

## Staff & student outcomes following implementation of flipped capacity building workshops.

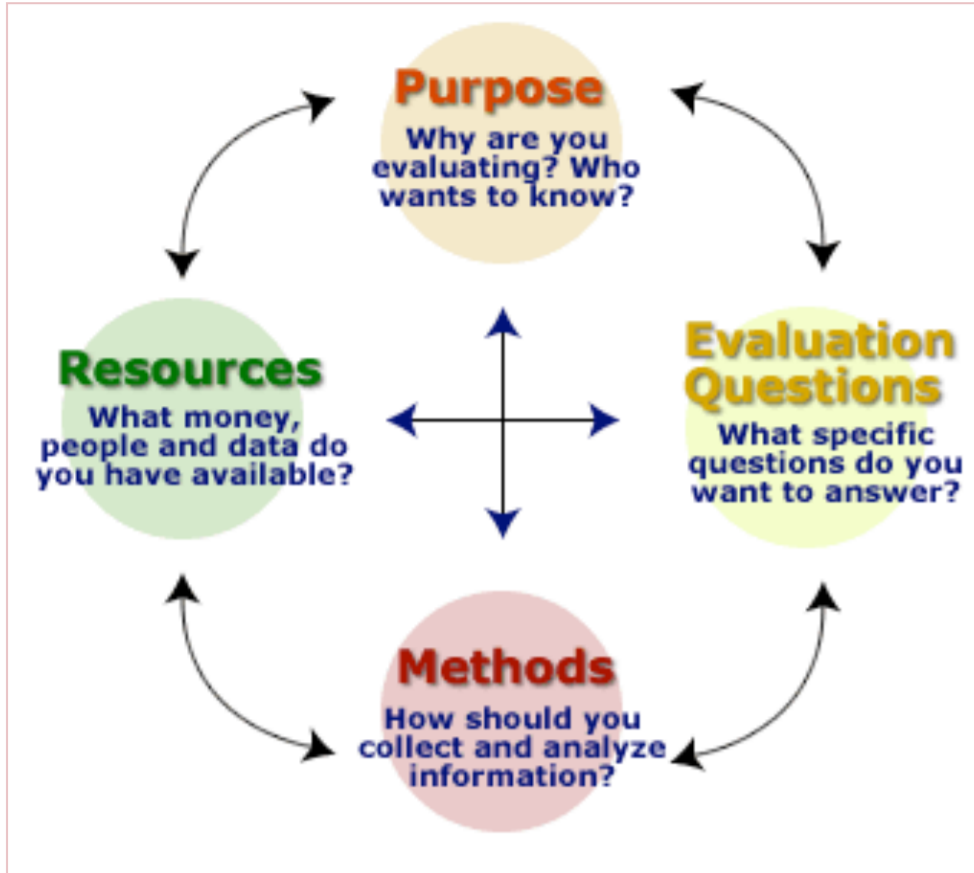
Tracey Winning, Fizza Sabir, Sophie Karanicolas, Catherine Snelling

University of Adelaide, South Australia



### Introduction

- Evaluation is integral to learning design → monitor progress & outcomes
- Key steps in planning evaluation <sup>1, 2, 3</sup>



OLT project deliverables 1 & 2:

- Build capacity: workshops were developed and modified over the project: S1 '15, S2 '15 & S1 '16
- Increase staff/student engagement in flipped learning

#### Key evaluation outcomes

- Staff can design & implement effective flipped learning activities for their students
- Increased numbers of/areas with staff who effectively flip their classes

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

Table 1. Examples of RATED CLASS A checkpoints and related survey items from staff and student surveys

Checkpoint	Survey	Item
Relevance	Staff	Overall, the flipped learning workshop helped me to design flipped learning activities for a topic
	Student	The flipped learning activities helped me see the importance of learning this topic for my future career
Active learning	Staff	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	Staff	The workload and timelines for 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

