

## Introducing the flipped classroom to an internationalised student cohort

Elizabeth Jackson  
Curtin University

This paper contributes to the conference theme of “Vision and Voice” as it presents empirical work on the author’s **vision** for creating a collaborative, reflective, technology-based learning environment by introducing flipped classroom delivery to an internationalised Masters student cohort. The findings reflect the **voice** of the student cohort which experienced this method of delivery. The cohort comprised of 19 students in Perth and 36 students in Singapore and was run in the second-half of 2018. Cultures represented included: South American, African, Asian (including India and Pakistan) and Australian. This was the first time the majority of the students had encountered the flipped classroom so careful steps were taken to continuously assess their attitudes towards the change and manage expectations of instructor involvement in the delivery of learning materials. In this instance, the flipped classroom delivery consisted of all learning material being newly-written and presented in a web platform (RISE). Students’ online learning was supplemented with case studies, quizzes, videos and key readings from the literature. The face-to-face component of the delivery consisted of weekly interactive workshops which were based on review and exercising knowledge from the online material. As such, the traditional lecture-style teaching was abandoned.

Efforts to understand students’ learning styles are not new (Kolb & Fry, 1975; Honey & Mumford, 1982). More recently, efforts to understand cultural differences in students’ learning have looked to Hofstede’s (1986) work on cultural dimensions. Findings indicate that cultural differences and educational background were key determinants of students’ attitudes towards the flipped classroom. While many students thoroughly enjoyed the new experience, many students struggled with self-learning and claimed that the absence of lectures was a barrier to their learning. It is suggested that the flipped classroom is introduced as a step-change to international cohorts rather than taking a cliff-face style of implementation.

### References

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