



Curtin University

Students' Preparedness for the Flipped Classroom: How do we motivate them?

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Background



- TEDF Project, 2015 “Flipping” Foundations for Professional Health Practice: are students engaged?

35.1% of students neither agrees or disagreed they preferred the flipped classroom (n=299)

40.8% agreed or strongly agreed they preferred the flipped classroom (n=299)

A lack of student preparation for the face to face workshops was an issue

Literature has shown under preparedness impacts on the learning experience (Abeysekera & Dawson, 2015).



Study Design



- To determine what extrinsic motivations are required to facilitate students' preparedness for the face-to-face component of large flipped units
- Six students as co-creators to drive research design and data collection



Study Design

Burkhill model (Burkhill, Dunne, Filer, & Zandstra, 2009).

Stage 1: Generating the question



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Study Design

Stage 2: Structuring the question

What extrinsic motivations are required to facilitate students' preparedness for the face-to-face component of large flipped units?



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Study Design

Stage 3: Answering the question

Stalls



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Study Design

Class Observations

5 observations completed, 2 students per class

- Human Structure and Function
- Engineering Maths
- Introduction to Neuropsychiatry
- Business Law
- Animation 101

Focus Group

- Tutors from Human Structure and Function, Introduction to Neuropsychiatry, Brain and Brain Behaviour and Engineering Maths

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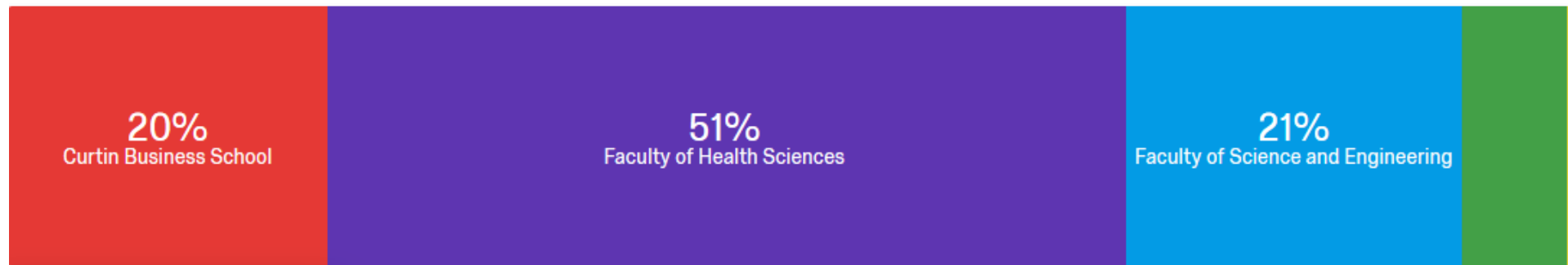
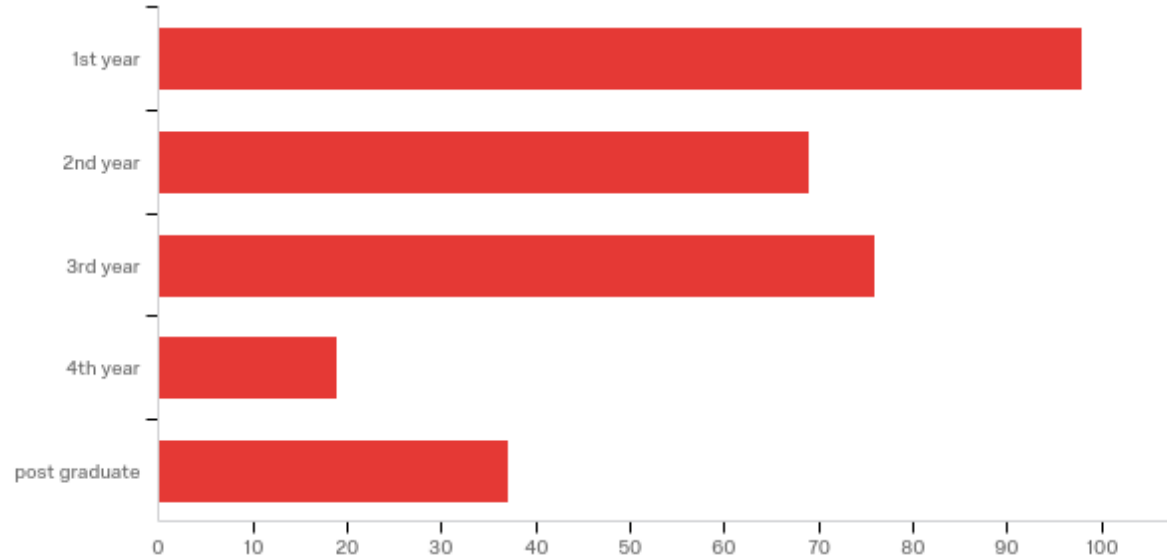
Study Design