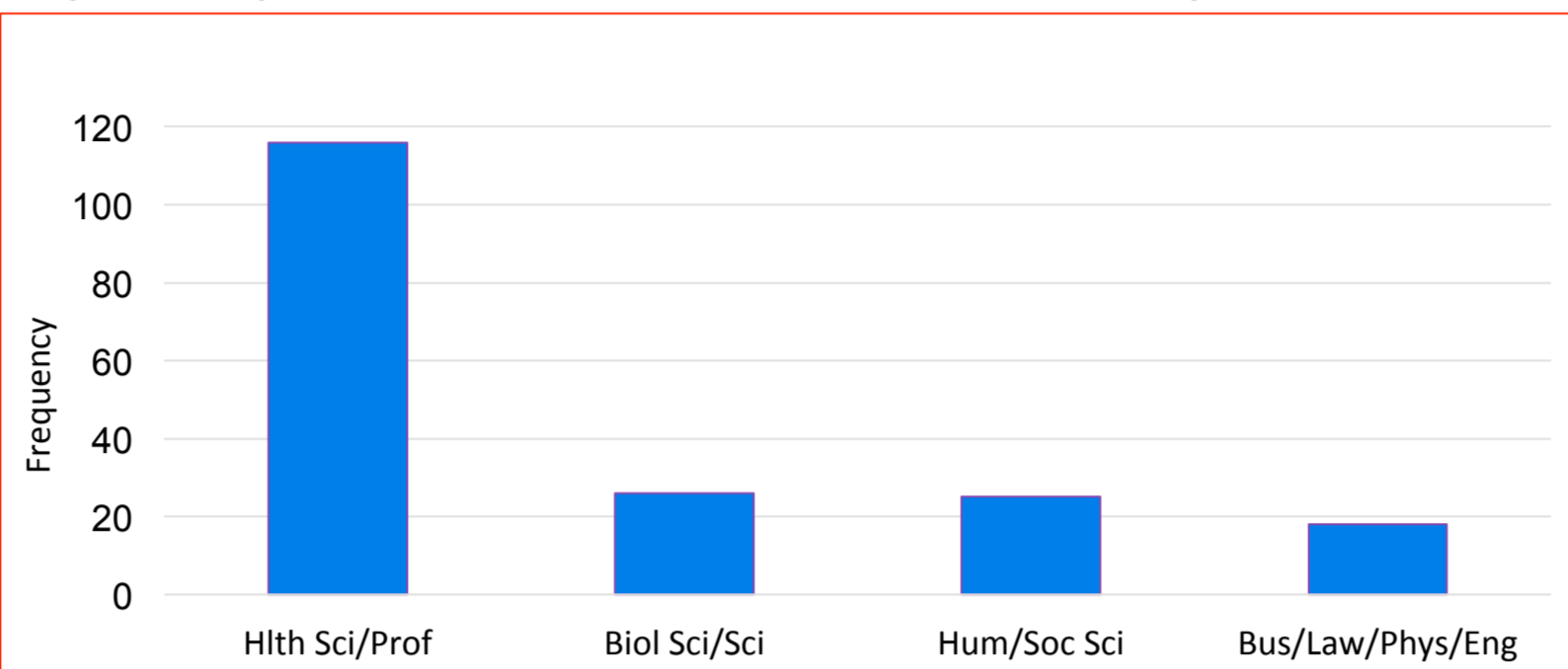


Fig 1. No. of workshop participants from different disciplines across Australian universities

