Don’t flip out while flipping!

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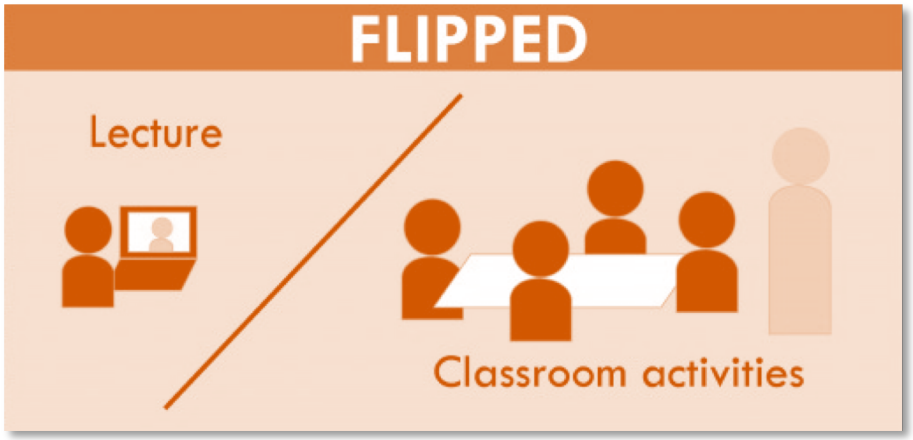
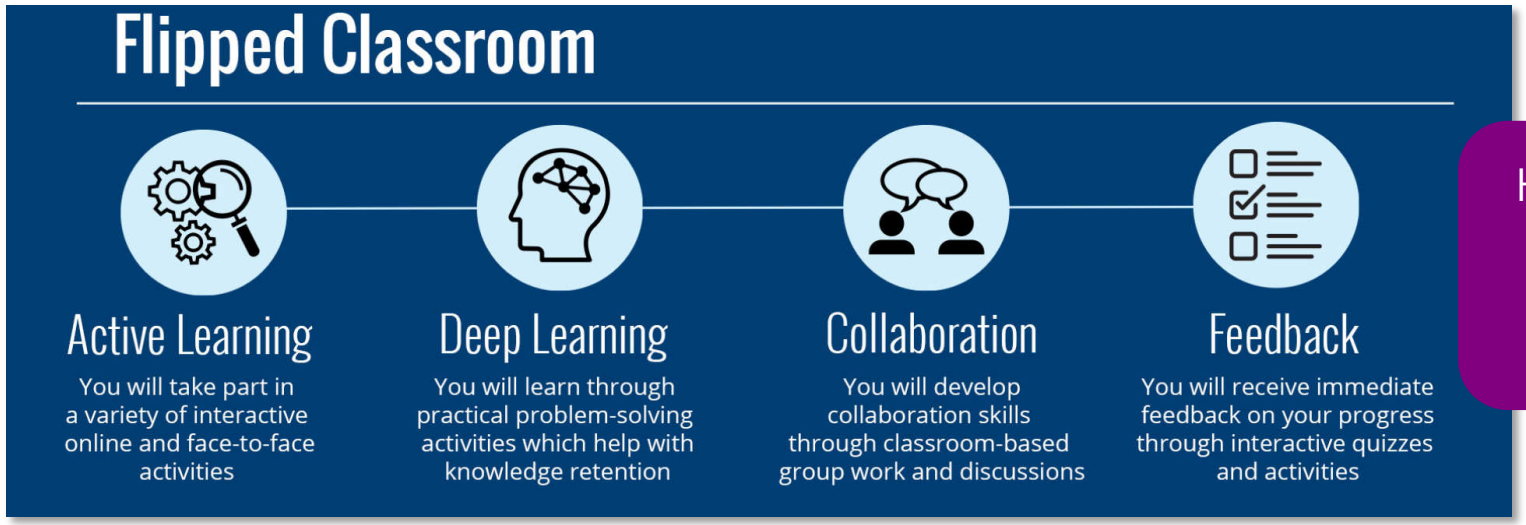
Head of BSc Medical Biosciences (BMB)

The flipped classroom





Higher retention of knowledge, for longer periods of time

What worries you about flipping?

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Still open if you would like to add to it and answer some additional questions

Have you ever flipped a lecture?