Questionnaire

n=316

61% female

Average age= 23.5



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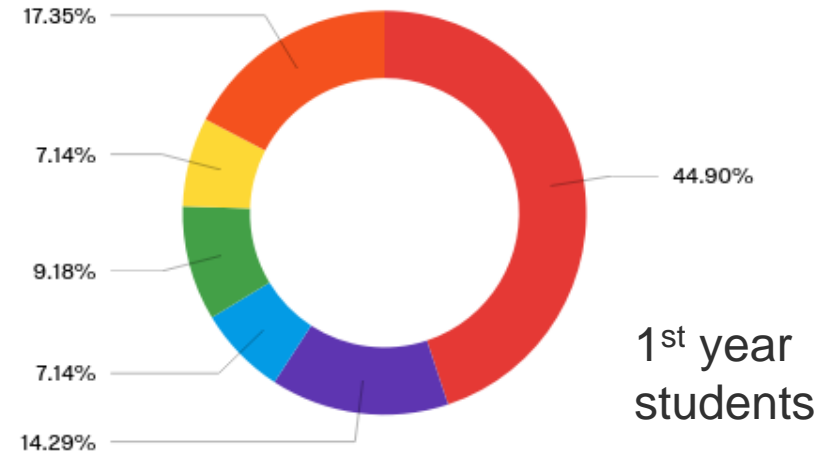
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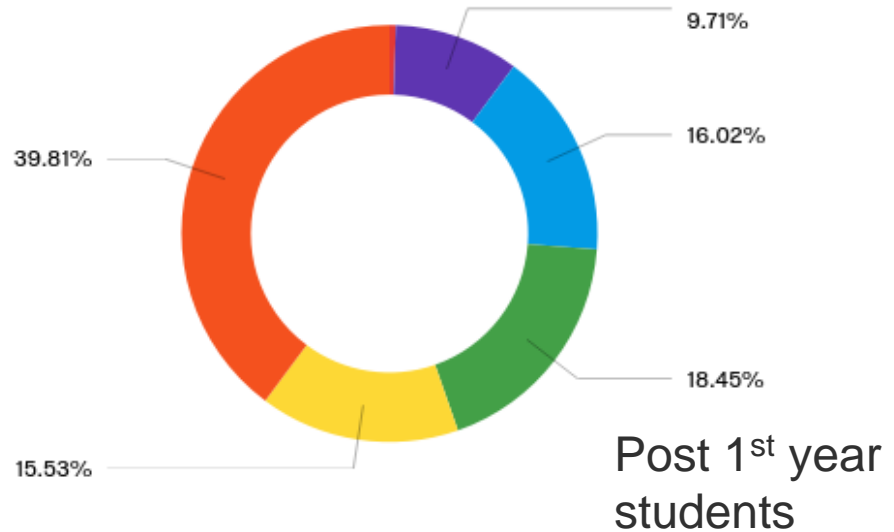
Results

Questionnaire

- 29% first in family
- 24% International students
- 68% were studying four units in S2



■ less than 1 year ■ 1-2 years ■ 2-3 years ■ 3-4 years ■ 4-5 years ■ more than 5 years



