

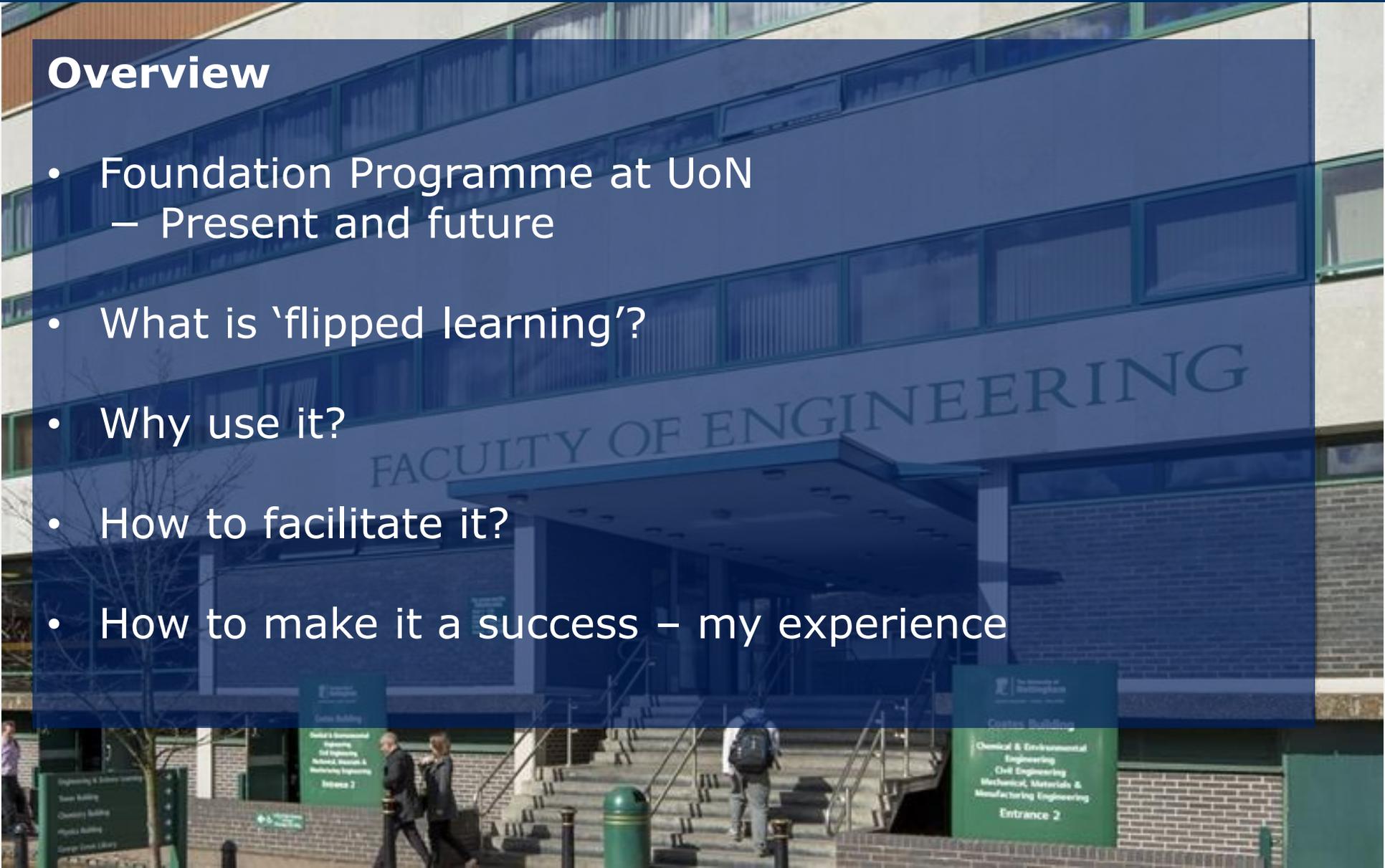


**Using flipped learning to engage and  
integrate international students**

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## Overview

- Foundation Programme at UoN – Present and future
- What is 'flipped learning'?
- Why use it?
- How to facilitate it?
- How to make it a success – my experience



## Typical cohorts to 2017:

- 110 – 140 students
- 20% female  
(2016/17: Male 92/Female 22)
- 10% U18's
- 50% home/EU  
50% international  
(2016/17: HEU 69/Int'l 45)

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but .....