Yes

No

Tried but have not succeeded yet

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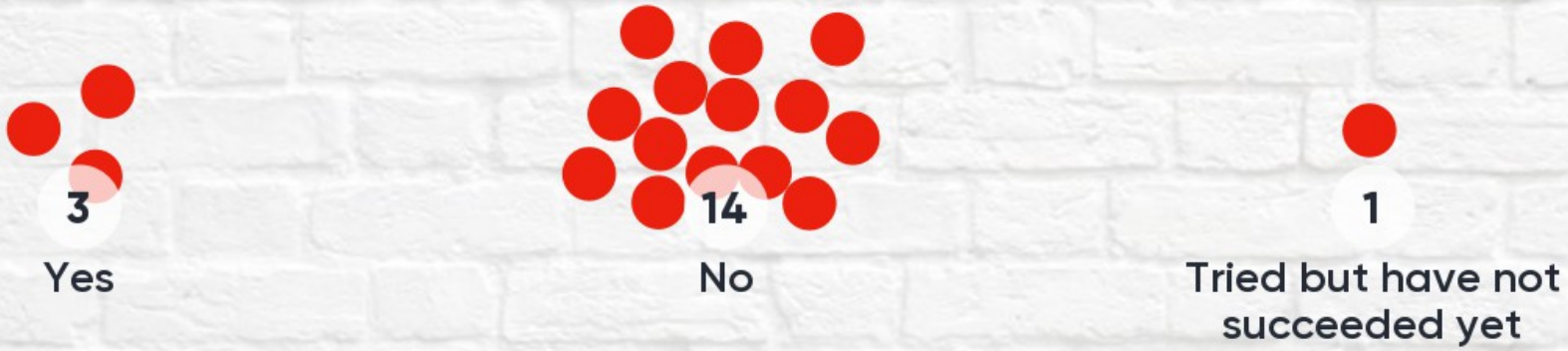
Have you ever flipped a module?



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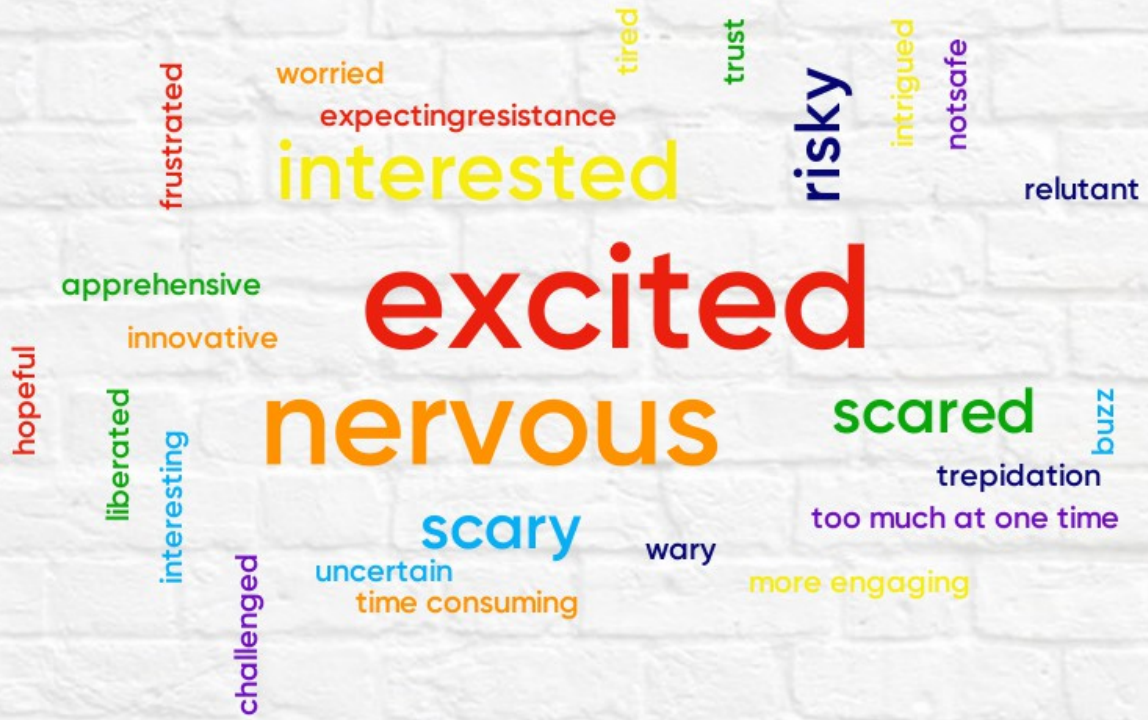
How do you feel about flipping a lecture?



What worries you about flipping?

Time

- It takes time… loads of time
- Be prepared to be flexible
- "Will I have the time to learn how to do it and do it?"