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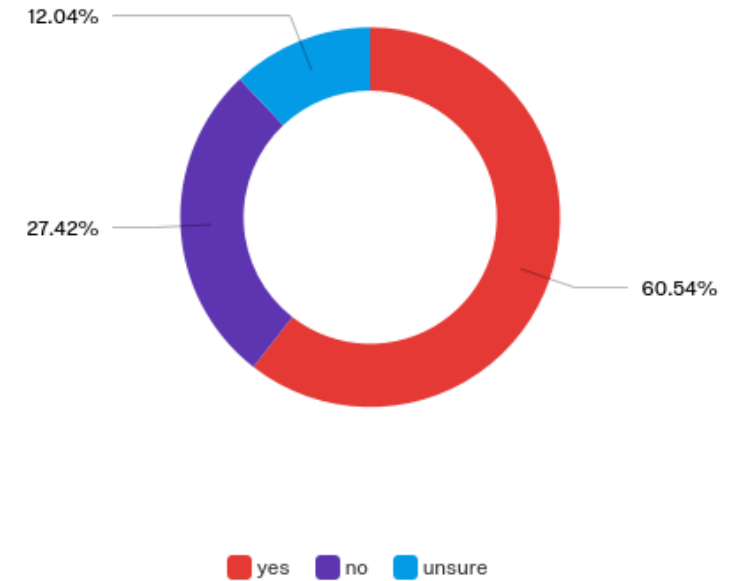
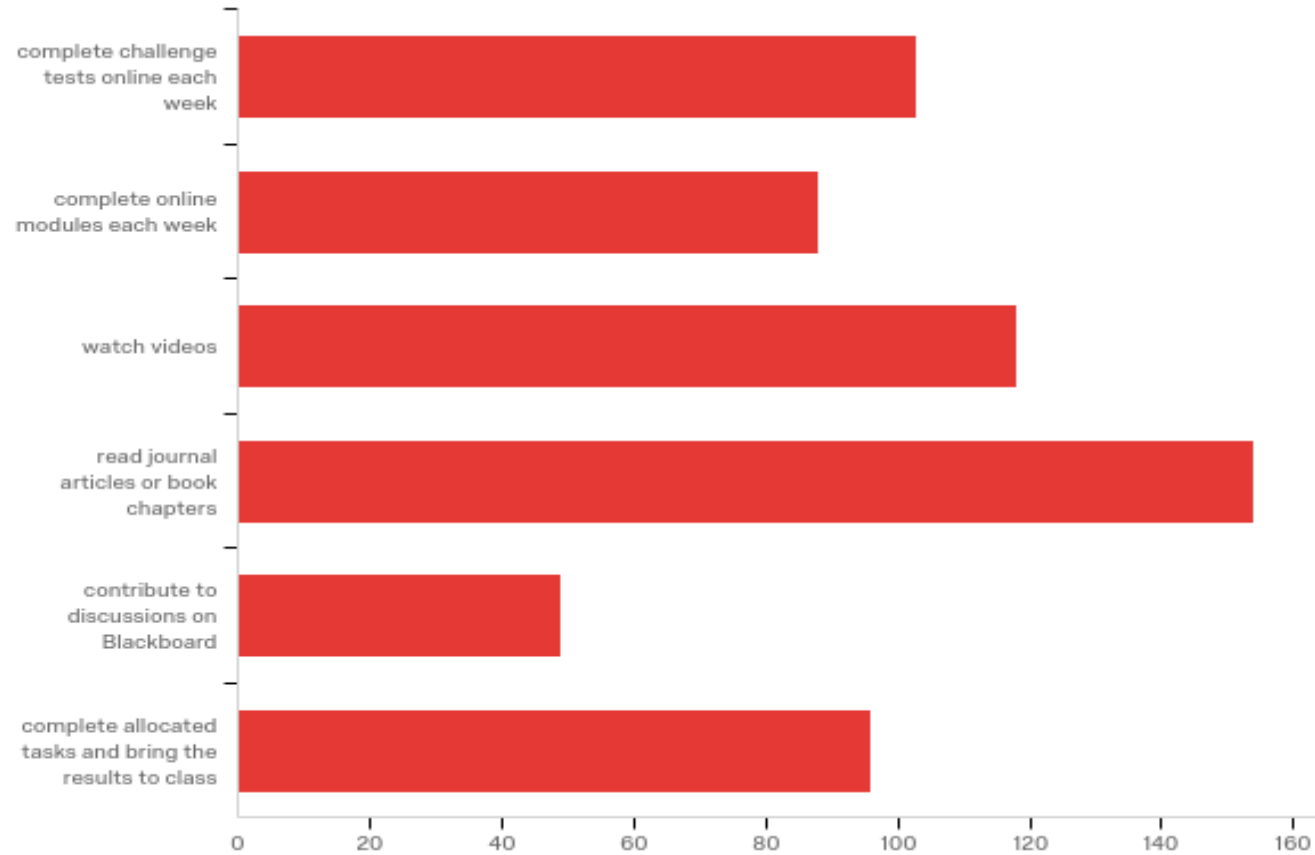
