

## Everything old is new again: Building teacher capacity to design effective and engaging flipped classrooms for contemporary learning spaces

### Background

It can be said that the flipped classroom is a modern day twist on an old pedagogical approach of preparing students for class time through set readings. However, experience tells us that this type of pre-class preparation did not always work for the majority of students. Commentators define the flipped classroom as a contemporary pedagogical model where lecture and homework elements are reversed (Hamden et al, 2013; Lage et al, 2000). Homework tasks are completed in advance of class time, be it in a physical or virtual learning space. Regardless of the form, core aspects of today's flipped classroom facilitate awareness of students understanding and enable higher order and contextual learning through active participation during class time (reviewed in Hamden et al., 2013; McLaughlin et al., 2014).

### Significance of the Workshop Topic

Integral to the contemporary flipped classroom are feedback cycles that provide students with an insight into their individual level of understanding and teachers with insight into the students collective level of understanding. Most significantly, teachers can now design class time based on the students learning needs due to the range of learning technologies we have at our fingertips today; this form of pre-class and integrated feedback loops which drives student centric learning was not easily accessible to educators even a decade ago. Consequently, our students will inadvertently become active participants in the co-design of learning activities throughout all the phases of the flipped classroom, be it pre-, during and/or post-class time.

### The Evidence Based Session Format

This interactive session builds on the University of Adelaide's Flipping with a Framework workshop conducted across three institutions. The session's facilitators co-lead a 2015 Office for Learning and Teaching grant, aimed at building teacher capacity to effectively translate the flipped classroom concept into effective classroom practice. The design of this workshop has been developed through a peer review process at all three of the partner universities. Participants will be involved in a 'real life' experience of a flipped classroom through the completion of a short pre-workshop activity, which will compliment the group-based work during the face-to-face interactive session. Actively participating in this workshop will provide insight into some of the challenges that students face when asked to learn in this way, and the challenges that teachers experience when asked to design learning in this way.

### Session Outcomes

Central to all successful flipped classrooms is the teacher's ability to translate this learning concept into real-life practice. Following participation in the workshop, teachers will be able to design their flipped classroom for the first time, or refine their already existing flipped learning approaches. Colleagues attending this workshop will be asked to actively participate in creative, collegial and collaborative face-to-face discussions on both the challenges and effective use of flipped classrooms in their own teaching contexts. Engaging in open and collaborative discussion and activities will raise an awareness into the pedagogical challenges that require careful consideration if flipped classrooms are to play an integral role in the future of higher education.