Manage students expectations

- This is true for any programme of study
- Teach less content (facts): do students really need to know everything??
- Think outside the box: dare to take risks and be prepared to fail ~~to~~ and succeed

Technology enhanced learning

- It does work! There are lots of case studies with very positive results
- Support by **Instructional Designers** (IDs) and **training** is really important

Resources!

- Market research and a good business plan is essential

BMB state of mind back in 2016

- Excited - Enthused - Daunted	- Excited but slightly apprehensive - Want to get engaged ASAP, start working on LOs etc
- Excited - Nervous	- Excited - Eager to start - Overwhelmed
- Excited about doing something completely different. - Looking forward to engaging with new methods and new colleagues. - Enthusiastic about key part in completely new course.	- Excited - Refreshed - Occasionally overwhelmed - Looking forward to working with others
- Open mind! - Concern of how to fit this in a busy schedule of other teaching commitments so that I can do it properly. - Worried about large numbers	- Excited - Enthusiastic - Trepidation

- Excited - Apprehensive	- Excited
- Raring to go	- Concerned about timing and material quality and creativity
- Optimistic but uncertain	- Excited - Keen to get e-Learning training ASAP
- Excited and a bit worried	- Intrigued - A little nervous - Excited
	- Excited - New things - New students

What did BMB academics perceived as new opportunities when we took off?

- Important: have a very good structure. - Both students and lecturers informed in advance of what's going to happen and when. - Have a good system of networking between lecturers.	- 'Bespoke' careers advice or training in years 2 + 3. - Widening Participation for Admissions. - Link to course/Faculty studentships (Summer?, PhD etc)
- Starting from scratch - Being able to really coordinate teaching and take ownership of it rather than slotting something into pre-existing structure. - Novel teaching methods more appropriate than traditional lectures.	- Possibilities for using technologies in creative ways – video/interactive - Opportunities for self-motivation and flexibility in student learning. - Peer-to-peer learning.
- Interactivity - Small close-knit - team of enthusiastic teachers.	- Blank canvas – no preconceptions or traditions to uphold. - Flexibility - Opportunity to learn new skills as an educator. - Interact (+ learn from) other enthusiastic educators.

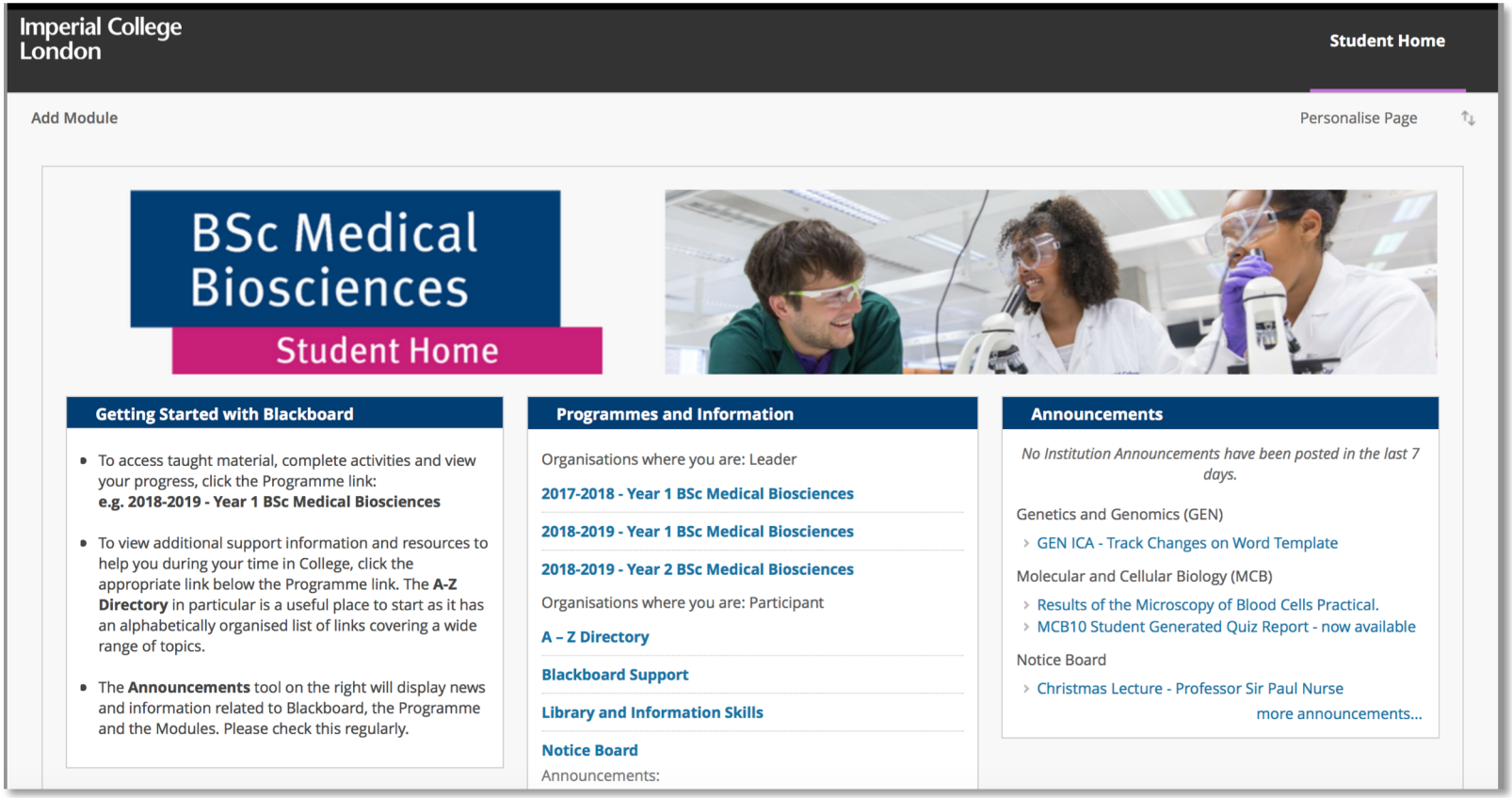
- Individual and group work. - Practical skills - Transferrable skills - Short and snappy answers - Short-loop feedback discussion	- More engaged students: - Happier students that take their learning further at their own volition. - More positive energy and feedback for their lecturer. - The level is raised by the students and this makes the experience more challenging and fun for the lecturer.
- Harmonisation of course - -> starting from scratch, then is a ? to do it - Use practical methods/examples as ways to teach. - The diving force is why do 2 xxx this. Show them how!	