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

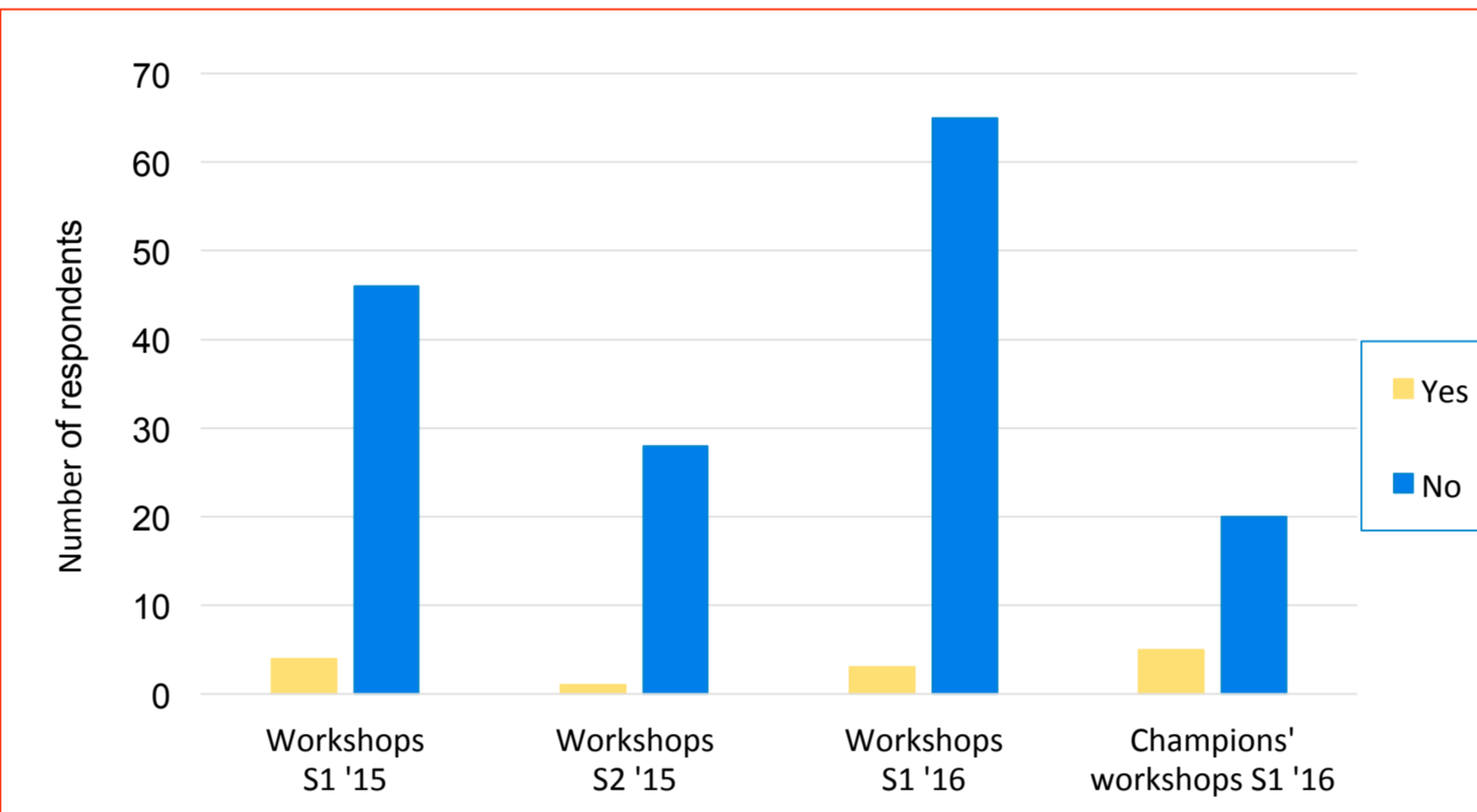


Fig 2. Frequency of participants who had participated in our OLT flipped classroom workshops

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

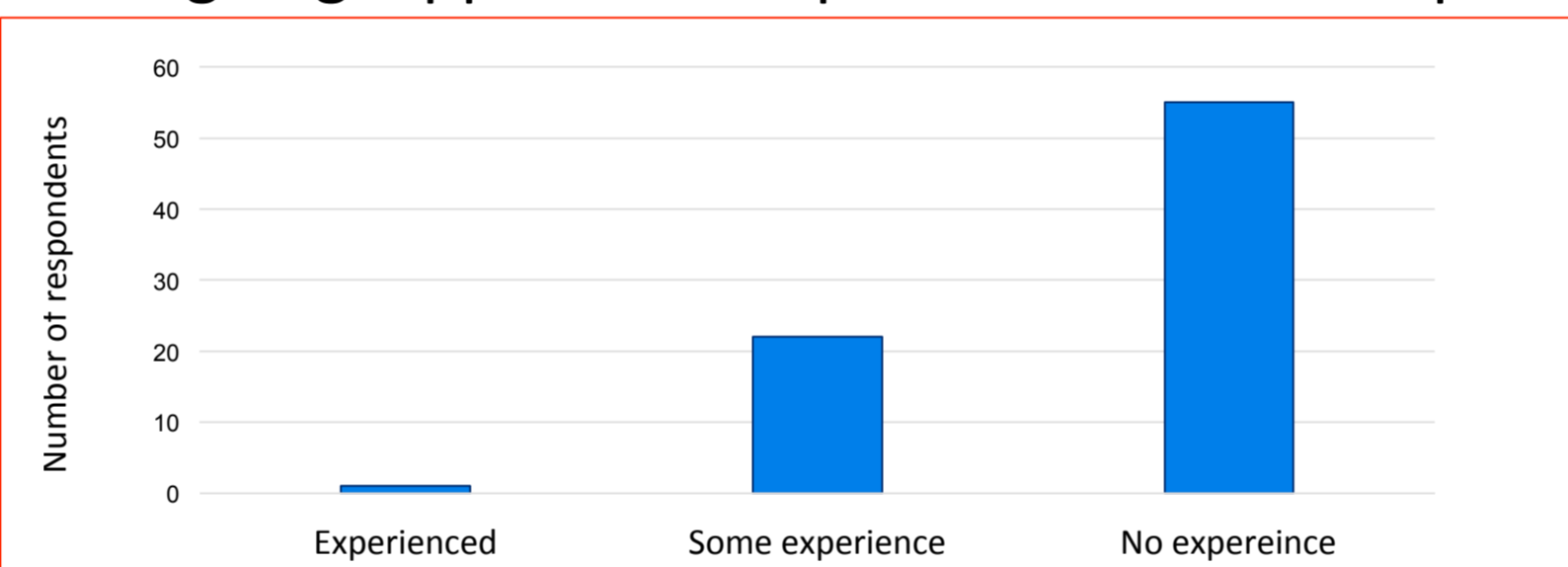


Fig 3. Experience in designing flipped activities before attending the workshops (S1 & S2, 2015)

