Flipping the Classroom and Accepting Reality

A Case Study of Making the Model Work (for ME)

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**Reality Check #1**

**Issue Identified**
- Students were selecting a flexible learning structure all by themselves but the unit was not designed or organised to be delivered this way

**Reality**
- Unprepared students = time wasted, therefore I adopted a flexible learning environment
Reality Check #2

Issue Identified
- Graduates started contacting me after completing their degree asking for my lecture notes

Reality
- Students were becoming completely reliant on the learning resources I created for them. Therefore, I started linking learning to real life information sources
$\text{saved} = \uparrow \text{teacher : student ratio} = \text{fast feedback}$
My concept of the flipped classroom model of teaching is a lot more than just getting students to watch Echo recordings prior to attending workshops, it is about creating a collaborative environment where the practical purpose of concepts delivered to students outside of class are explored, discussed and applied authentically.
**Reality Check #3**

**Issue Identified**
- Students coming unprepared to workshops

**Reality**
- If students *don’t* attend or come *unprepared* the collaborative environment *fails*, with unprepared students lost and prepared students burdened and robbed of teacher focus
- Also, be very conscious of the time investment in tasks
Prior to workshop complete scheduled tasks & practice activities

Attend & engage in the workshop

Complete workshop activity

Why?: Students VALUE assessment
Flipped Classroom

Theory → Portfolio → Practical
• Motivation expectancy-value theory believes that people are motivated when they are *confident* of being able to complete a task (i.e. they have a positive expectation) and see *value* in the task.

• Students opt to dedicate their time to activities that *count* towards their degree (*University Teaching in Focus* (2012), Sally Brown and Phil Race).

• We can sit around hoping for students to suddenly stop behaving in this manner or we can accept this and use this phenomenon to *their* advantage.
Reality Check #4

Issue Identified
• Criticism of unit *hiding* assessment tasks within portfolio

Reality
• Encouragement from executive to adopt flexible learning but restrictive policies that measure *quality* assessment by *number*, not context
Issue Identified
• Not ever person can *comfortably* facilitate a flipped classroom right here, right now....as it is not traditional lecturing, it is one big facilitated conversation

Reality
• You need to be a mentor not a lecturer. You need to bring your street credibility, your vibe, your creativity, your energy and an insight into how people learn to make it work....it is a big *personal* challenge
Really Real Reality

“You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist.”

Friedrich Nietzsche