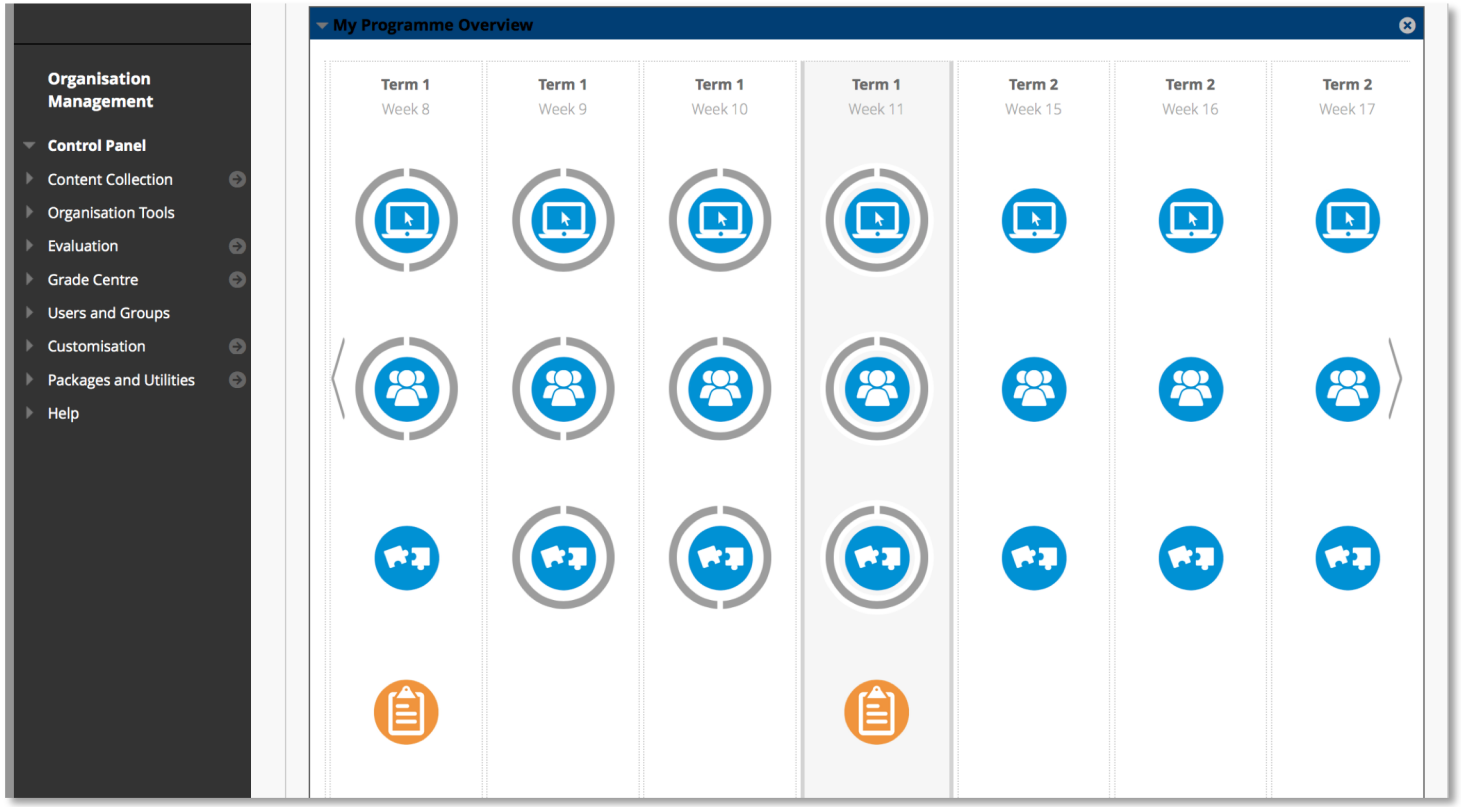
What have the benefits been?

