Flip the familiar!

Education Innovation
Learning and Teaching
Conference

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ACTIVE LEARNING

Two quick flips

- Undergraduate study outside the UK
- Postgraduate tutorials
The Quality Code Expectation:

“Higher Education Providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.”

...to develop academic and personal potential

• Flip class to France
• Academically-led programme
• Funded by Global Opportunity Centre (thank you!)
• Two weeks at summer school
• Look at exchange imbalance – negotiate fee-waiver places
Application process

• Entirely anonymised
• Care with key criteria
• Aim - those who would otherwise not venture in this unfamiliar direction
The new ‘flipped familiar’

• Within one day – students are walking to supermarket and making own meals
• Mixing with students from all over the world
• Working together on academic projects
Observe and work with

• Teachable moments
• Fears of ‘new familiar’
• Recording the ‘flipped familiar’
“to develop academic and professional potential”

example of work in

• Postgraduate tutorials
• Students required to work as a group to make a presentation for assessment
What is their ‘familiar’?

• Presentation - fine – all students can do – or at least have a concept of what to do

• Prepare as a group, become ‘familiar’ with the subject, give the presentation and

  ANSWER QUESTIONS
Je m’appelle ...

• We can do that ...
• BUT...
• Can we ASK the questions?
• Flip it!
Flip the furniture

BBC Question Time

Assign roles: Team A is ‘panel of experts’ – worker in oil company, journalist, politician, representative from infrastructure company

Team B is studio ‘audience’ – asking questions
• Need to think about how to ASK the questions,
• What to ASK, and from which perspective
• Panel needs to not just answer, but answer from different perspectives.
INPUT-OUTPUT-OUTCOME

• Is this conveying knowledge? – just like a lecture?
• Is this testing engagement, familiarity with subject?
• Is this a style of active learning, suitable for multi-cultural and multi-background group?
• Is this a method of learning to prepare for management?
“Flipping the familiar”

• What are the theories?
• that the contexts of interaction help the accumulation of knowledge (academic)?
• that active engagement and active learning provide individual experiential gains (personal)?
• that these are preparation for becoming a manager in a globalised world (professional)?

• Where is the evidence?
Good questions!

• And the answers will follow.....
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