

Flipping the Classroom to Enhance Guided Learning

St Mary's
University
Twickenham
London

School of Arts
& Humanities



Dr. Peter Fossey

Programme Director: Philosophy, Politics and Public Life
peter.fossey@stmarys.ac.uk

Flipped Classroom Methodology

Basics:

- Developed for STEM subjects at secondary school (Berman & Sams 2012)
- Swap roles of “classroom work” and “homework”
- “Content attainment”, “low level” vs “conceptual application” (Jensen et al, 2014)
- Use of tests to encourage engagement with prep material and new topics, demonstrate progress
- Facilitated by widespread access to internet, AV equipment, training

Flipped Classroom Methodology

Benefits

- Greater student autonomy; flexible learning process
- Students enjoy classes and learning experience (Harreid & Schiller, 2013)
- Tutor present for more difficult, involved part of learning process
- More class time spent using equipment
- Useful for students requiring support
- Could be used to build student working groups
- Could facilitate highly bespoke, just-in-time teaching

Flipped Classroom Methodology

Problems

- Assessment-intensive
- Can limit autonomy or promote shallow, rote-learning
- Little clear evidence that it improves results (Jensen *et al*, 2014)
- Initial pushback from students; needs to be handled carefully
- Time-intensive for preparation
- Promotes marketisation of higher education (Ridley, 2016)

Flipping the Philosophy Classroom

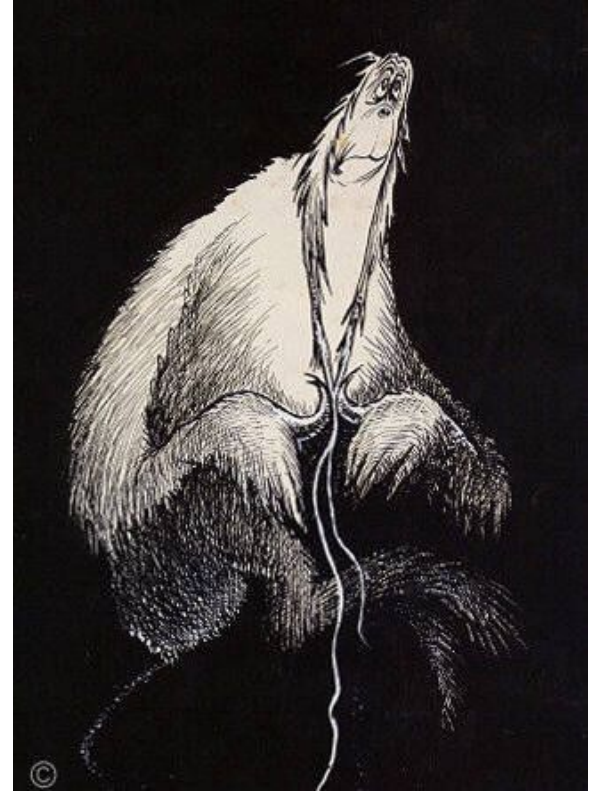
Adapting for Philosophy

- Goal: facilitate focus on critical evaluation during in-class discussion
- Must not be assessment-intensive, must not be “information delivery”
- Should be time-efficient for staff and students
- Should support reading of primary and secondary texts
- Should be supported by course structure and readings

Flipping the Philosophy Classroom

Philosophy of Emotions

“Does having a particular emotion entail making an evaluative judgement? In what ways is it possible to be wrong about how one feels? Is having a body an essential requirement for having emotions? Do emotions contribute to a person’s ability to find the truth and do the right thing, or do they impede it? Can a person be held accountable for their emotions? Are there emotions or emotional responses one ought not to have?”