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

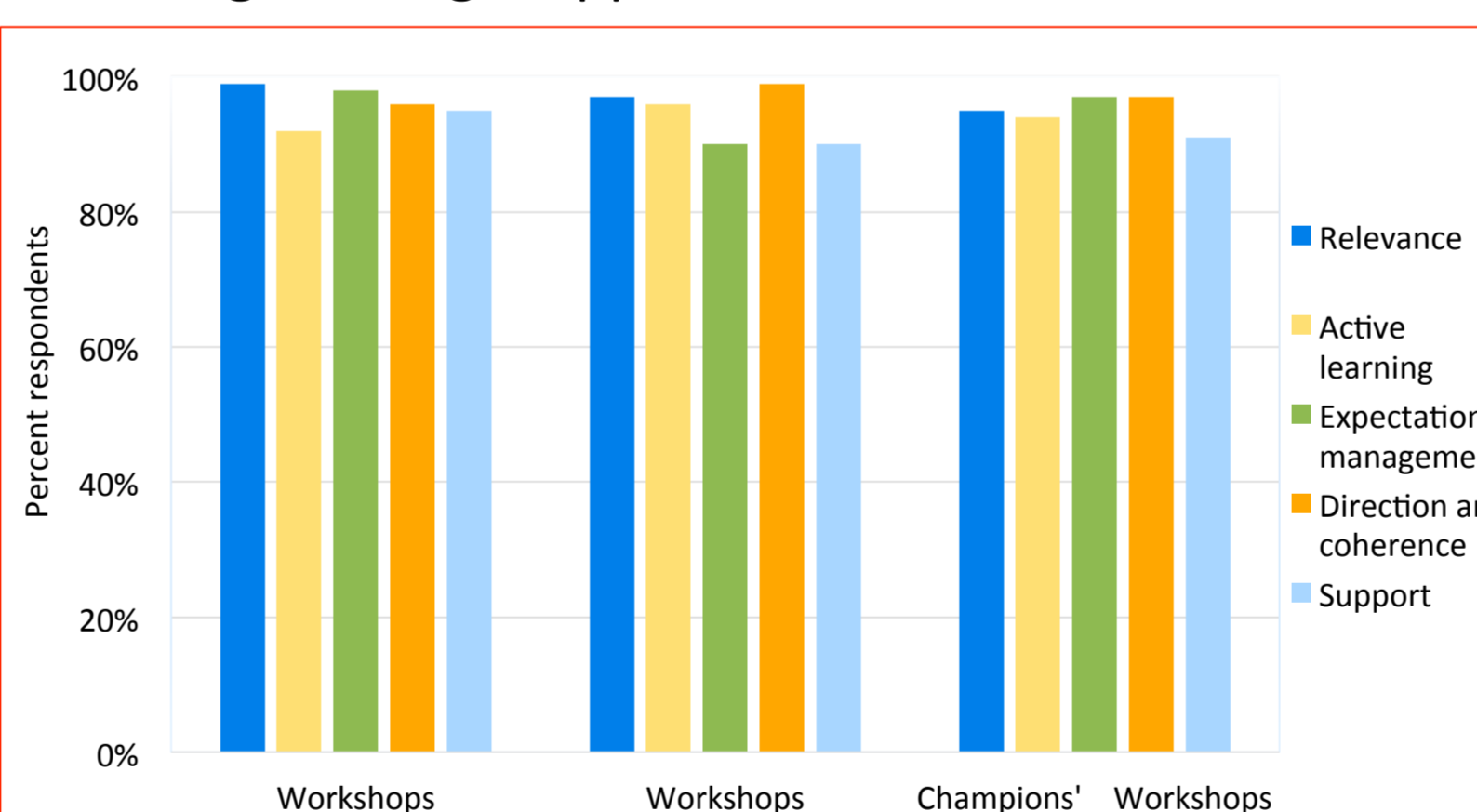


Fig 4. Staff perceptions of flipped classroom workshops

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

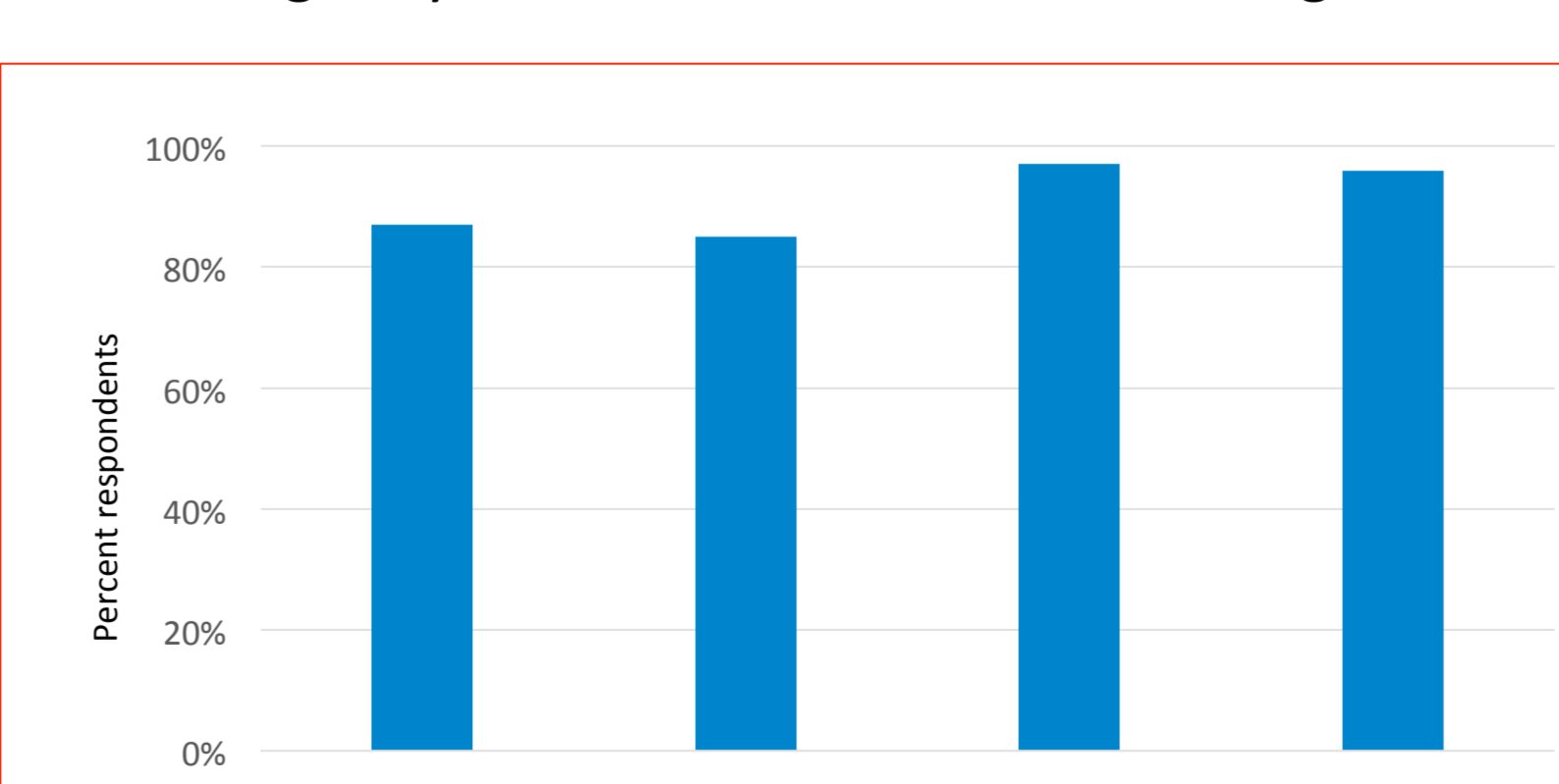


Fig 5. Percent of respondents who would recommend the flipped workshop to colleagues

- Staff indicated they would recommend the workshops due to the useful tools, advice and activities they completed, enabling them to start designing their classes during the workshop