## Moving towards 2020:

- 210 – 280 students  
September intake
  - 40% home/EU plus  
60% international
- 30 – 60 students  
January intake
  - 100% international
- 9 new staff

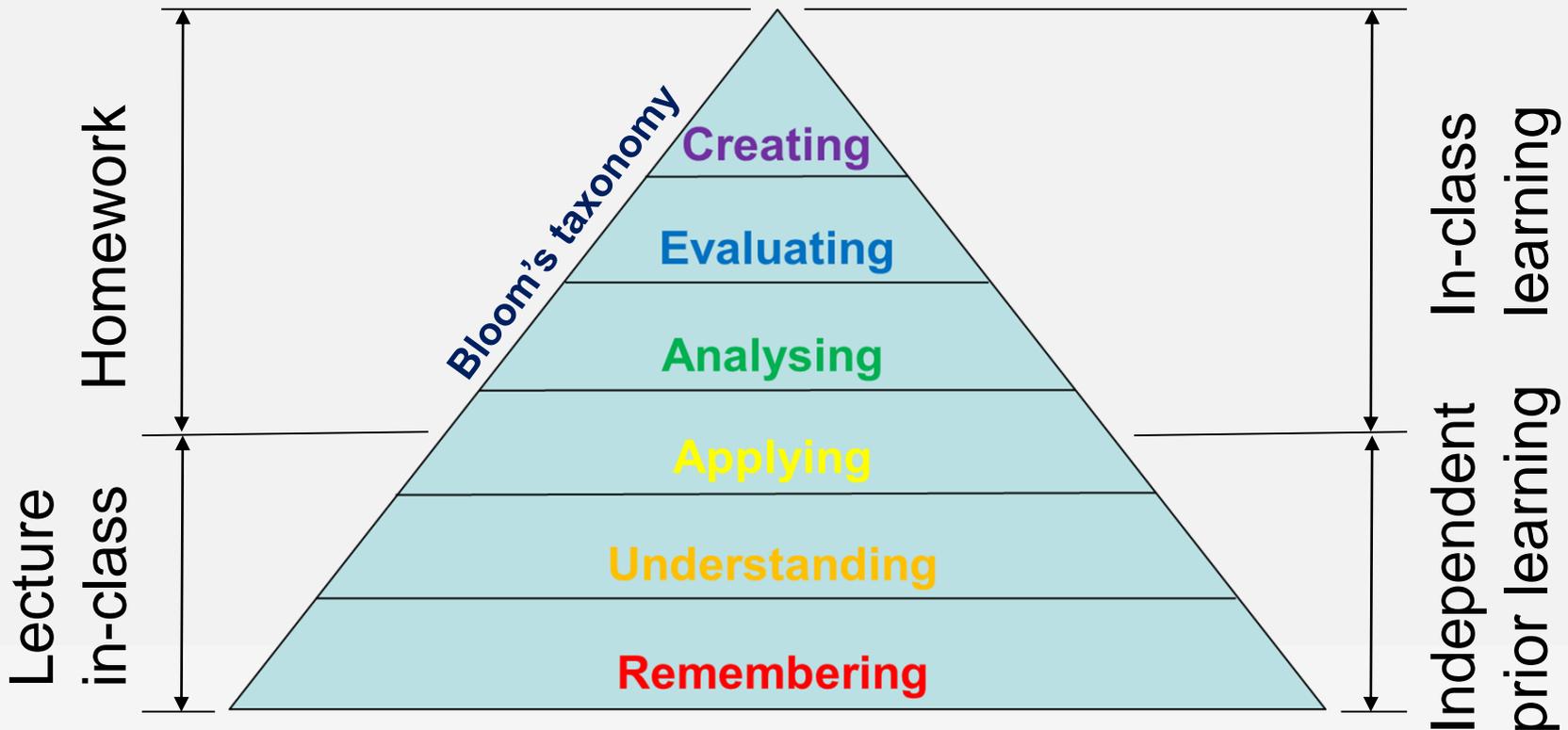
## What is 'flipped learning'?