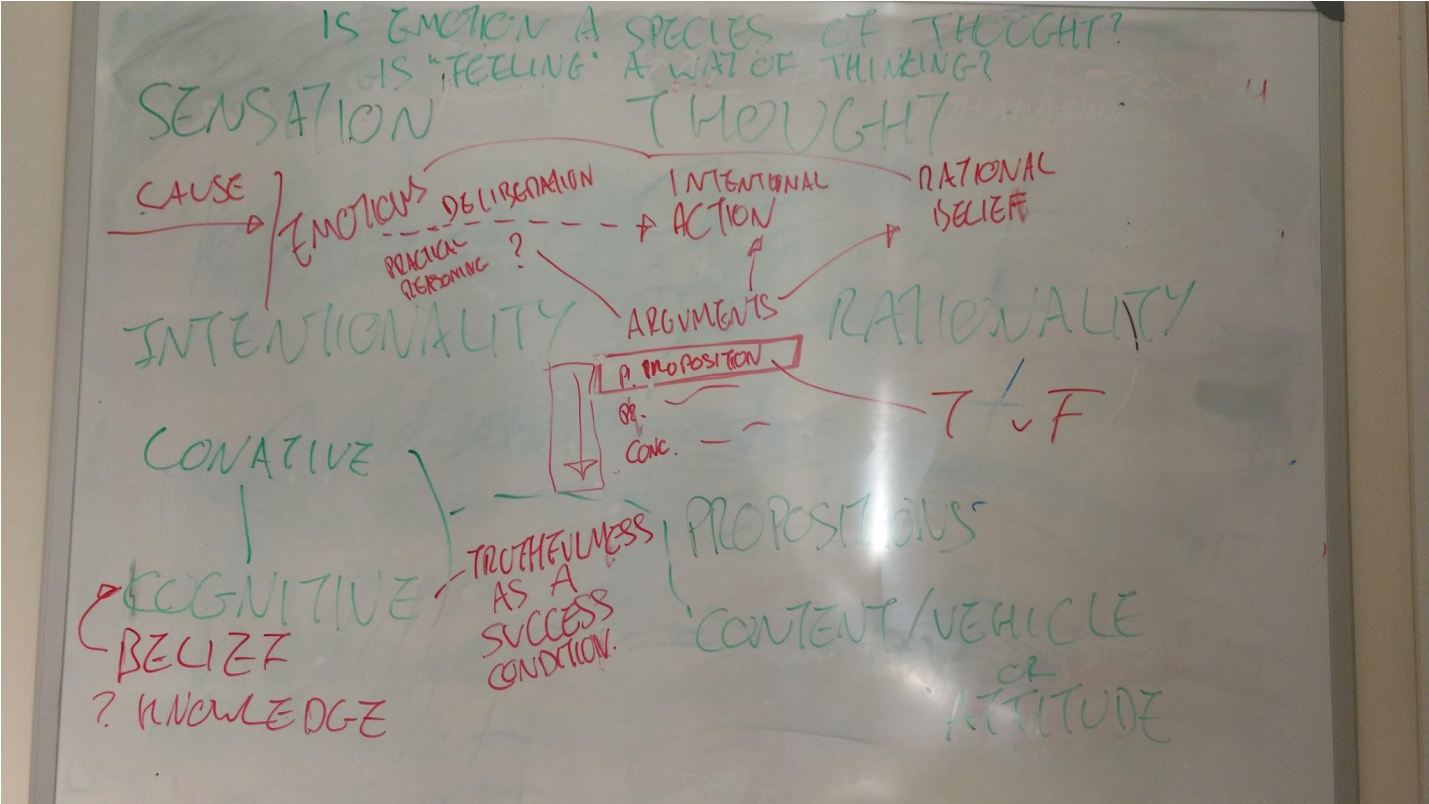
Dr Seuss - Self-portrait of the artist worrying about his next book

Flipping the Philosophy Classroom

Method

- Course structure separated into theory and application segments
- Picked papers with a critical, problem-based focus
- Recorded “prep lectures” of approx. 20 minutes
- Made available via module webpage after previous class
- Covers context, aims of research, discussion of method/assumptions
- In class, no lecturing: student-led class discussion
- After class, upload pictures of whiteboard

Flipping the Philosophy Classroom



Flipping the Philosophy Classroom

FALSE EMOTION — PUBLIC GRIEVING

• IS THERE SOMETHING FALSE ABOUT PUBLIC GRIEF?