### Results cont.

#### 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

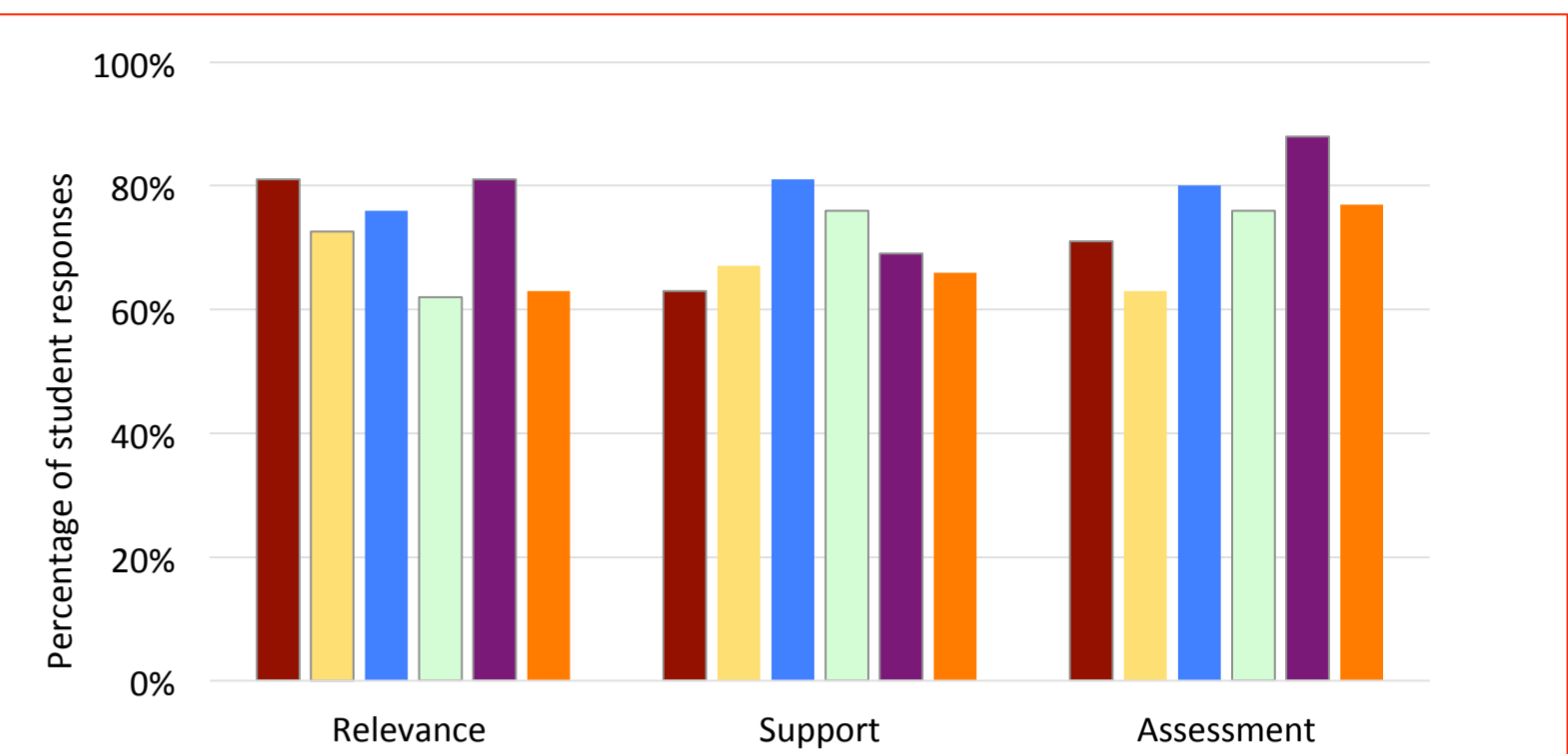


Fig 6. Students' evaluations of 6 cell biology and anatomy focussed courses during Sem 2 2015 and Sem 1 2016