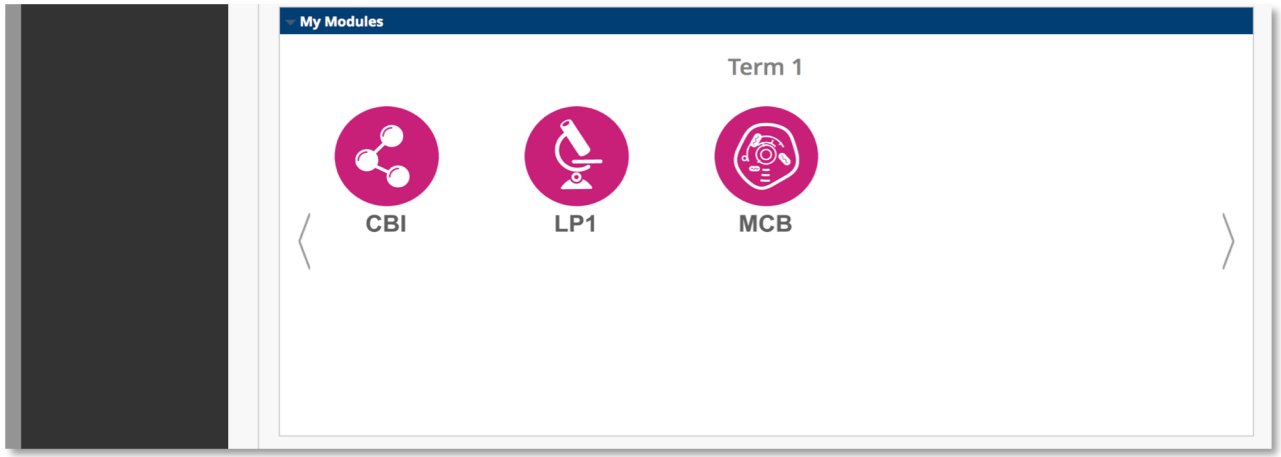
- Blank canvas: designed the curriculum 'from scratch' and constructively aligned LOs and assessments
- Ability to adjust the pace/content to student's needs – can go further
- Create creators – work relevant activities enable them to be professional; empower students with own learning
- Let them chose learning activities: akin to Montessori schools
- Real-time feedback: pick it up where the student has left/ re-route when necessary
- Fun and challenging for the Team members teaching on the ground

BMB = Small BIG team!