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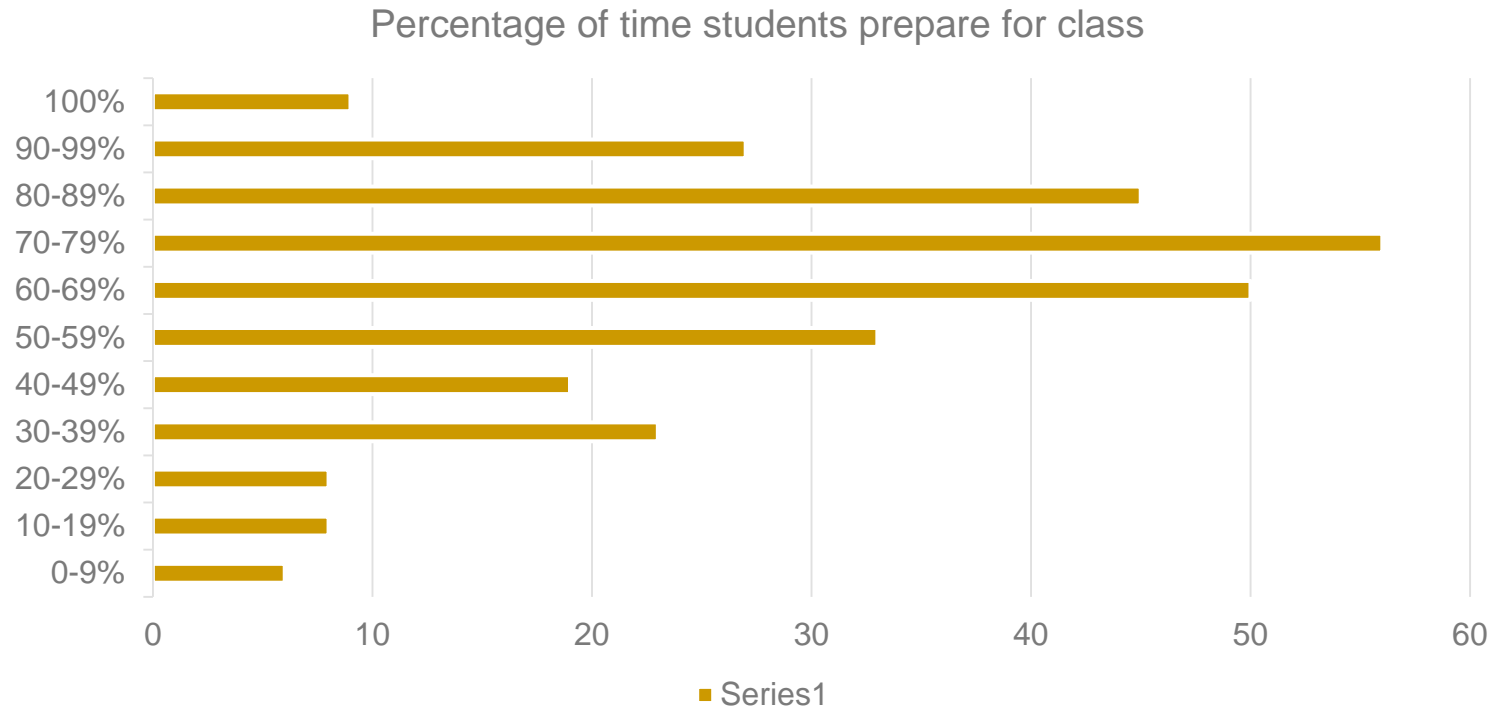
Results

