Have we achieved what we planned?  
Staff & student outcomes following implementation of flipped capacity building workshops. 
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Introduction

• Evaluation is integral to learning design  
  monitor progress & outcomes  
• Key steps in planning evaluation 1, 2, 3

Methods

Participants

Staff who participated in workshops (e.g., ACU, SCU, Flinders University, Universities of Adelaide, LaTrobe, Melbourne & Western Sydney; Ethics: H-2013-037)  
First- and second-year students who experienced flipped learning activities designed by staff who had participated in workshops (e.g., health sciences, dental, medical, speech pathology and paramedic students from ACU, & Universities of Adelaide & Tasmania; Ethics: H-2013-037)

Evaluation

• Framework: design, delivery, support, impact 4  
• Criteria:  
  number of workshop participants & disciplines  
  RATED CLASS A checkpoints (e.g., relevance, active learning, expectations management, direction & coherence, support, assessment and access) 4  
• Survey:  
  Likert-scale items (staff: 22 items; student: 25 items); 4-point scale: great, moderate, small, extent, or not at all 5  
  open-ended items: reason/s for recommending the workshop

Checkpoint | Survey | Item
---|---|---
Relevance | Staff | Overall, the flipped learning workshop helped me to design flipped learning activities for a topic
Student | The flipped learning activity helped me see the importance of learning this topic for my future career
Active learning | The workshop activities involved me in applying key concepts for designing flipped learning activities.
Student | I actively participated in the pre-class activities by, e.g., answering questions, making notes and/or noting questions to ask in class.
Expectations management | The pre-workshop activities were reasonable.
Student | It was clear to me that I would be expected to actively participate in class activities.

Results

Staff outcomes

• Response rates for staff evaluations of workshops ranged from 40-100%  
• Over 180 staff from a broad range of disciplines participated in 14 Australian workshops in 2015/16

The majority of workshop participants had not participated in our flipped workshops

![Fig 1. No. of workshop participants from different disciplines across Australian universities](image1)

The majority of workshop participants had not participated in our flipped workshops

![Fig 2. Frequency of participants who had participated in our OLT flipped classroom workshops](image2)

Few respondents (S1 &2, 2015) had experience of designing flipped classes prior to the workshops

![Fig 3. Experience in designing flipped activities before attending the workshops (S1 & S2, 2015)](image3)

The majority of staff who responded perceived to a great or moderate extent that the workshops supported their learning to design flipped activities

![Fig 4. Staff perceptions of flipped classroom workshops](image4)

The majority of respondents endorsed the workshops by indicating they would recommend it to colleagues

![Fig 5. Percent of respondents who would recommend the flipped workshop to colleagues](image5)

Student outcomes

• 4-86% of students responded to evaluations  
• Students’ perceptions varied for relevance, support, assessment and active learning

The majority were clear about what to expect, recognised the coherence of the activities and that access to learning activities was convenient

![Fig 6. Students’ evaluations of 6 cell biology and anatomy focused courses during Sem 2 2015 and Sem 1 2016](image6)

![Fig 7. Students’ evaluations of 5 public health and mental health focused courses during Sem 2 2015 & Sem 1 2016](image7)

![Fig 8. Students’ evaluations of 6 cell biology and anatomy focused courses during Sem 1 2015 & Sem 1 2016](image8)

![Fig 9. Students’ evaluations of 5 public health and mental health focused courses during Sem 2 2015 & Sem 1 2016](image9)

Conclusions

• Staff from a broad range of disciplines found the workshops useful for designing flipped classes

• Students evaluations indicate many features of effective design have been achieved and provide valuable feedback to staff on other aspects that need review.

References

1. ALTC Project Evaluation Resource. 2011  

2. Core UA, Twelve tips for evaluating educational programs. Medical Teacher 2000; 32: 296–301


4. Scott G. 2009 University student engagement and satisfaction with learning and teaching. Office for Learning and Teaching  


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