

Flipped Classroom for TEP 427 - Final Report

Teaching Fellowship/Faculty Partnership Project: Final report

Period Report: Project Completion

Faculty: Human Sciences

Project Name: Flipped Classroom for TEP 427

Department: Education

Academic Lead: Judy Adnum

Project Manager: Fiona Nicolson

Current Project Team:

Educational Designer: Jorge Reyna

Video Producer: Mike Catabay

Video Consultant: Michael Rampe

Project Background Overview:

The purpose of the project was for Judy Adnum to work in partnership with the multi-skilled LTC team to redesign her TEP unit for flipped delivery. Currently students attend a 3 hour weekly workshop that includes a one hour lecture. Despite generally high levels of student motivation, students have indicated that it is challenging to maintain their focus and engage energetically for 3 hours.

The goal of the project is to provide the lecture content in an alternative online mode that the students can access prior to the workshop, thus facilitating a more dynamic classroom experience in which the students can apply their understanding of the content they have engaged with online.

The two main objectives were to:

1. review the overall design of the existing iLearn unit for TEP427 to maximize clarity and student engagement in the new flipped delivery method.
2. develop high-quality online materials for the first hour of 6 workshops. The first hour 'lecture' (or theoretical contextualisation) of six TEP 427 3 hour workshops will be substituted with short videos and accompanying readings and activities to be completed before the subsequent 2 hour on-campus workshops. It is intended that the face to face teaching time in smaller-group seminars and tutorials can be utilized much more efficiently when the students have completed the online work prior to the class.

The project team were able to go beyond the original objectives and the whole unit was flipped (13 modules).

What was achieved:

1. Unit educational design

The team reviewed the overall design and structure of the unit in order to maximize clarity and student engagement in the new flipped delivery methodology. This review informed the educational design of the iLearn space. A key priority was to build strong links between the face-to-face workshops and the online work so that the students were motivated to value and complete the required online activities regularly. The students commence the unit with a workshop and this sets the pattern for the rest of the program. It was decided to structure the unit so that each week the students attend a workshop and then complete the online preparation for the following week. This ensures the students have a sufficient amount of time to complete the online work and the teacher can introduce the resources and initiate some of the online activities in the face-to-face class.

Workshops and Online Preparation

TEP427 workshops are active learning environments in which students build a strong sense of community through their participation and collaboration with their peers. They often lead and engage in 'Socratic Conferences' focused on the topics raised in the readings and in the online work. The online preparation includes readings, videos, weblinks and activities such as reflective blogs, collaborative wikis and quizzes. The work completed online relates directly and explicitly to the workshop content for the following week.

W7: Programming & Assessment

Workshop

This workshop will focus on **Programming** and will include the following:

- Debrief about the block practicum using your reflective Journal as a prompt. Discuss findings including surprises both pleasant and other.
- Complete scope and sequence plans
- Compare different program designs, styles and methods
- Practise writing a backward map to shape programming and assessment.

Please bring copies of a program to work on with a group. Make sure you remove the school ID.

Online preparation

This week, you will prepare to participate in the **Assessment** workshop. Please complete the following activities before the next workshop (W8).

1. Reading: [BOSTES policies](#)
2. Blog: [Question related to BOSTES policies goes in here](#)
3. Video: [The Principles behind Assessment.](#)
4. Quiz: [about video](#)
5. Wiki: [Design an assessment task for Stage 4](#)

2. Video production

Student Alumni

The videos in the newly designed unit include interviews with students who were previously enrolled in the unit and who are now teachers in a range of different schools and educational contexts. As a result we have captured an interesting variety of perspectives and contemporary experiences of teaching history. Some of the alumni students are working in High Needs schools that serve communities with high poverty rates and where classrooms are influenced by the difficulties of their students' lives. The visiting alumni were able to provide personal insights and practical strategies for teaching in this context. Other alumni reflected on the demands of teaching in private schools. The alumni also provided advice to students applying for teaching jobs in the department of education.