- The classes that I attend that have a flipped classroom approach require us to...

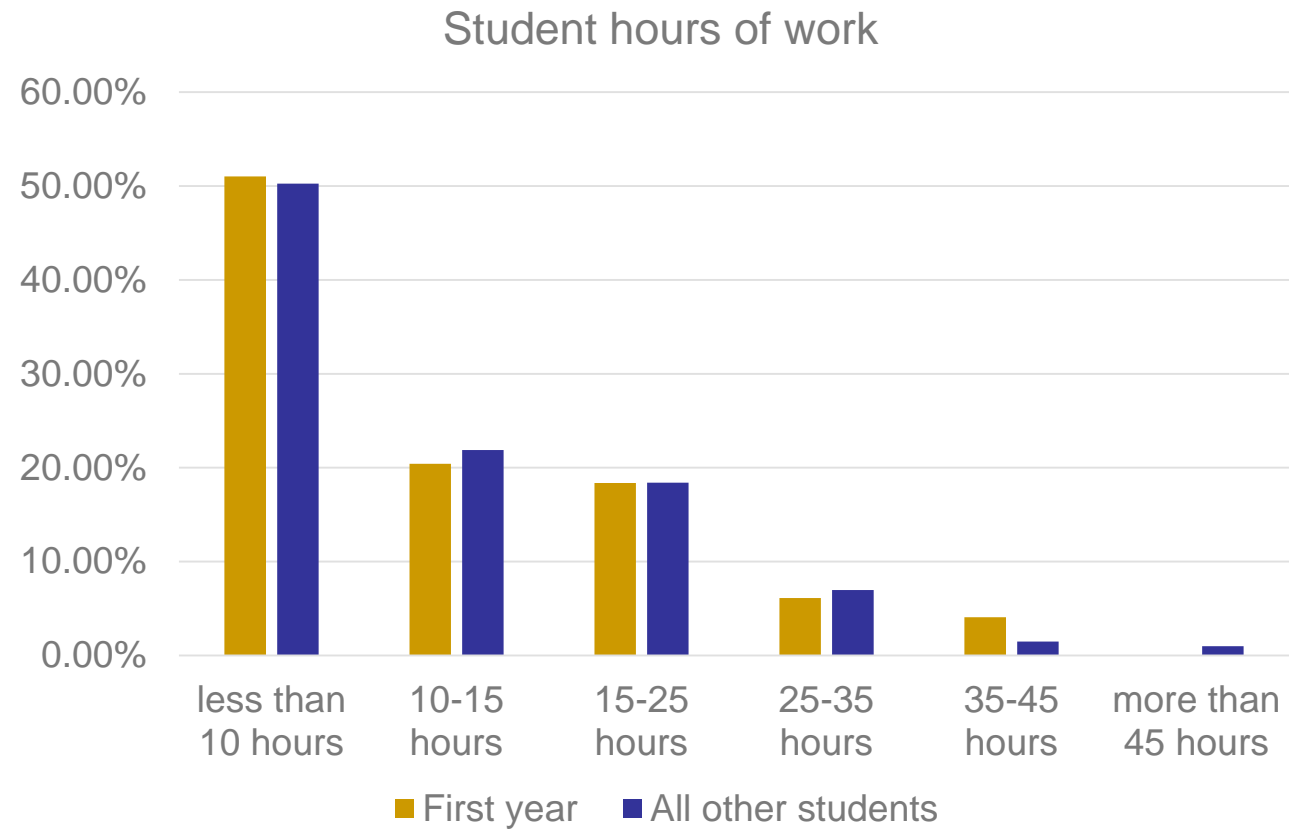


Results

- Do students prepare for class?