- Traditional lecture followed by 'homework' elements are reversed
  - Students study new material in advance of class
  - Students attend class with prior knowledge
  - Prior knowledge is assessed
  - During class, students undertake further enquiry, apply knowledge to problems, participate in discussions to consolidate learning (small group work)

## What is 'flipped learning'?

Conventional  
classroom:

Flipped  
classroom:



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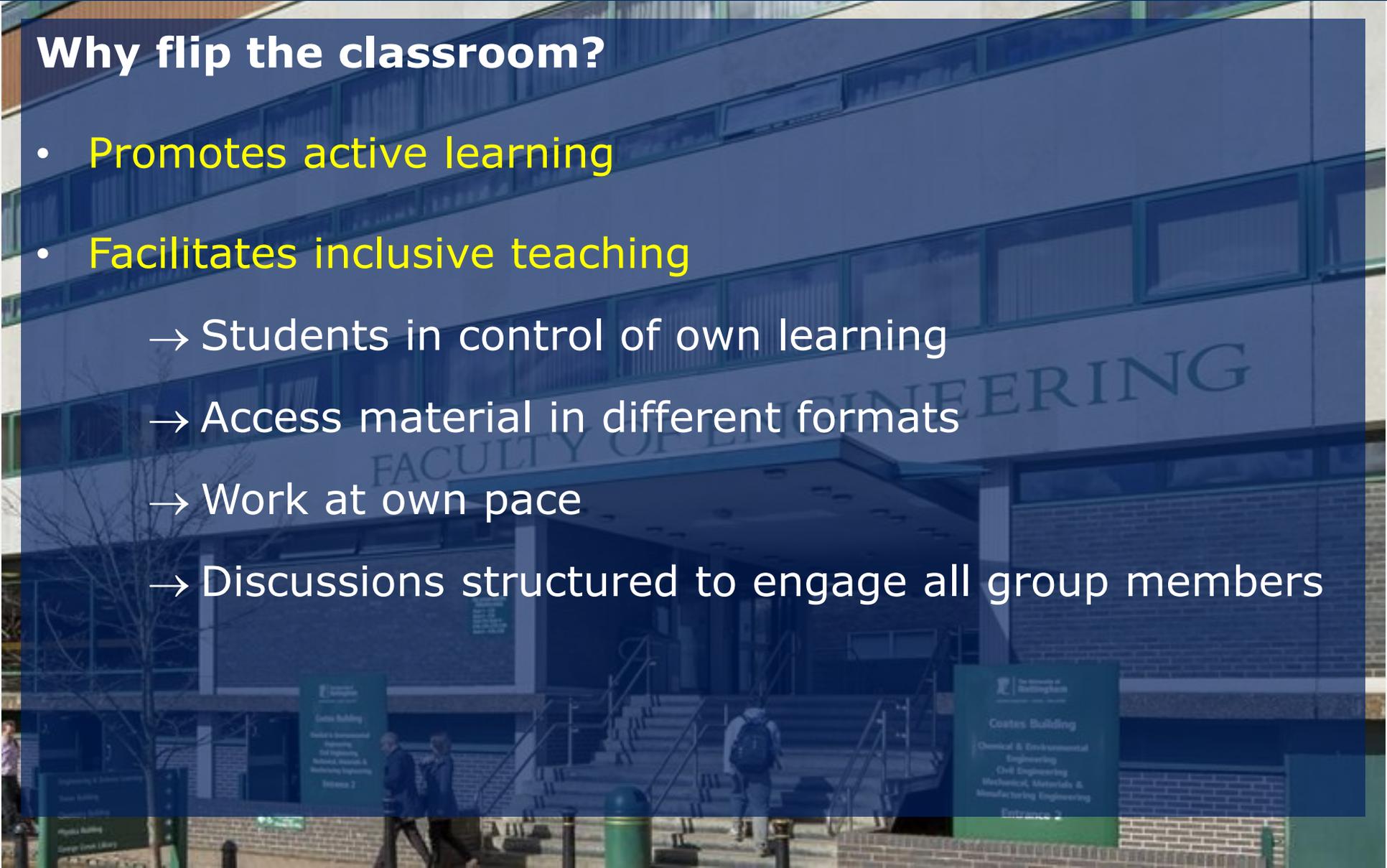
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## Why flip the classroom?

