

Flipping the PSE Classroom: Transforming Practice

**Graeme Nelson & Laura
Pibworth-Dolinski**

**BALEAP Conference 2019
12th-14th April
University of Leeds**

Outcomes

- Identify areas in your context where you could apply a similar strategy
- Describe what flipped is from the CUS PSE perspective
- Recognise some of the benefits of taking a flipped approach for teaching and learning
- Give examples of resources that support a flipped approach
- Reflect on a process of improvement and possible further development

What is your understanding of the flipped approach?

Flipped is...



Individual learning space



Group learning space

New concept introduced

New concept applied

Support from tutor

In the individual space

REMEMBERING

UNDERSTANDING

APPLYING

ANALYSING

EVALUATING

CREATING

In the group space

Why flipped on CUS PSE?

- Assessment for learning
- Differentiation of learning
- Practical application of learning
- Learner self-efficacy



We do not come to the class with blank understanding
(Student 1)

- Learner investment and engagement in their own learning

Our students will be expected to be active participants in their own learning (Coventry University Education strategy 2015-21)

Overview of the project (2017-18)

- Who were the learners?
- What did we focus on and why?





Writing

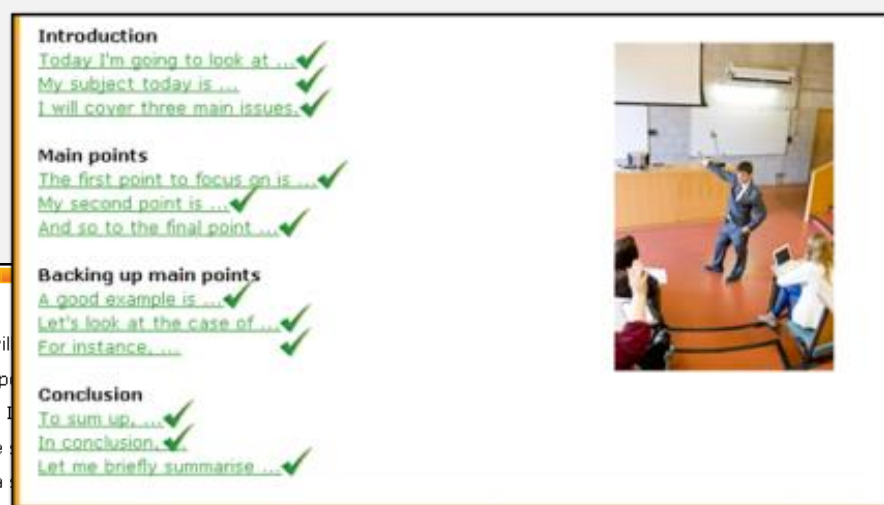
- What will I learn?
- Understanding the question 1
- Understanding the question 2
- Research

Slide content includes a 'Writing Task' section with a question about the Internet and a list of topics to research.



Speaking

Slide content includes a 'Speaking Task' section with a question about the Internet and a list of topics to research.




Introduction
 Today I'm going to look at ...
 My subject today is ...
 I will cover three main issues.

Main points
 The first point to focus on is ...
 My second point is ...
 And so to the final point ...

Backing up main points
 A good example is ...
 Let's look at the case of ...
 For instance ...

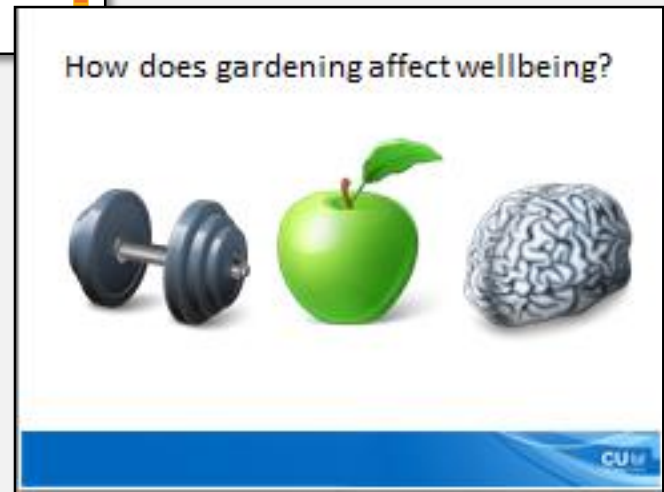
Conclusion
 To sum up ...
 In conclusion ...
 Let me briefly summarise ...




