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Flipping Pre-sessionals! Exploring Research and Transforming Practice

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'Traditional' Classrooms





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Flipped Classrooms





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Overview

- Flipped learning
- Flipping a pre-sessional
- Perceptions of flipped learning
- Our experience
- Future directions



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Flipped Learning



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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*

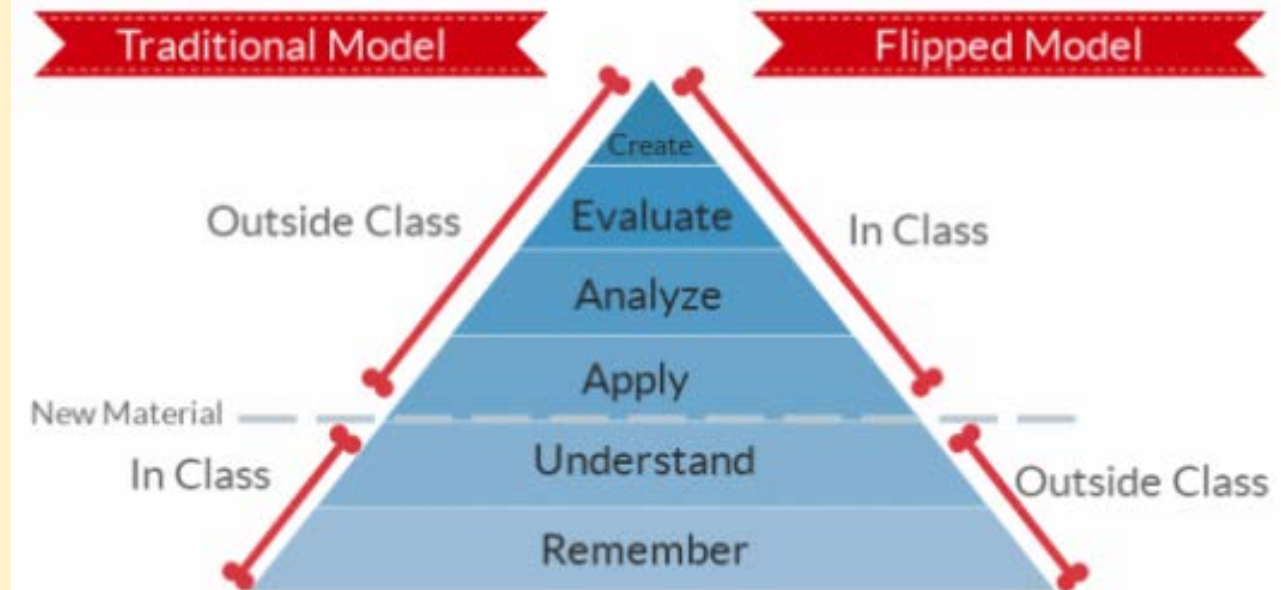
(Mazur, 1997)



Key Features

- Not reliant on technology
- Turns Bloom upside down
- Underpinned by social constructivism (Vygotsky, 1978)

Bloom's Taxonomy in a Flipped Classroom



Bloom's Taxonomy in traditional and flipped classroom (THYATT, 2018)



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The Four Pillars of Flipped Learning

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

FLN, 2014. *The Four Pillars of F-L-I-P* TM



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Flipping a pre-sessional



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BALEAP Inspection

- “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)

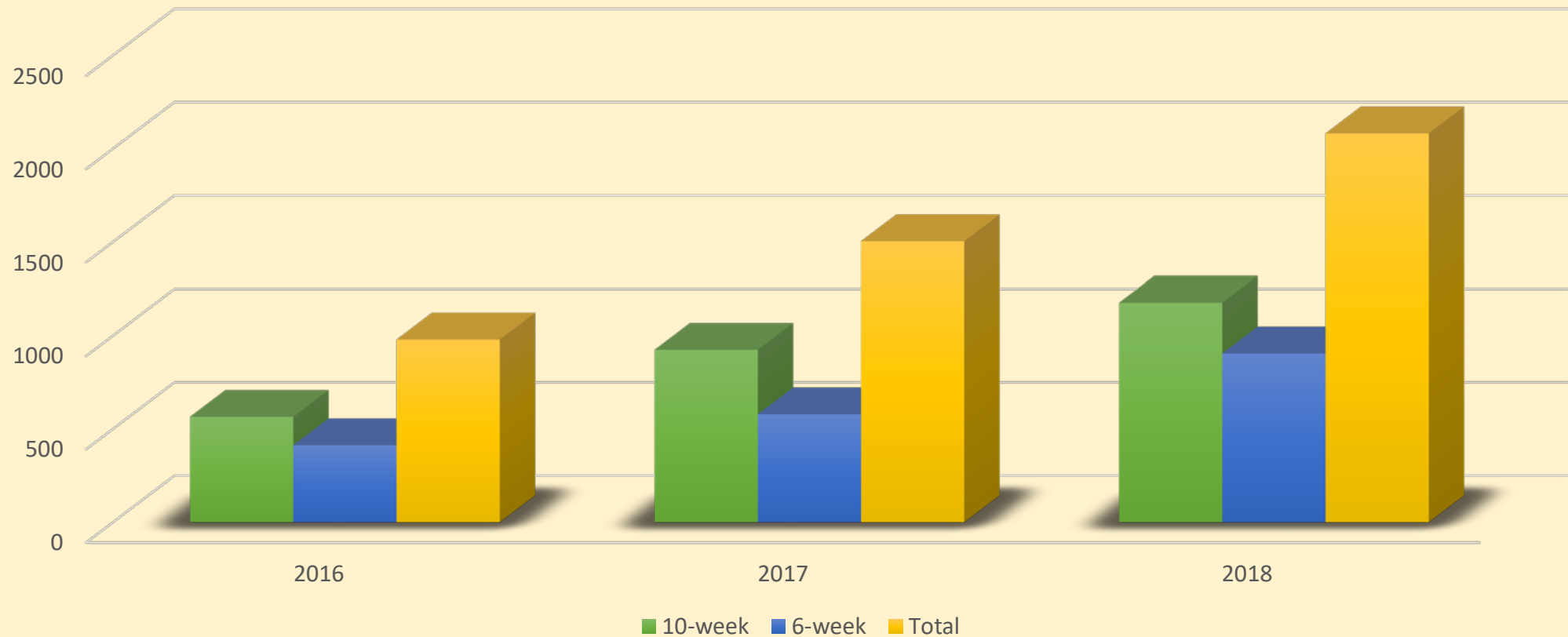


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Increased Numbers

Chart Title





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A flipped pre-sessional

- 2 groups share 1 room
- 15 hours of class time
- Online interactive contact
 - Storyline
 - Blackboard



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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



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Advocacy

Teachers

- Training
- Flipped induction

Students

- Instruction
- Topic of week 1
- Essay



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Perceptions of Flipped Learning

Findings from the literature



Student perceptions

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)



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Teacher perceptions

1. Only effective for grammar

2. High workload

(Yang, 2016)

3. Best for motivated students

(Bauer-Ramazani et al., 2016)

4. Flexibility

5. Student involvement

(Evseeva & Solozhenko, 2015)



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Our Experience



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Students

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



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Teachers

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



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Future Directions



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Future Directions

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



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Future Research

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



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Any Questions?