- Promotes active learning
- Facilitates inclusive teaching
  - Students in control of own learning
  - Access material in different formats
  - Work at own pace
  - Discussions structured to engage all group members



## Why flip the classroom?

- **Improves student engagement**
  - Students can't be 'invisible'
  - Assessments encourage attendance
  - Students did more preparation for flipped sessions than others
  - Students undertake deeper learning in the presence of the lecturer (Bloom's taxonomy)

## Why flip the classroom?

- **Fosters interaction across demographics**
  - Forces international students to practise English in an engineering context
  - Students formulate friendships outside their first language/domicile group early in the course
- **Immediate peer and tutor feedback**
- **Improves student achievement and experience**
  - Better grades
  - Good student feedback (eventually!)

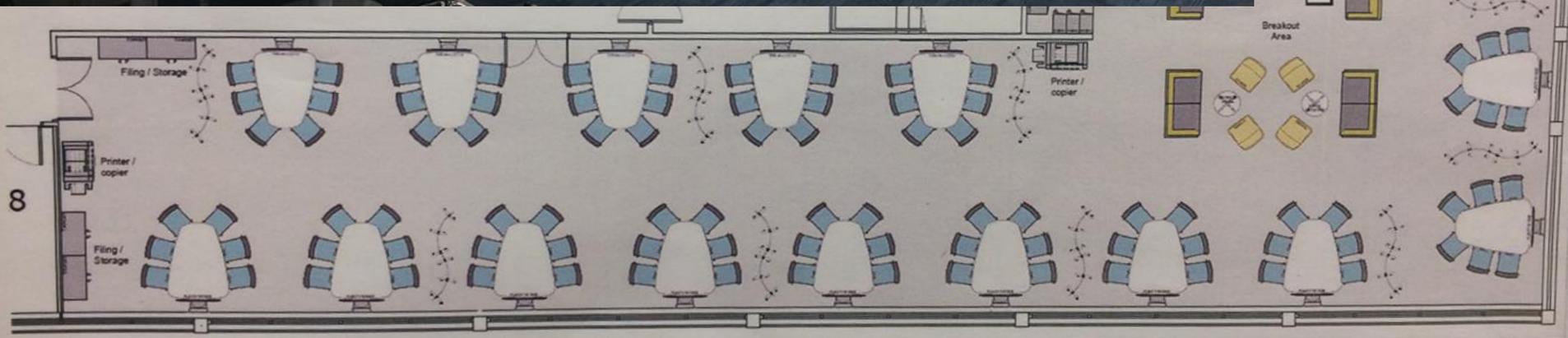
## How to make it work?

- Accommodation





## New teaching spaces



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## How to make it work?

- Accommodation
- Explain process to students
  - What, why, how, benefits, expectations
- Select topic to flip – not all classes
- Provision of learning material prior to class
  - VLE – notes, screencasts, videos, links to websites, suggestions for own research