• INAPPROPRIATE OR UNREASONABLE RESPONSE

• MOTIVATES DISPROPORTIONATE ACTION IN RESPONSE (IE MOTIVATES ACTIONS IT DOES NOT JUSTIFY)

YES

MILLIGAN:

EITHER

(a) LACK OF ANTECEDENTS

(b) LACK OF APPROPRIATE ASSOCIATED DESIRES

• FEELING OF 'CONNECTION' TO REMOTE FIGURES

• CONSCIOUS FEELING

• COHERENCE WITH SUBJECTIVE STANDARDS OF PROPRIETY

• EMOTIONS ARE NOT SUBJECT TO STANDARDS OF APPROPRIATENESS (FEELING THEORY)

NO

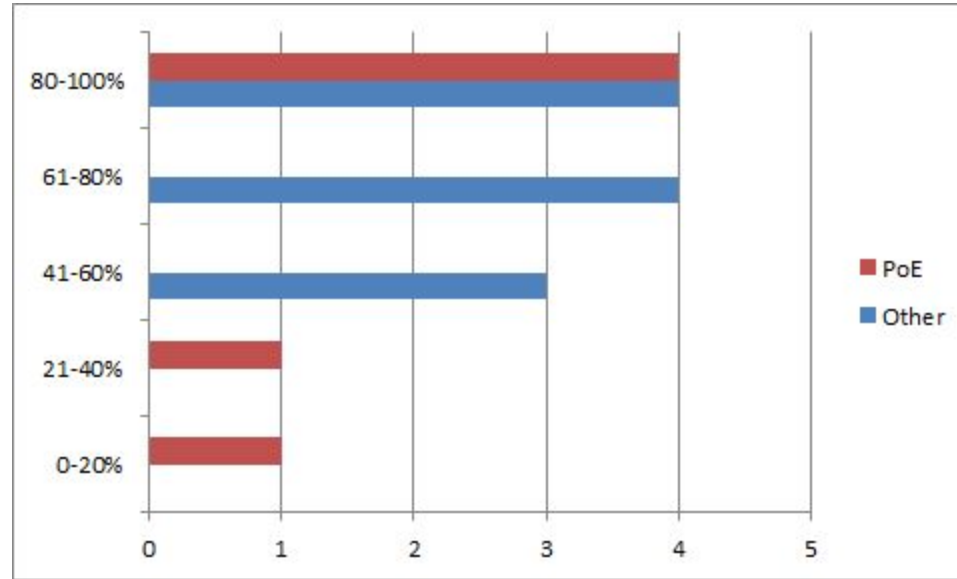
CONSC. FEELING?

PRO-ATTITUDE?

Results

Overall attendance:

