

Treading water or developing understanding?

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What we learnt:

- ❑ Student expectations should be clear and set up-front.
- ❑ It is important to persevere – students are initially resistant and the first weeks are difficult. The real rewards come at the end of semester.
- ❑ Students appreciate a variety of different learning activities
 - ❑ "I think it covers so many different learning styles which is why it's so successful".
- ❑ Students are willing to put in extra work if they can see the benefits.
 - ❑ "I was happy to put in the extra hours when ... I could learn at my own pace".
- ❑ Flipping a unit is daunting and hard work, **BUT**, it's worth it!
 - ❑ "I didn't have to cram...I guess I wasn't anticipating how effective the flipped stuff would be!"

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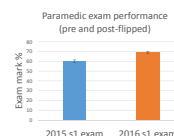
Research study

- ❑ Surveys administered at start of semester 1 and conclusion of semester 1 and 2. Students contributed to reflective journals and focus groups.

Outcomes

- ❑ Flipped pedagogy allowed educators to scaffold student learning
 - ❑ "I'm grateful the class was designed like this, because I feel like it has actually helped me learn how to study properly. I feel like I'm accumulating knowledge instead of treading water until swot-vac"

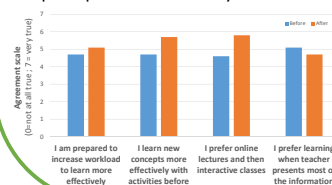
- ❑ Flipped pedagogy improved student understanding (in-class discussions, assignments and exam performance)



- ❑ Flipped pedagogy decreased the achievement gap traditionally associated with diverse levels of academic preparedness and interest in science

- ❑ Students were initially resistant to approach. By end of semester, their opinions had changed:

- ❑ Flipped classrooms altered student perceptions of how they want to learn



- ❑ "I know that my opinion has changed. When the class structure was first announced, I was dreading [it], as I have completed a previous degree by doing the bare minimum each week, then cramming for exams. Last module I accepted that it was probably a good idea but ... now I'm grateful the class was designed like this"

- ❑ Generation of strong student advocates for this style of learning