## How to make it work?

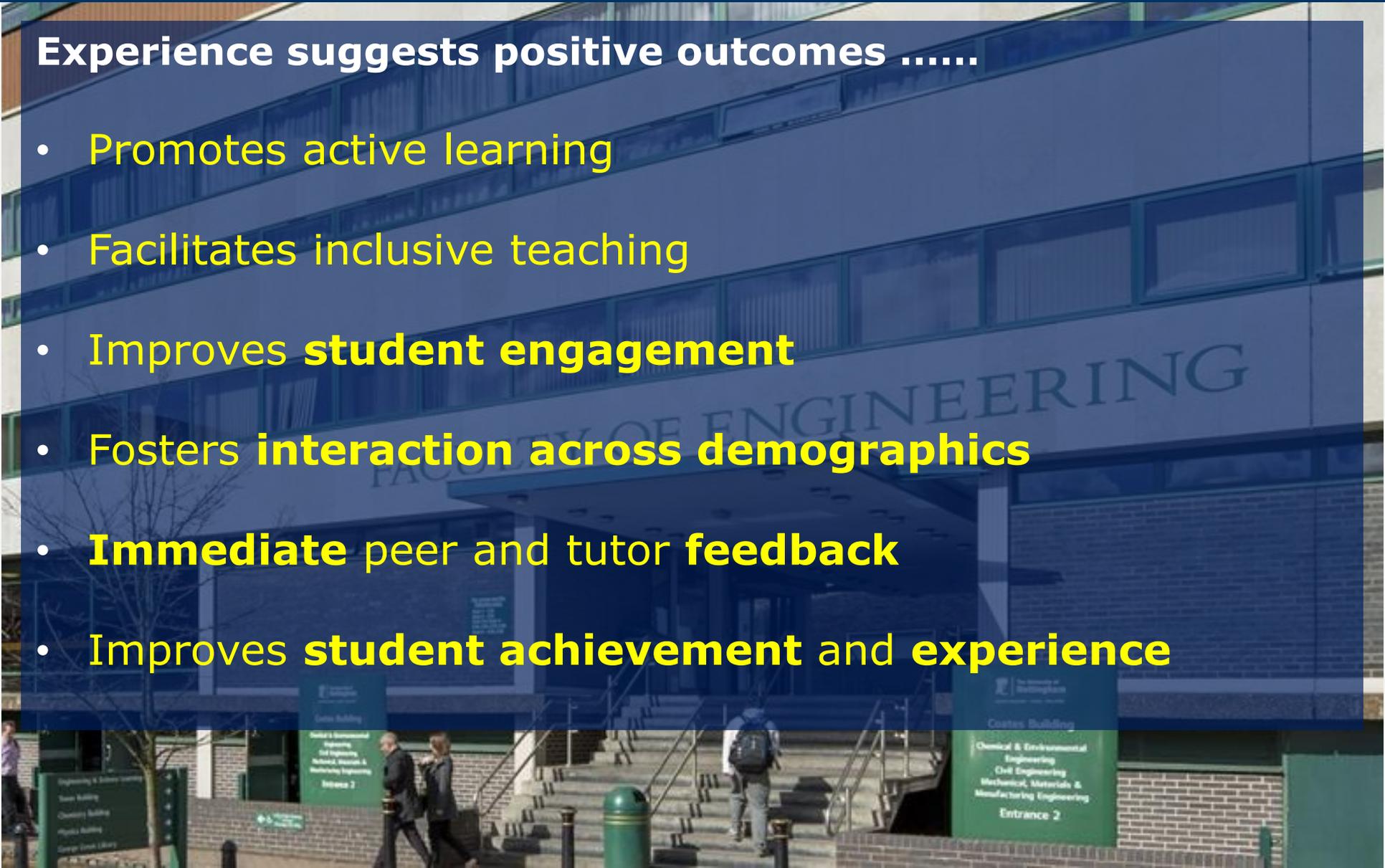
- **Assessment of prior learning**
  - Quiz/test, MCQ, online, audience response systems
  - Has to be credit bearing
- **Selection of student groups**
  - Initially, friendship groups
  - Random allocation
  - Assigned by demographics

## How to make it work?

- **Control the environment**
  - Chunks of activity, time-keeping
- **Assigning and rotating group roles**
  - For example, chair, note-taker, spokesperson, data collector etc.

