

# Flip the familiar !

Education Innovation  
Learning and Teaching  
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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.”

UK Quality Code for Higher Education , chapter B4,  
'Enabling Student Development and Achievement'.



...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 ...

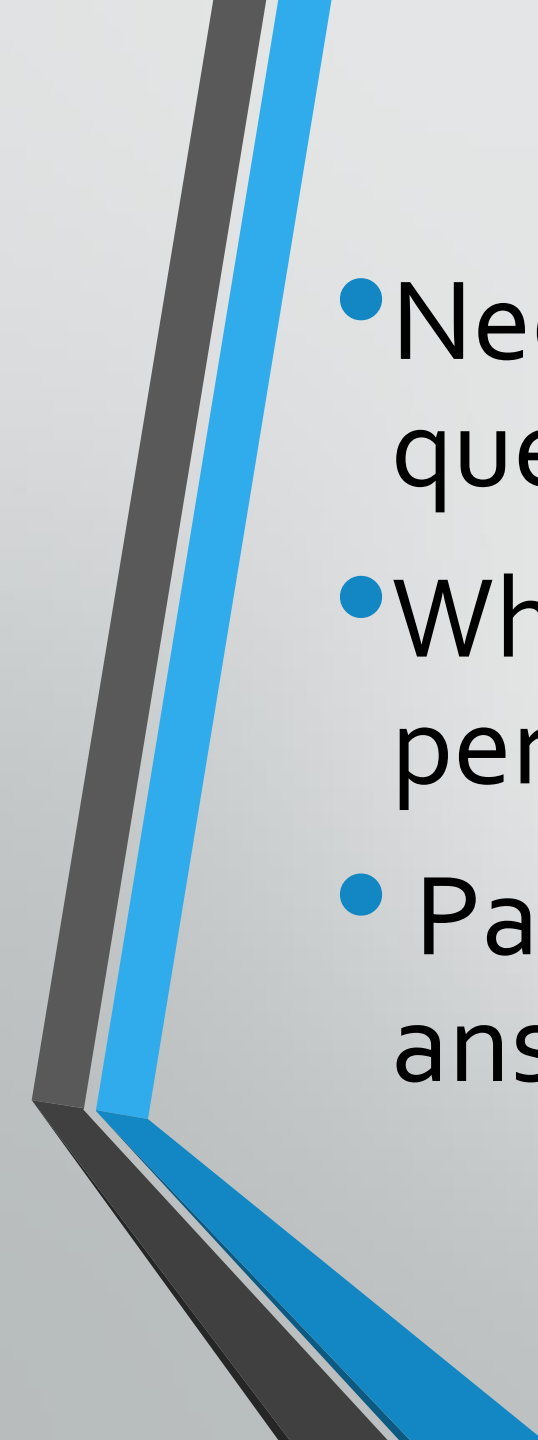
- We can do that ...
- BUT...
- Can we ASK the questions?
- Flip it !

# 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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