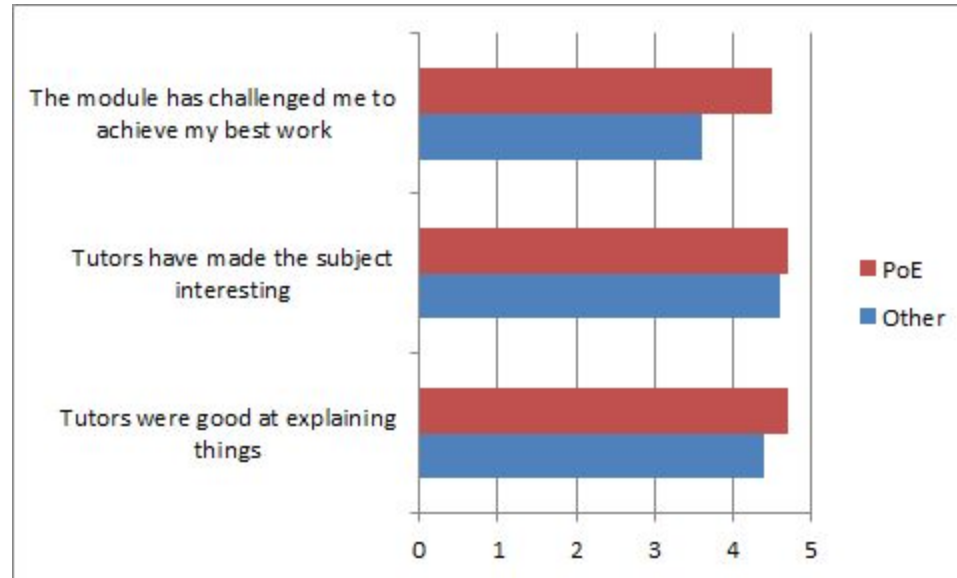
50% response
rate from a
class of 12



Results

Teaching:

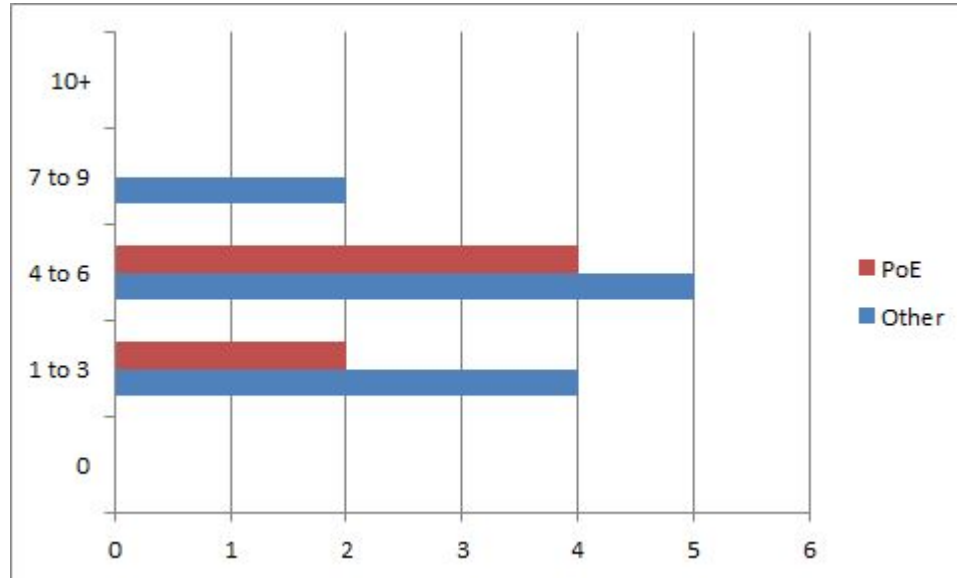
50% response
rate from a
class of 12



Results

Time spent studying:

50% response
rate from a
class of 12



Results

Free text comments

“knowing what will be discussed prior to the lecture - there was a [recording] before the lecture available”

“audio in preparation for the lecture”

“The preparation lectures were really helpful. Especially as I had no prior knowledge of the area.”

Conclusions

- Seemed to improve engagement in the classroom and student motivation (reflected in text comments and teaching observation)
- Discussion mostly centred on critical analysis and evaluation
- With practice, would allow distribution of prep hours
- Could not be delivered equally well through classroom teaching
- FC as a means of promoting active learning - not doing something new

Thank you!

Selected Reading:

Berman, J. and Sams, A. (2012) *Flip Your Classroom: Reach Every Student in Every Class Every Day*. (USA: ISTE)

Herreid, C. F and Schiller, N. A. (2013) “Case Studies and the Flipped Classroom”. *Journal of College Science Teaching*, vol.42, no.5, 2013.

Jensen, J. L., *et al* (2015) “Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning”. *CBE - Life Sciences Education*, vol.14, no.1-12, Spring 2015.

Ridley, David (2016) “Lost in Disruption? Why Flipped?” Talk: Coventry University Disruptive Media Learning Lab, 2016.

St Mary's
University
Twickenham
London

School of Arts
& Humanities