5. Video: Engaging students in the lesson

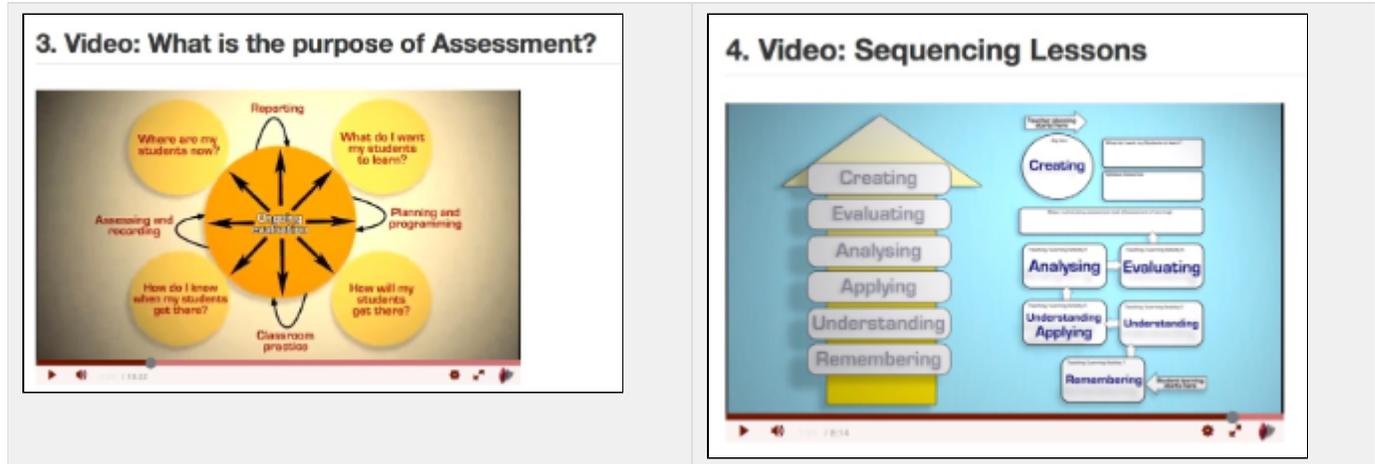


DEC interviews



Applying Lecturer expertise

The team also produced videos of some key concepts relating to Lesson Sequencing and the Purpose of Assessment. These videos included animated graphics intended to help students understand theoretical concepts and apply this theory to their own teaching.



Evaluation:

1. Formative evaluation carried out to date:

During the project, Judy gathered student and alumni feedback on the resources being produced. The responses were very positive and indicated the value of the resources for student teachers. Here are some examples of the feedback we received.

- "I thought in terms of information, that the videos on the purpose of assessment and the sequencing of lessons were the best. When I was helping my peers during this unit, these were the two areas that they had difficulty grasping. It's not that they weren't taught effectively the first time, but because they were new and foreign concepts that needed reinforcing. Having these concepts covered in video means that they can be watched, referred to in class, and then be rewatched when TEP students are doing assessments or even when they are first year teachers."
- "I think the video TEP students would most appreciate is the one covering the DEC interview, since it answers so many questions that students in their final year often have."

The team recorded an interview with an aboriginal alumni student who provided a personalised perspective on school education and how teachers can impact on the children's learning experience. Judy trialled using these videos in one of her lectures in Session 1. There was an overwhelmingly positive response from students both during and after the lecture. One particular student emailed Judy with this comment:

- "Today lecture taught me that there are a lot of people going into the teaching profession that really have no idea about Indigenous affairs or history and it makes me really glad as an indigenous student to see these people get an effective education. It gives me hope."

2. Summative evaluation completed or planned for future:

- This unit is part of an LTC research project which is evaluating the flipped delivery methodology across different disciplines including the Faculty of Business and Economics and the Faculty of Science.
- TEDS with specific questions relating to the key features in the online unit - June 2015.
- Convenor reflections after the next delivery - July 2015.