## Experience suggests positive outcomes .....

- Promotes active learning
- Facilitates inclusive teaching
- Improves **student engagement**
- Fosters **interaction across demographics**
- **Immediate** peer and tutor **feedback**
- Improves **student achievement** and **experience**



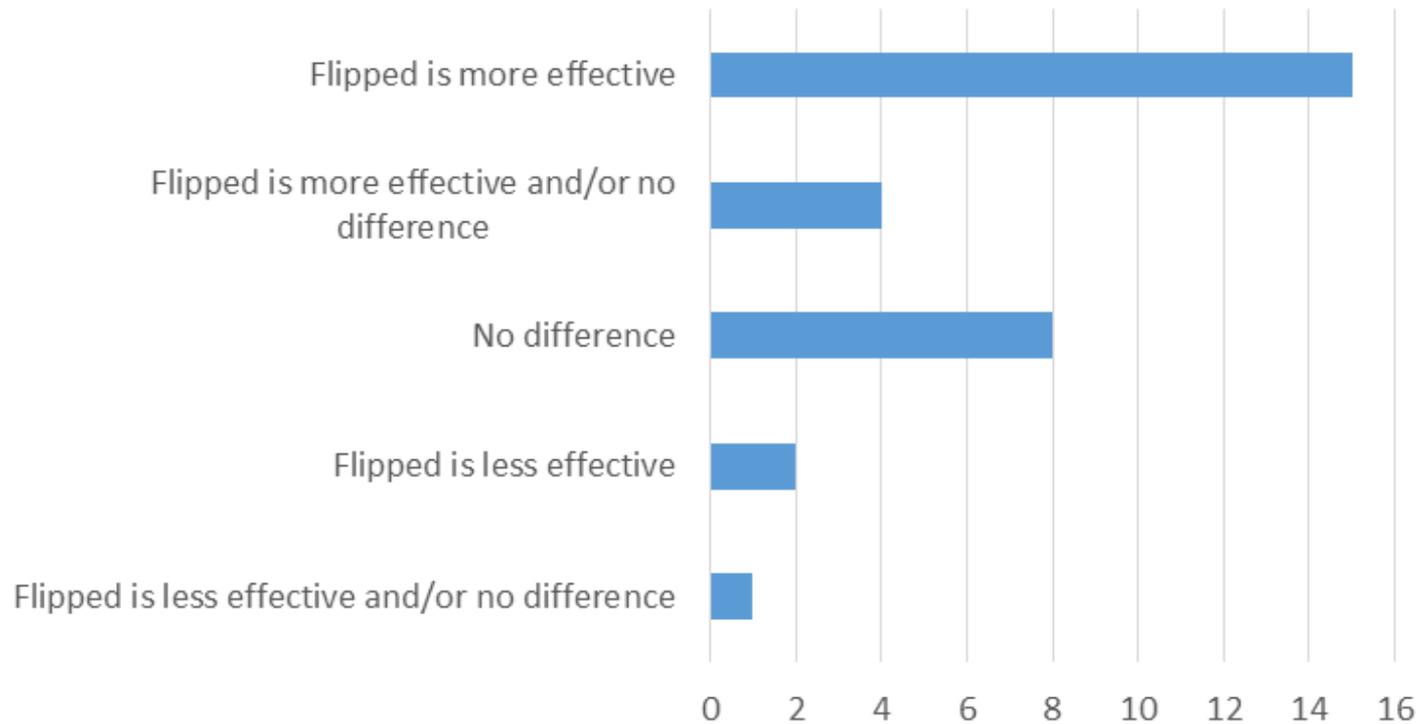
**Experience suggests positive outcomes .....**

**Recent literature also suggests positive outcomes:**

- “... positive gains in problem-solving skills, conceptual understanding, student retention ...”
- “Most studies reported high student satisfaction and increased performance in a flipped classroom environment.” (Kerr, 2015)
- “International students who connect with home students at an early stage are more likely to feel a sense of belonging, which can translate to academic advancement and personal growth” (The British Council, 2014)

## Literature suggests positive outcomes:

### Summary of outcomes from articles reviewed by Karabulet-Ilgü et al. (2017)



# What did the students think about the sessions?

- Initially reticent but ....
- More positive than negative comments when surveyed
- When asked if 'flipped learning' should be used for next cohort, majority recommend.

