

## **Everyone's Flipped: So what's next?**

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In 2018 the Faculty of Humanities sought to enact the broader university policy of “Flipping” content. This was viewed as the next step in our blended approach to content delivery. The Faculty Learning and Teaching team established a small project that sought to explore two discrete aspects; (1) how were flipped approaches being enacted and (2) how much of the faculty had already flipped. Data was collected via an electronic survey and the results identified two important findings; the definition of flipped being enacted in the faculty was much broader than initial definitions of the term and that whilst the uptake has been quite strong, there was a disconnect in staff failing to identify what they are doing as being ‘flipped’. The results from this small project demonstrates that perhaps “flippable moments” have already been implemented without notice and that the rate of transformation in learning that should have happened through this approach has not been fully developed.

Without a clear understanding of “flipping”, academics are not able to leverage the characteristics of flipped learning to help students cultivate and internalise sought after skills and content to become an employable graduate and a global citizen. Students on the other hand, lack the guidance and lose out on seeing the potential benefits to embark on a learning experience which will help them attain some important lifelong learning skills. So the project landed on the following question, how could we have improved in preparing staff and students in understanding this approach and in understanding their role change during flipping? This presentation hopes to present the findings of the small study as a stepping off point for a broader discussion focused on what is next in teaching and learning.