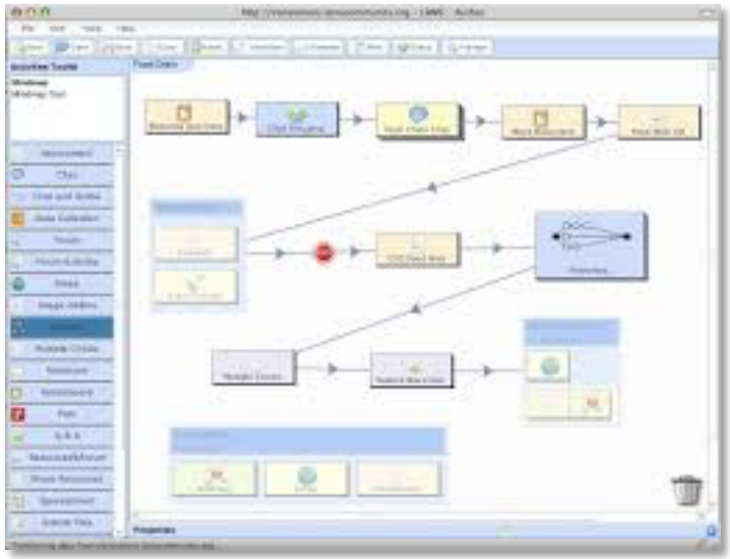
BMB Blackboard



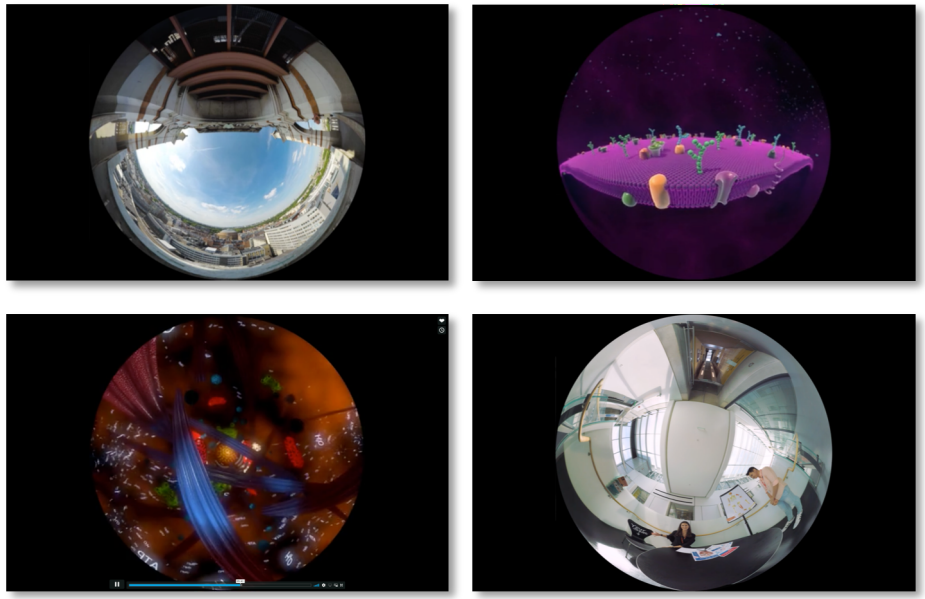

Organisation Management
Control Panel
Content Collection
Organisation Tools
Evaluation
Grade Centre
Users and Groups
Customisation
Packages and Utilities
Help
My Programme Overview
Term 1 Week 8
Term 1 Week 9
Term 1 Week 10
Term 1 Week 11
Term 2 Week 15
Term 2 Week 16
Term 2 Week 17