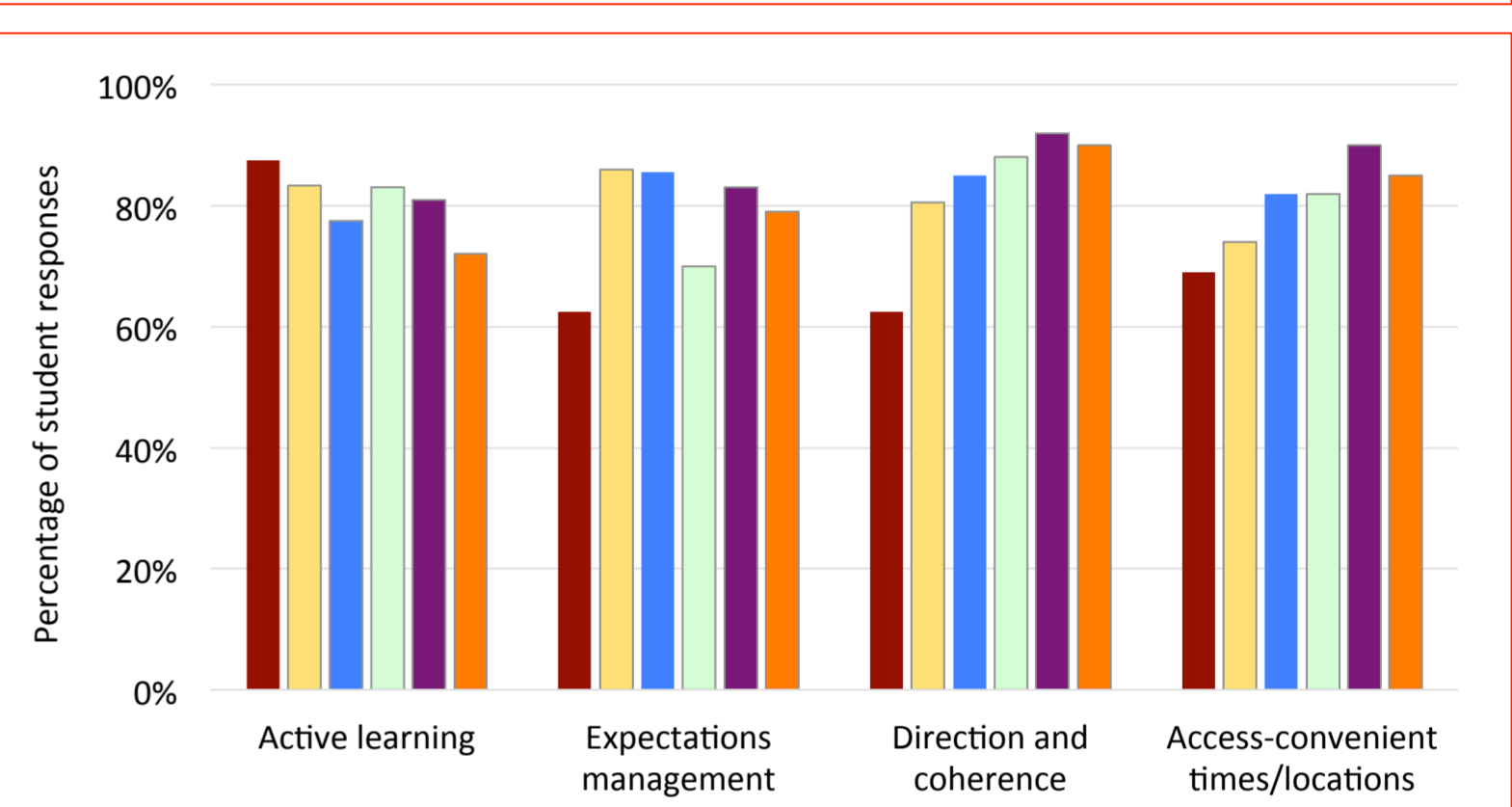


Fig 8. Students' evaluations of 6 cell biology and anatomy focussed courses during Sem 2 2015 and Sem 1 2016

