

### **3E Flip Teaching: The impact for the teacher and the learner**

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**Background:** The learning environment for students is changing. Students use online tools to help them learn, contribute and share thoughts/ideas/opinions. For the University to provide relevant opportunities for effective learning, it must embrace the ethos of the Curriculum for Excellence and empower learners, moving away from teacher-led instruction to student-led learning. One way is by 'flipping the classroom'—a form of learning in which students learn the basics of a concept online (usually via video lectures). Traditional 'homework' is done in class. Research suggests flip teaching, when implemented effectively as part of a cohesive strategy for in-class and out-of-class learning, can have a positive impact on engagement (Demsky 2013; Davies, Dean and Ball 2013; Brunsell and Horejsi 2013).

**The Project:** Flip teaching has been introduced to Year 1 and 2 undergraduate students on the Child Development course (MA Primary Education). Students watch recorded lectures outwith class time. In class, students share personal research on the week's subject and are then given an SBL (Scenario-Based Learning) activity, linking their learning about child development with primary school teaching.

**Results:** Results from interviews will be available in March 2015. However, initial observation and informal conversations indicate a positive response. Students like the flexibility of watching the video at a time of their choosing and the ability to rewind/pause/stop as necessary. They like the pedagogy being used in the video which breaks each lecture into manageable sections for learning. Students find the tasks in class to be relevant and engaging.

**Conclusion:** Considering the growing need to identify alternative methods of delivery, flip teaching may offer one possible solution. Early observations suggest a more engaging, effective and relevant learning experience for students and allow for a richer teaching experience for the lecturer. The author will discuss the planning/preparation involved in setting up an effective flip teaching classroom, will highlight how to avoid the 'pitfalls' when planning and will discuss the impact flip teaching has had on both student engagement and the methodologies used in his own practice.

#### **References**

Demski, J. (2013). Six Expert Tips for Flipping the Classroom. Campus Technology.

Davies, R.S., Dean, D.L. and Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61(4), pp.563-580.

Brunsell E. and Horejsi, M. (2013) A flipped classroom in action. The Science Teacher, 80(2).