



# Flipping the classroom: friend or foe of learning and teaching?

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# CONTEXT

## BACKGROUND

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- CURRENT INSTITUTIONAL MOVE TO GREATER ONLINE PRESENCE
- MOVE AWAY FROM "TRADITIONAL" LECTURE TOWARDS MORE BLENDED METHODS OF INSTRUCTION
- CONCERNS OF SPACE ON CAMPUS AND HOW TO ADDRESS STUDENT NEEDS MEANINGFULLY
- PROJECT DEVOTED TO "FLIPPING" CLASSROOMS

# QUESTIONS

## SMALL AND LARGE

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- Is the use of "flipped classrooms" and the associated methods contributing to casualisation of teaching?

## FURTHER . . .

- Does it potentially further marginalise sessional and casual staff, an already over-utilised and under-acknowledged group?

## MOREOVER . . .

- What are the persisting (and new) assumptions and attitudes surrounding this approach to teaching and learning?

# ATTITUDES AND ASSUMPTIONS

## WHERE ARE THEY?

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- TIME
  - IT TAKES TOO MUCH TIME
  - I DON'T HAVE THE TIME
  
- TECHNICAL EXPERTISE
  - I DON'T KNOW ENOUGH ABOUT THE TECHNOLOGY
  - TECHNOLOGY DOESN'T FIT MY CONTENT
  
- CONTENT "AUTHORITY"
  - I LOSE CONTROL OF MY CONTENT
  - I'M SUPPOSED TO BE TEACHING!

# DEFINING FLIPPED CLASSROOMS AND THE BLENDED APPROACH

## DIFFERENT THINGS TO DIFFERENT USERS

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- OFTEN NOT A SINGLE UNDERSTOOD DEFINITION
- FLIPPED CLASSROOMS DO NOT NECESSARILY MEAN USE OF TECHNOLOGY
- CHANGING THE APPROACH TO CONTENT AND, POTENTIALLY, ENCOURAGING STUDENT-LED LEARNING
- CHANGES THE NATURE OF THE PRESENTATION OF CONTENT
- POTENTIALLY CHANGES THE NATURE OF THE ROLE OF THE INSTRUCTOR



## DISCUSSIONS OVER TIME

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*Role of educator:* "[Flipped classrooms] will change [the role of the educator] absolutely dramatically. Rather than being the sage on the stage, the role of the instructor is going to be a coach or ... the guide on the side." (Mazur, 2014)

*Ineffective use of flipped classrooms:* A major reason for less than successful implementation of a blended approach in the classroom is a general misunderstanding of the key elements necessary. (O'Flaherty et al, 2015)

*Influence beyond practice:* "I think we will need to rethink our learning spaces too. Rather than having the amphitheatre, which puts the students in a passive mood immediately and the professor at the center of the attention, we need to design our spaces so they become student-centered." (Mazur, 2014)

# SUPPORTING THE TRANSITION

## CONCERNS AND POTENTIAL CONSEQUENCES

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- EFFECTIVE IMPLEMENTATION OF BLENDED METHODS AND, SPECIFICALLY, FLIPPED APPROACH REQUIRES UPSKILLING
- ADEQUATE SUPPORT NECESSARY AT ALL STAGES – DEVELOPMENT, IMPLEMENTATION, AND FOLLOW-UP
- FRONT LOADED INCREASE OF WORKLOAD WITH MIXED RANGE OF RESULTS
- KNOWLEDGE CANNOT BE BUILT AND SCAFFOLDED IF THE PRACTITIONERS ARE SESSIONAL STAFF TEACHING FOR ONLY A SINGLE TERM

# SCENARIOS AND PROVOCATIONS



## HEARD AROUND CAMPUS – CONCERNS AND ANECDOTES

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1. A colleague was recently approached to record a workshop that he often delivers as a lecture for inclusion in a flipped module. His response was that he was torn about whether to do it because, though he would be paid for the recording, he would essentially then make his own role redundant through that recording. More precisely, in setting to video the workshop that he developed and delivered, he would no longer be called upon to deliver it in person; the workshop would now be accessible ad infinitum, without his presence being needed.

What are the assumptions made here?

What attitudes about the approach are represented?

What approaches can be taken to address these attitudes and assumptions effectively?



# SCENARIOS AND PROVOCATIONS



## HEARD AROUND CAMPUS – CONCERNS AND ANECDOTES

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2. As part of the flipped classroom model a lecturer and unit convenor of a large unit eliminated a two-hour lecture offering two one-hour tutorials instead, which were usually run by tutors. The lecturer reported it was an intense time period in chunking all the lecture material, recording and editing concise videos. Now that the lecture hours have been cut, the lecturer is concerned that they will be asked to do two one-hour tutorials. This would result in higher marking load and even more work for the lecturer overall. This would also likely lead to fewer tutorials for tutors.

What are the assumptions made here?

What attitudes about the approach are represented?

What approaches can be taken to address these attitudes and assumptions effectively?



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THANK YOU

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