My Modules
Term 1
CBI
LP1
MCB

LAMS



Mentimeter



padlet

Students welcomed in a pop-up planetarium

IMI1: The components of the immune system and introduction to innate immunity

0% COMPLETE

Welcome to IMI1

Overview of session

Physical barriers between us and microbes

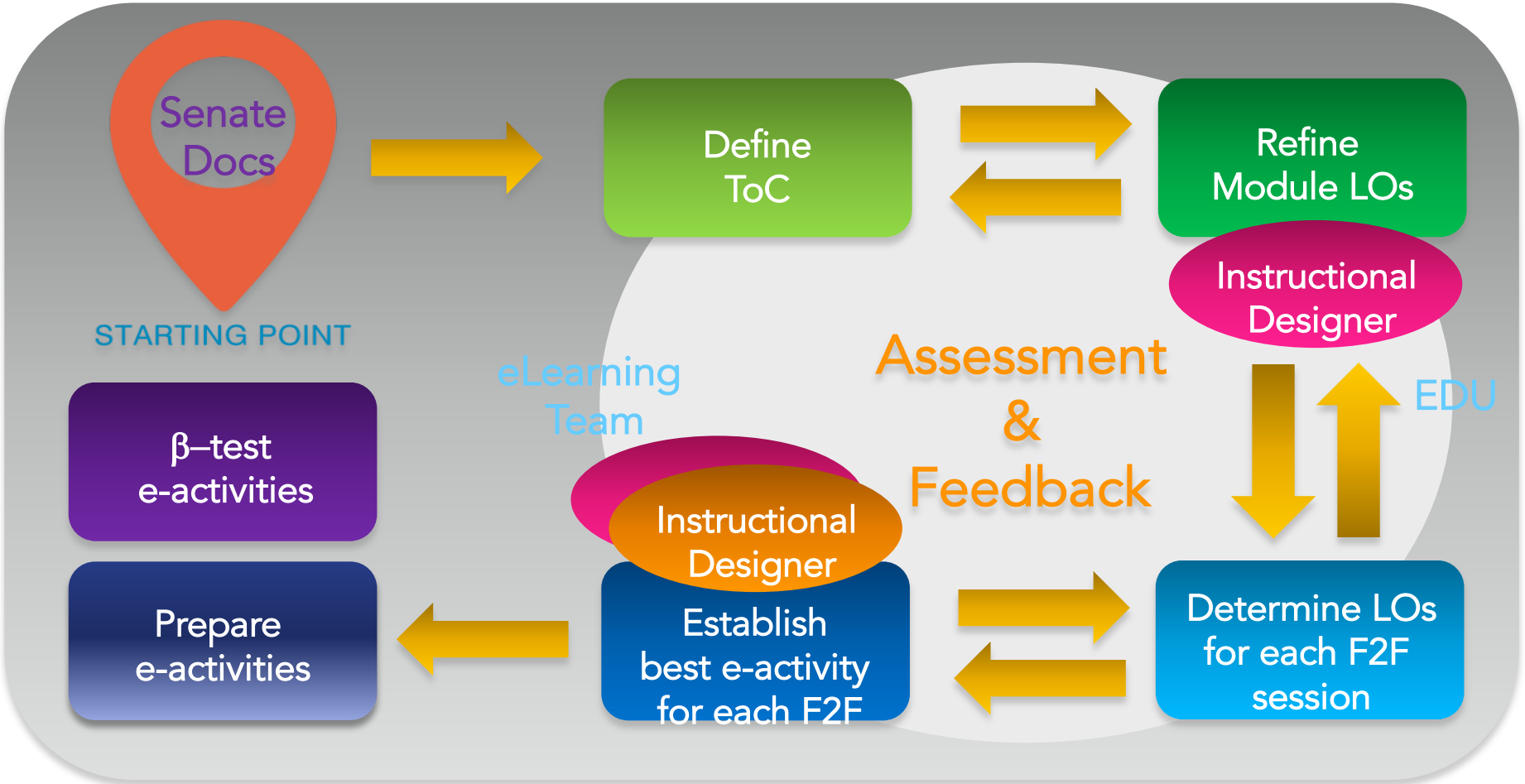
Recognition of pathogens that have managed to breach the ...

Lesson 2 of 8

Overview of session

In September 1971, an extraordinary little boy was born in Houston, Texas, USA. His name was David Phillip Vetter and he was born without a functional **immune system**. He suffered from what is referred to as **X-linked severe combined immunodeficiency (SCID)**, a congenital disease that leads to an individual having no **T cells**, no **NK**

The process


Senate Docs
STARTING POINT
Define ToC
Refine Module LOs
Instructional Designer
eLearning Team
Assessment & Feedback
EDU
β–test e-activities
Prepare e-activities
Instructional Designer
Establish best e-activity for each F2F
Determine LOs for each F2F session

Lessons learnt

- Flipping a lecture is hard work! **But** there are many ways of doing it and it is ever so rewarding!!
- Some things work, some don't – prepare to be prepared to adapt and change.
- Learning spaces are critical (visibility, acoustics, mobility)
- Support staff to configure rooms is a real need **or** rooms that are designed for large numbers of students working in groups
- It's a team effort!
- Once you flip, there is no going back!

