solving
- Higher order thinking skills (HOTS)

Bloom's Taxonomy (1956)



Flipped in action

- Understanding elearning
 - Series of mini projects; podcasts, resources
 - Day school Activities to develop critical thinking, foster motivation, develop group dynamics.
- Critical education – blended model
 - Advanced organiser (video and prezi)
 - Videos and day school activities
 - Design of VLE



What's not to like?

Strayer's (2012) findings

1. Classroom activities
 - Flipped students found classroom activities unsettling and did not meet their expectations (p.180)
 - Traditional students valued the familiar pattern (p.184)

2. Homework

- Both groups found it hard to find time to do homework. In addition the different terminology of the flipped homework (via intelligent tutoring system) led to extra challenges

3. In-class dynamics

Flipped students focussed on the negative aspects of the dynamics

Traditional students focussed on the positive aspects

But flipped approach led to more willingness to participate in class (p.188) and deeper understanding of their own learning process (p.191)

4. Flipped students felt lost and this led to them more likely to disengage (p.189)

Conclusions

- Beware of the hype
- Know your students – how will it work for them?
- Sell this to students
- Design with simple structure
- Allow time to produce resources
- Use others people's resources
- Plan for activity; f2f and online activities need to be closely related
- Monitor and support

References

Luckin, R., Blight, B., Manches, A., Ainsworth, S., Noss, R., & Crook, C. (2012). *Decoding Learning*. London: Nesta.

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research, 15*(2), 171-193.

Resources

- 5 things I wished I'd known about the flipped classroom <http://youtu.be/4JPdGlyt6gg>
- Introduction to flipped classroom <http://youtu.be/Lye8fBLelqU>

Tools

- Jing/ camtasia for screencasting
- Xerte, word, pdf, articulate for course material