- What will I learn?
- How important is it?
- How do I feel about it?
- Practise giving opinions
- Giving a short talk 2
- Giving opinions
- Practise giving opinions
- What makes a good presentation?
- Signpost language
- Planning a presentation



Keep the audience focused on the information.

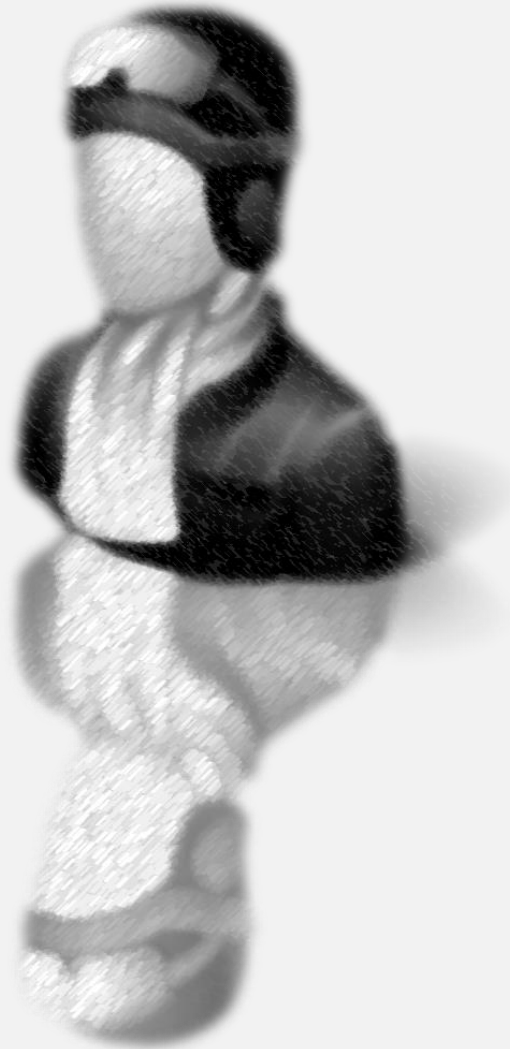


How does gardening affect wellbeing?



CU Services Limited

Next steps...(2017)



Overview of the project (2019)

- Issues addressed from pilot
- Materials
- Process of flipping

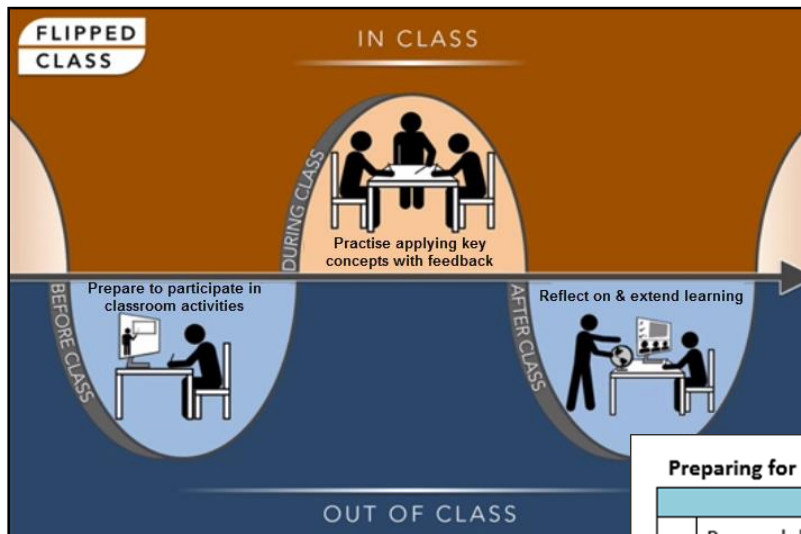


Informing students

① An important note about the way you will learn:

The PSE Programme at Coventry uses a **flipped approach to learning and teaching**. This means you need to prepare for lessons by doing an activity before you come to class. These tasks will appear in the “*Preparing for your lessons checklist*”. You should also see information about this in each booklet (*Preparing for your lesson*) and on Moodle. Sometimes your tutor will give you additional tasks to prepare.