Results



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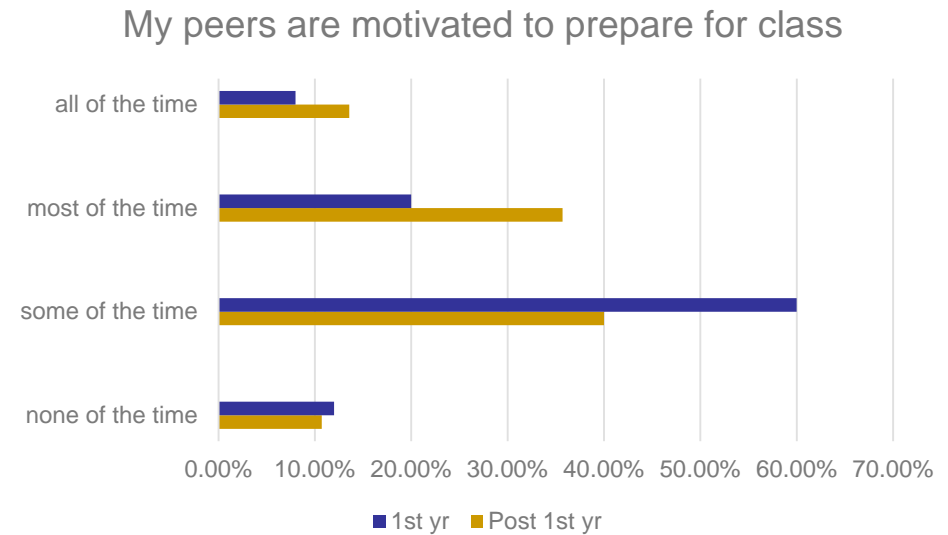
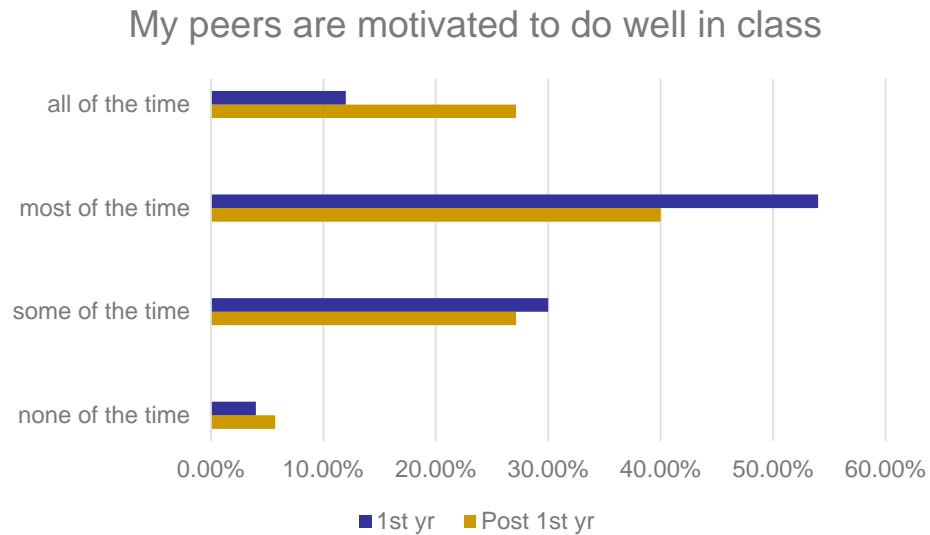
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Results

- Motivations to prepare for class:
- My peer group is prepared...