## Summary of potential outcomes

- Better engagement
- Better attainment
- Positive student feedback
- Students (eventually) enjoyed it
- Improved student experience

## References

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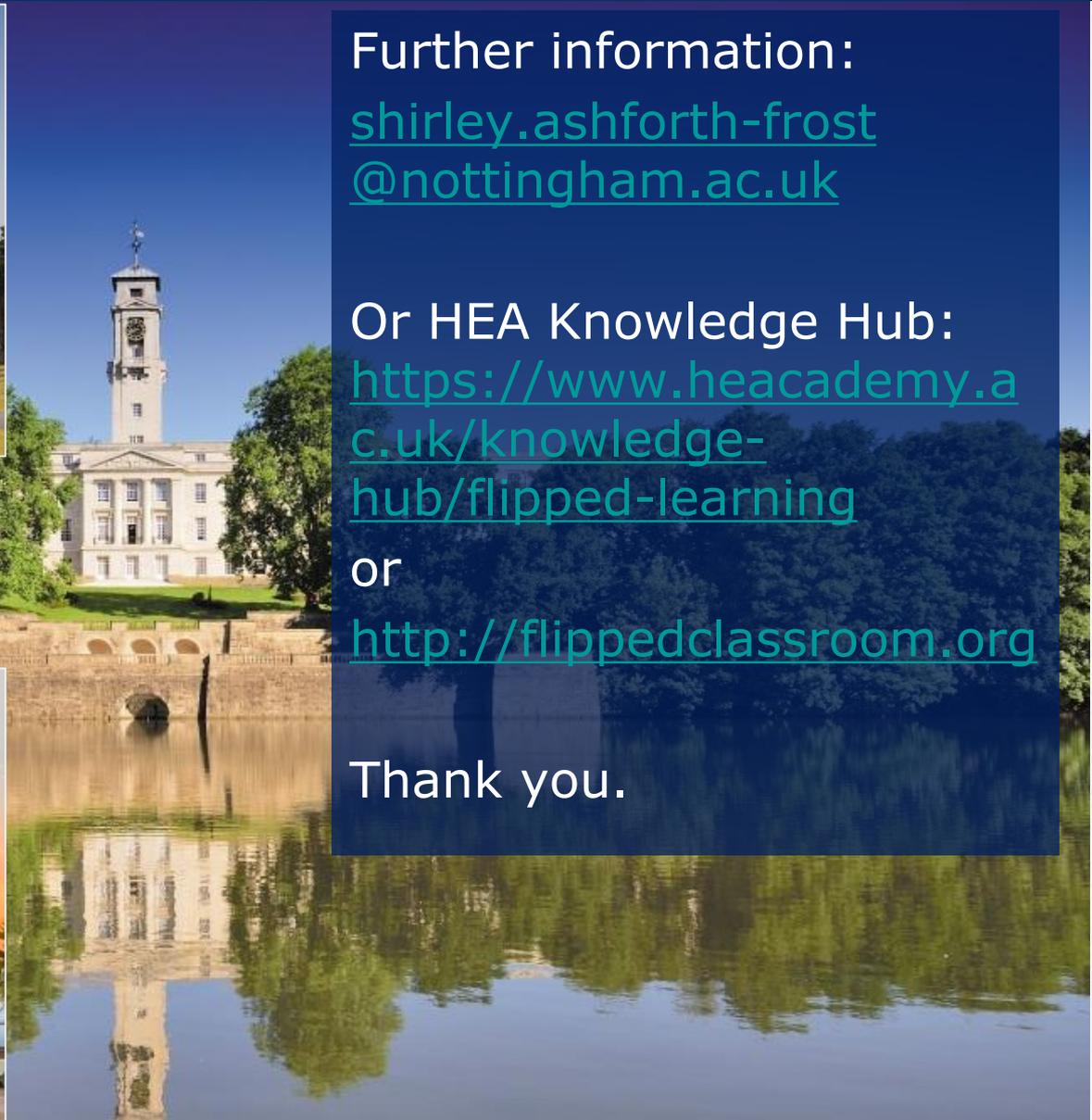
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Or HEA Knowledge Hub:

<https://www.heacademy.ac.uk/knowledge-hub/flipped-learning>

or

<http://flippedclassroom.org>

Thank you.