It is essential that you complete these tasks so that you are fully prepared for your lessons.



Adapted from University of Texas in Austin:

<https://facultyinnovate.utexas.edu/flipped-classroom>

Preparing for your lesson

To prepare for some of your lessons this week you will have to read a document, watch a video, listen to an audio clip or do a piece of research. You should check the information on the schedule of work or in your booklet to see what you need to do. If you are not sure, ask your tutor.

Tuesday (Session 1): Writing a conclusion

- Watch the video "Writing a conclusion" and complete the questions

Writing a Conclusion

Wednesday (Session 1): Topic sentences

Preparing 1:

Bring all material relating to your work on Coursework 1 (Health), including:

- Your sources
- Your essay
- Your feedback

Preparing 2:

Research topic sentences to find out answers to these questions:

- What is the purpose of a topic sentence?
- What is the role of a topic sentence?

Preparing for lessons checklist:

	What	Where	By When	✓
1	Research how best to understand an assignment task	Course Moodle; Internet	Monday	
2	Bring task analysis and sub-questions to class	Booklet	Tuesday	
3	Watch a Ted talk and take notes	Course Moodle; booklet	Tuesday	
4	Research how to write an introduction	Course Moodle; Internet	Wednesday	

What do students think about it?

- ‘The centre is not the tutor... before the lesson we should prepare everything and we can practise more about it’
- ‘Making feedback two ways from tutor and from students to improve our knowledge’
- ‘We do not come to the class with blank understanding’
- ‘Many activities can be done fully in the classroom and not taking them home’

What do tutors think about it?

- ‘We are starting to see that process of self-improvement in the lesson, so it’s ...“do you want to try a little bit of that while we still have time?”’
- ‘For weaker students it’s really important to have that time with the tutor, Those are the ones that I go back to more than the ones who seem to be managing ok.’
- ‘It helped inform me not only what the student issues were but what they are doing to deal with them. So, we have better expectations of what they are able to produce in the next assignment’

Future Directions



Educational
Priorities
Ep
C-7

Roll out to more cohorts

Continual
Development
Dv
PD-1

Tutor training & engagement

Appropriate
Media
Am
IS-5

Develop a wider range of IS activities

Plan to
Differentiate
Pd
P-8

Encourage more IS & GS differentiation

Action
Research
Ar
R-3

Further research into perceptions & effect

How could you apply this
in your own context?

Increasing student self-efficacy

1. Analyse an assignment task
2. Create a set of Sub-questions
3. Identify answers to sub-questions in someone else's essay.



- ‘...it becomes easier, I can do it.’
- ‘Learning by doing is good.’
- ‘it’s very helpful because we can discuss it and friend or tutor can give feedback on what we have written.’

Flipped Learning is a framework that enables educators to reach every student. The Flipped approach inverts the traditional classroom model by introducing course concepts before class, allowing educators to use class time to guide each student through active, practical, innovative applications of the course principles.

(ALAS Academy of Active Learning Arts and Science 2019)

<http://aalasinternational.org/updated-definition-of-flipped-learning/>

Laura Pibworth-Dolinski: aa2907@Coventry.ac.uk

Graeme Nelson: ab5907@Coventry.ac.uk

List of References

- ALAS (2019) Academy of Active Learning Arts and Science
<http://aalasinternational.org/updated-definition-of-flipped-learning/>
- Biggs, J. and Tang, C. (2007) *Teaching for Quality Learning at University*. 3rd edn. Maidenhead: Open University Press
- FL Worldwide (2019) *Flipped Learning Global Initiative*
<https://flglobal.org/elements-0/>
- Laurillard, D. (2002) *Rethinking University Teaching*. 2nd edn. London: Routledge Falmer
- Sambell, K., McDowell, L. and Montgomery, C. (2013) *Assessment for Learning in Higher Education*. Abingdon: Routledge
- Talbert, R. (2017) *Flipped Learning*. Virginia: Stylus