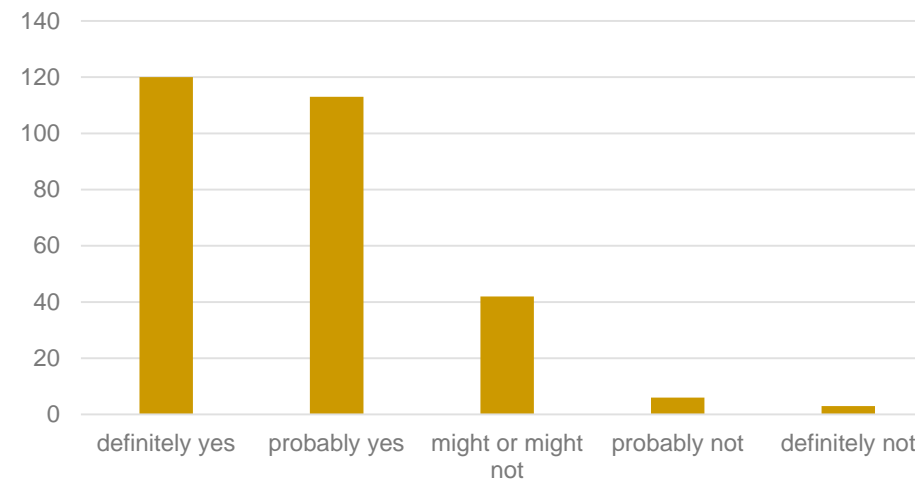


Results

28% chose their course based on employment options

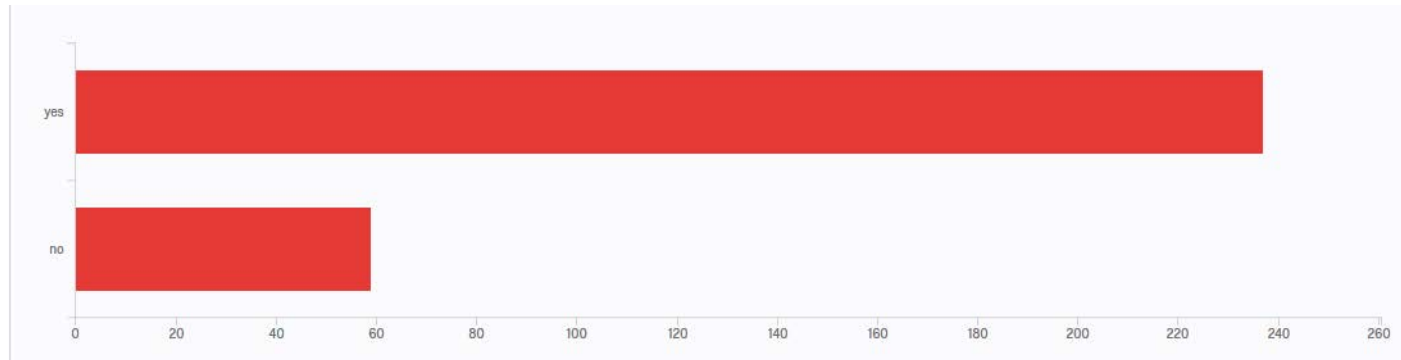
23% chose their course based on family advice

Are you in the right course?



Results

- Are students more motivated in university than in high school?



Results

- What can the university provide to help you prepare for class?