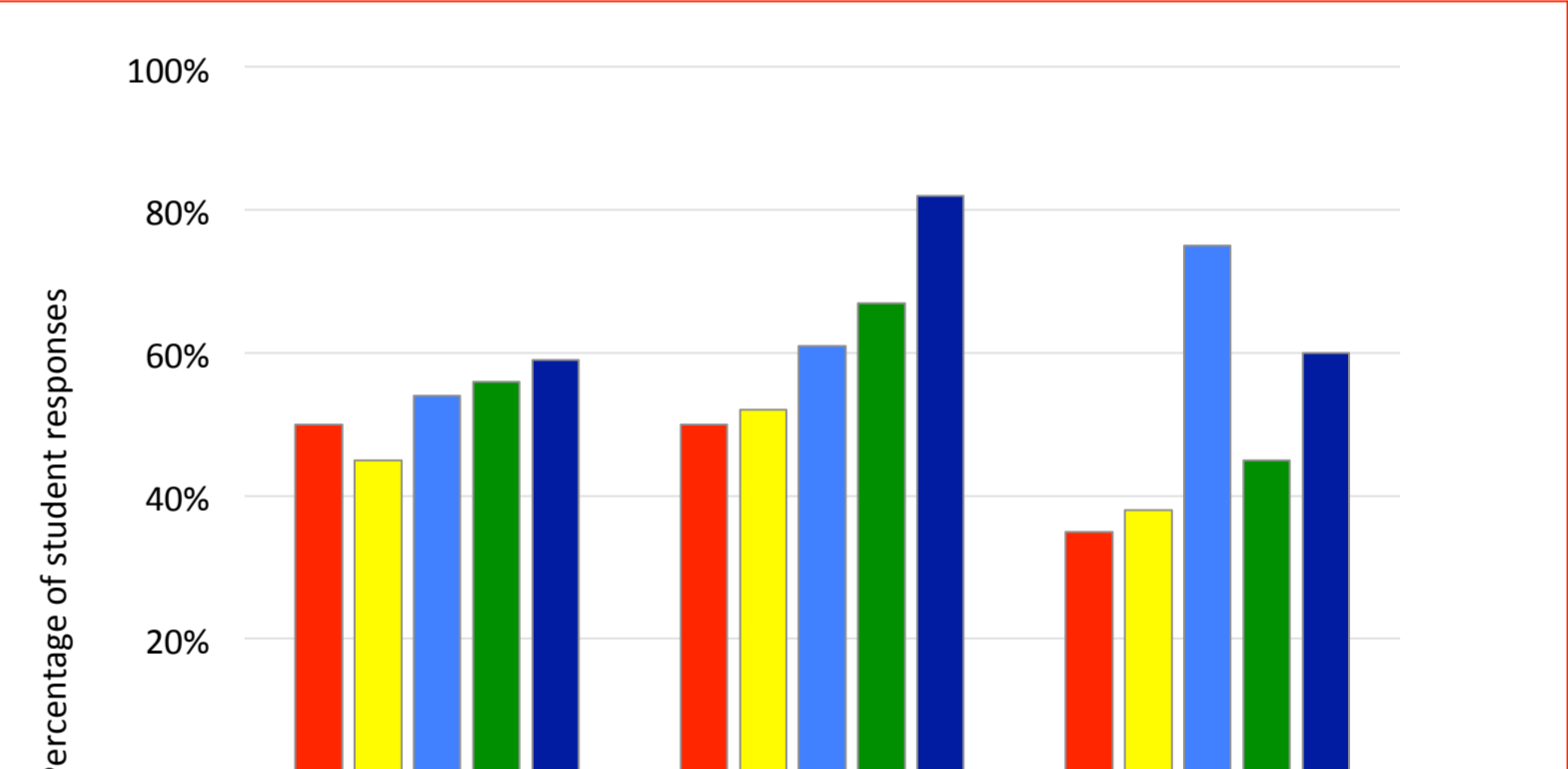


Fig 7. Students' evaluations of 5 public health and mental health focussed courses during Sem 2 2015 & Sem 1 2016

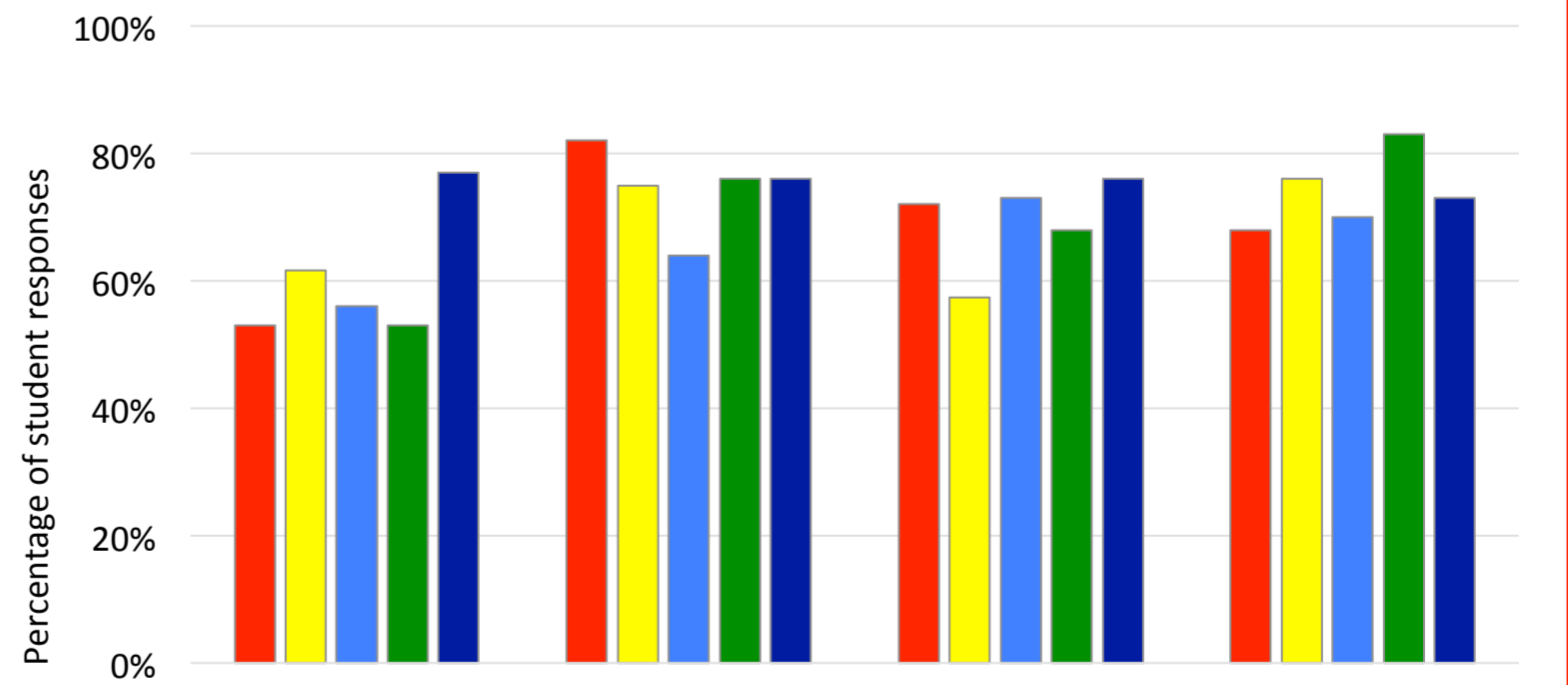


Fig 9. Students' evaluations of 5 public health and mental health focussed courses during Sem 2 2015 & Sem 1 2016

### 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

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