- **BMB Teaching Fellows (past & present)**
  - Jeni Harper (2016-2018)
  - Charlotte Clark (2016-2018)
  - Kirsty Flower (2016-)
  - Luisa Garcia-Haro (2017-)
  - Jacqueline Dickson (2018-)
  - Laura Collopy (2018-)
  - Alwyn Dart (2018-)
  - Manuela Mura (2018-)
  - John Logan (2019-)
  - Silke Kerruth (2019-)

- **Instructional Designers (IDs)**
  - Agata Sadza
  - Emma Blyth

- **Learning Technologists (LTs)**
  - Adrian Cowell
  - Akram Ameen

Programmes Team

Alyeisha Joseph
Chris Harris
Nicole Harbert
Sharon Hubscher

Development Team

Emma Charles (2015-2017)
Flo Page
Gerry Greyling
Josh Blacker (2018-)
Rumi Khanom

Martin Lupton Vice Dean (Education) & Head of Undergraduate Medicine

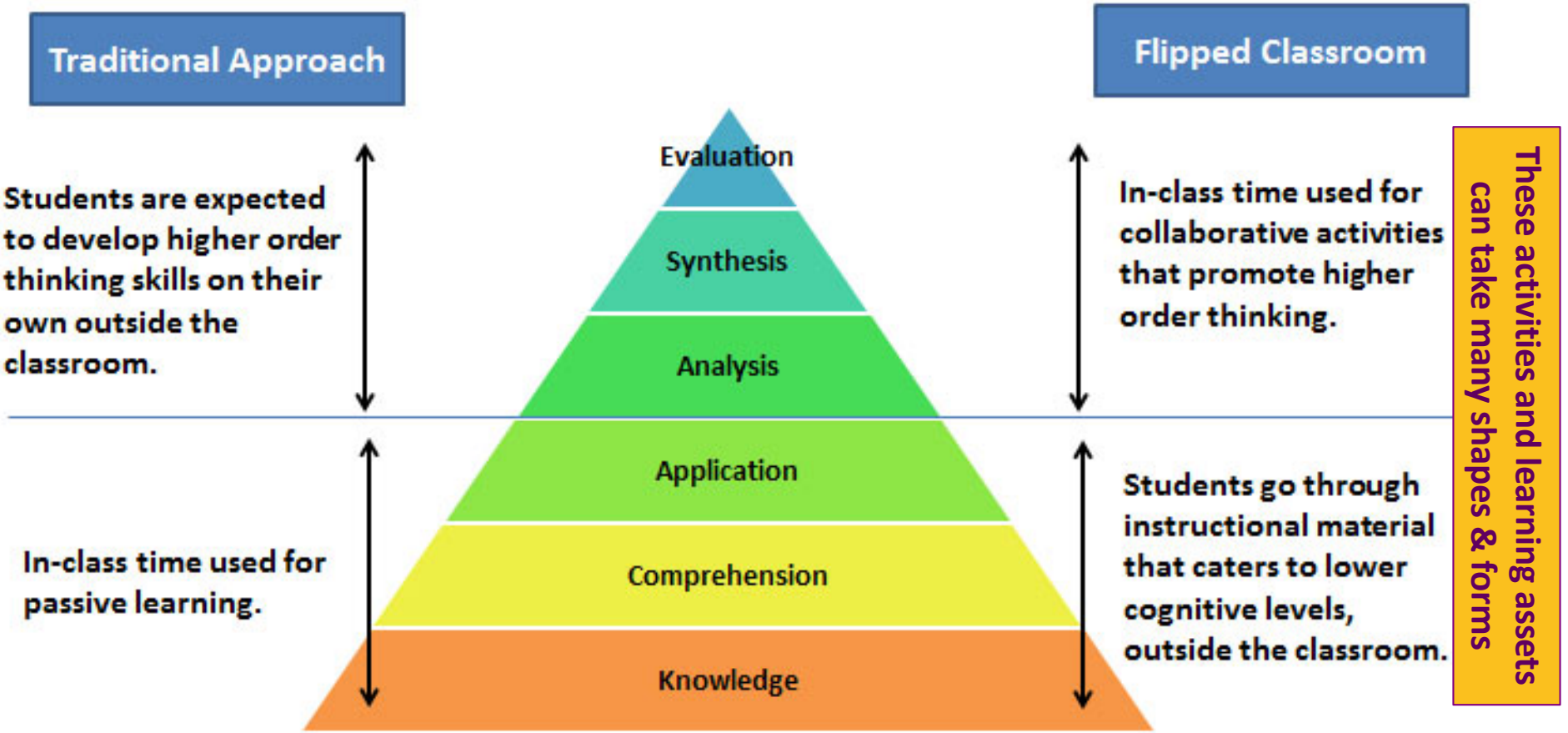
Alison McGregor Director of Undergraduate Science

Sue English Director of Education Management & Programme Director

Lisa Carrier Head of Technology Enhanced Education

Michele Foot Learning Resources and Technical Services Manager

What differs between the current model and using blended pedagogy?



https://www.tataclassedge.com/digital-education-insights/articles/the-flipped-classroom/