Flipping Pre-sessionals!
Exploring Research and Transforming Practice

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‘Traditional’ Classrooms
Flipped Classrooms
Overview

• Flipped learning
• Flipping a pre-sessional
• Perceptions of flipped learning
• Our experience
• Future directions
Flipped Learning
A bit of Flipping History

• *Flip your classroom*  
  (Bergman & Sands, 2012)

• *The Inverted Classroom*  
  (Lage, Platt & Treglia, 2000)

• *Peer instruction: getting students to think in class*  
  (Mazur, 1997)
• Not reliant on technology
• Turns Bloom upside down
• Underpinned by social constructivism (Vygotsky, 1978)

Bloom’s Taxonomy in traditional and flipped classroom (THYATT, 2018)
The Four Pillars of Flipped Learning

- Flexible Environment
- Learning Culture
- Intentional Content
- Professional Educator

FLN, 2014. *The Four Pillars of F-L-I-P™*
Flipping a pre-sessional
• “The intention to develop student autonomy and critical engagement is undermined by the high number of hours students spend in class and the prescriptive approach to core academic practices”

(BALEAP Report, 2017)
Increased Numbers

Chart Title

- 10-week
- 6-week
- Total

<table>
<thead>
<tr>
<th>Year</th>
<th>10-week</th>
<th>6-week</th>
<th>Total</th>
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A flipped pre-sessional

• 2 groups share 1 room
• 15 hours of class time
• Online interactive contact
  • Storyline
  • Blackboard
A flipped pre-sessional

Flipped Content

• Writing skills
• Academic integrity
• Presentation skills / language
• Reading texts
• Lectures

Class content

• Reading circles
• Presentations
• Seminars
• Writing workshops
• Tutorials
• Some ‘traditional’ lessons
Advocacy

Teachers

- Training
- Flipped induction

Students

- Instruction
- Topic of week 1
- Essay
Perceptions of Flipped Learning

Findings from the literature
1. Increase engagement  
   (Lee & Wallace 2017)

2. Increase in motivation and acceptance  
   (Chen Hsieh et al., 2017; Yang, 2016)

3. Better performance?  
   (Lee & Wallace, 2017; Evseeva & Solozhenko 2015)
1. Only effective for grammar
2. High workload
3. Best for motivated students
4. Flexibility
5. Student involvement

(Yang, 2016)
(Bauer-Ramazani et al., 2016)
(Evseeva & Solozhenko, 2015)
Our Experience
Students

- Generally positive
- Love online lessons
- Slow uptake
- Engagement waned
- Focussed on assessments
Teachers

- Generally positive
- High workload
- Difficult to monitor
- Sage → Guide
- Sitting on the side-lines
Future Directions
Future Directions

- Keeping the flipped learning model
- Better collaborative writing
- Unflipping key lessons
Future Research

• Positive impact on performance
• Flipped Learning and motivation
• Learner/ Teacher training to use Flipped Learning
References

• Lockwood, R. B. (2014). Flip it!: Strategies for the ESL classroom.