Festival of Learning Showcase

Facilitator: Sue Fyfe, Georgina Fyfe, Rakhshanda Naheed, Annalise O’Callaghan, Amanda Lambros, Courtenay Harris, Marina Ciccarelli and Michelle Broughton
(See a brief biography of presenters below)

Strategic theme: Rich, interactive learning experience

Subject Title: Good practice strategies for using the flipped learning model in large classes

Contact: Sue Fyfe x7468

Brief Description:

This workshop builds on the learning and experience of our OLT seed grant: Flipped learning: lessons learnt and good practice for large first year health sciences classes. The project developed and tested approaches to flipped learning for novice learners based on the Miri model developed and refined by Curtin staff (HERDSA 2014). The model was used in very large first semester and second semester generic, non-discipline based units. Concurrently the team developed and evaluated professional development for teaching staff to support the new approach.

Time/Day: Friday 20 March 2015; 12:00 - 1:00pm

Duration: 1 hour

No. of Sessions: One

Venue: Building 105.107

Special Requirements: No special requirements are required

Workshop Outline:

The workshop mirrors the flipped model we trialled in our project, using two tutor facilitators per class. Participants will be given brief information on arrival at the workshop and will then undertake a quick challenge test using Qualtrics (10 mins). This will allow the presenters to identify the level of understanding of the flipped learning model, and tailor our presentation of the Miri model (5-8 mins). We will then use Nearpod to showcase how workshop participants can collaborate and then test their understanding of the model and framework we have presented (15 mins). Nearpod allows real-time aggregation of results and we will model how it has been used in a large first year class. As collaboration is an important learning strategy we employ, we will also showcase how our students use SPARKPLUS to rate their own performance, and anonymously rate other group members (10 mins). As the opportunity for collaboration within the workshop is limited, we will use a hardcopy reflection question to simulate our reflection process (5 mins). We will finish by asking participants to discuss and share their views on the types of professional development they would like/need/ or
have had, for using the flipped learning model in their own classes. We will again use Nearpod to gather these ideas and use a Wordcloud to display the most common views (5-7 mins).

**Timeline**

<table>
<thead>
<tr>
<th>Miri model</th>
<th>Workshop activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>5 mins</td>
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<tr>
<td>Phase 1</td>
<td>Challenge test using Qualtrics</td>
<td>10 mins</td>
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<tr>
<td>Phase 2</td>
<td>Review of Miri model and how phase 1 information is used in Phase 2</td>
<td>5-8 mins</td>
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<tr>
<td></td>
<td>Use of Nearpod for collaboration</td>
<td>15 mins</td>
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<tr>
<td>Phase 3</td>
<td>Use of SPARK$^{PLUS}$ for reflection on collaboration/ teamwork</td>
<td>10 mins</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Use of Nearpod to gather ideas on professional development views</td>
<td>5-7 mins</td>
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**WORKSHOP OBJECTIVES**

This workshop will:

1. Showcase the flipped learning approaches developed in the OLT project in each phase of the Miri model.
   a) **Online phase**- Using Qualtrics for challenge testing to gauge areas of strength and weakness for students, and allow students to identify their learning needs
   b) **Collaboration phase**- Using Nearpod to allow collaboration by class members to check their understanding of important concepts, and to then tailor the class to meet class needs
   c) **Reflection phase**- Using SPARK$^{PLUS}$ for student reflection and feedback on group work.

2. Share ideas about professional development for academic staff that best prepares staff for facilitating flipped learning.

**WORKSHOP FACILITIES REQUIRED AND MAXIMUM NUMBER OF PARTICIPANTS**

a) Flat (non-tiered) learning area with tables allowing participants to work in groups of between 4- 6 people
b) 50 - 60 participants
c) Participants will need an iPad. The presenters will provide 20 iPads, loaded with Nearpod, for use in the workshop.
d) Video and computer presentation facilities
e) Wireless Internet connection

**List of any previous presentation of the workshop and website or publication references (if any)**

We have presented and refined the Miri model conceptual framework in 2013 (Fyfe, Fyfe et al. 2013), and as a poster at the HERDSA conference in 2014 (Fyfe, McKay et al. 2014), but have not presented this specific workshop elsewhere.
References


Fyfe, S., J. McKay, G. Fyfe, N. Nagendran, K. McVay and M. Broughton (2014). Refining a flipped learning model through international collaboration: the Miri Model. HERDSA, Hong Kong. 7<sup>th</sup>-10<sup>th</sup> July 2014

A brief biography of the presenters:

**Sue Fyfe** (Adjunct Professor, Faculty of Health Sciences) researches the development and evaluation of learning models, the role, use and value of automated feedback and curriculum change and development with grants from CAUT, CUTSD, Carrick Institute and OLT. She is a senior leader with experience and expertise in promoting and managing cultural change in T&L.

**Georgina Fyfe** (Dean, Teaching and Learning, Faculty of Health Sciences) has won an ALTC citation for excellence in teaching. She has wide experience in course and unit coordination with success in competitive grants (CAUT, CUTSD, Carrick, OLT). Georgina researches reflective practice, educational technology and learning outcomes for large classes.

**Annalise O’Callaghan** (Lecturer in the School of Occupational Therapy and Social Work). currently co-ordinates and teaches in a large core unit, Foundations of Professional Health Practice. Her experience includes co-ordinating and teaching in mental health and counselling for OT students and researches interprofessional practice in rehabilitation teams.

**Marina Ciccarelli** (Associate Professor in the School of Occupational Therapy (OT) and Social Work) has wide experience in OT curriculum development, delivery and assessment with University awards for Excellence and Innovation in Teaching and Assessment, and an ALTC award for an International Inter-professional Fieldwork Program for Health Science students.

**Amanda Lambros** (Unit Coordinator and Lecturer, School of Occupational Therapy and Social Work) has wide experience working in counselling, education and training and regularly uses innovative approaches to teaching large classes. She researches evidence-based practice, relationships and ethics.

**Courtenay Harris** (Senior Lecturer/Acting Head of Occupational Therapy, School of Occupational Therapy and Social Work) is experienced in coordinating and teaching large first year core units, undergraduate and higher degree courses. Courtenay has had OLT Learning and Teaching grants to support academics use of technology for student engagement in higher education.

**Rakhshanda Naheed** (Lecturer, School of Public Health) is an experienced teacher and unit coordinator, currently in Evidence Informed Health Practice, a large core first year unit. She researches epidemiology of infectious and chronic diseases.

**Michelle Broughton** (Project Officer, OLT seed grant) is a health science graduate and has had experience in projects investigating technology use in health sciences education.