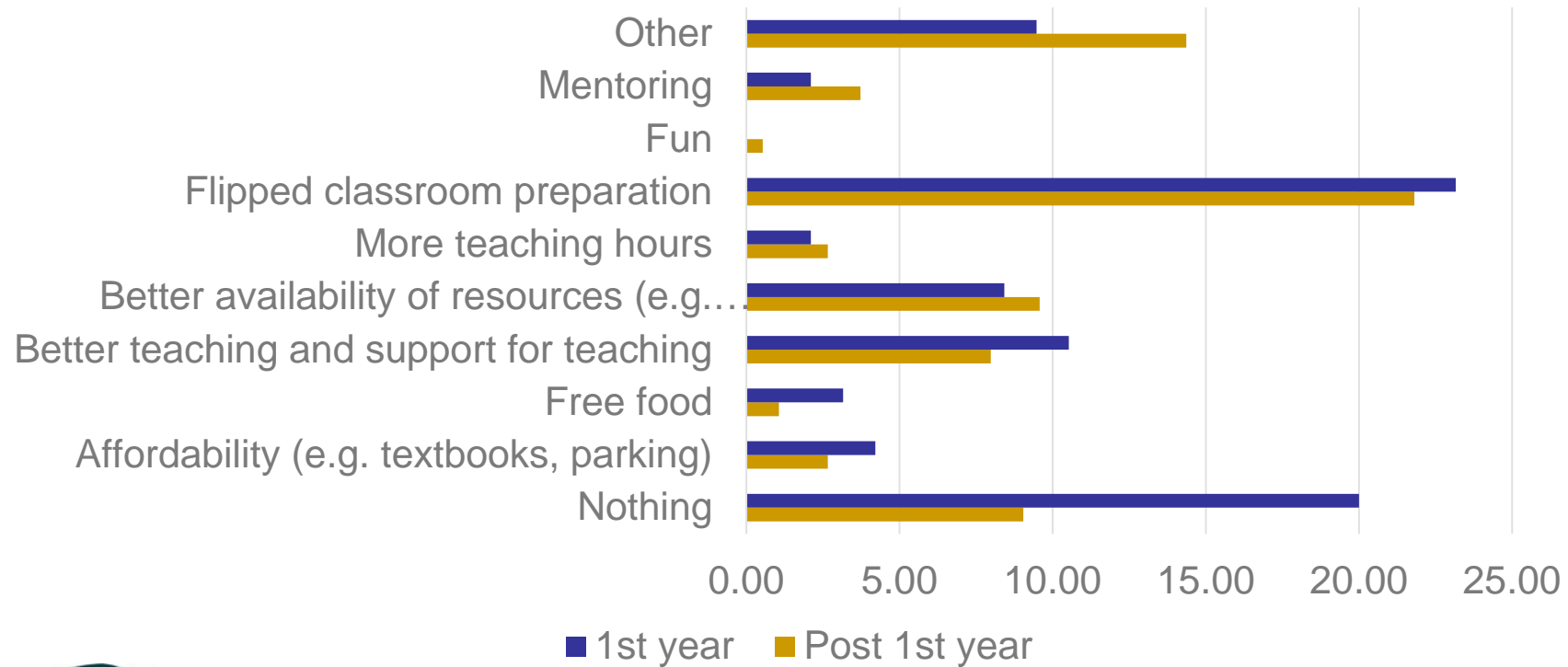
“Make it compulsory so that you get graded. Bragging rights. Reward system”

“Email us what we need to do, more spoon feeding plz”



Discussion

What could the university provide to help you prepare for class?



Results

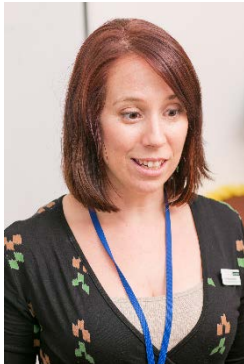
- What are the differences in the units that motivated them to complete their preparation work ?



Results

- Tutor thoughts on student's preparedness for class

Students' think they can get away with not doing preparation tasks



Class size affects ability to develop a personal connection with the students



Skills such as being able to read quickly are not present which makes prep difficult



Size of prep tasks matters



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Future strategies

- Flexibility in content delivery and being able to adapt practices to each cohort
- Training for staff to create a collegial class environment, more than having icebreakers and some group work
- Relate content to real-life scenarios
- Work on the transition from high school to university, adapting to the differences in the modes of teaching
- Have marks allocated to preparation tasks, particularly in 1st year



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- Curtin Student Guild

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- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1-14.
- Burkhill, S., Dunne, L., Filer, T., & Zandstra, R. (2009). *Authentic voices: collaborating with students in refining assessment strategies*. Paper presented at the Australian Technology Network (ATN) Conference.

