To Flip or not to Flip: Are we engaging students?

Presenters:

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Abstract:

Foundations for Professional Health Practice in 2015 underwent a “full flip” from a two hour workshop and one hour tutorial to a two hour workshop and approximately one hour of online activities. Students are expected to complete an online challenge test each week to assess their current level of knowledge and an online module to explore the key themes for the week created using Storyline Articulate. Completion of these activities develops students understanding of basic concepts which are then used to complete higher level cognitive tasks in their interprofessional groups in class. After restructuring this unit, we asked ourselves, does this approach work in engaging students, particularly first year students in a large interprofessional unit of 2000 students? How did the tutors respond to this change in approach? Data from Blackboard, the Flipped Classroom Student Engagement Questionnaire (Kynn, Taylor & Cole, 2015), attendance records and tutor focus groups were collected from both semester 1 and 2 2015.

This presentation will give attendees an experience of being a student in this flipped unit. Attendees will also be provided with strategies for “flipping” their units and managing the many challenges that staff and students, in particular first year students face in being flipped!