Don’t flip out while flipping!

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Head of BSc Medical Biosciences (BMB)
The flipped classroom

Higher retention of knowledge, for longer periods of time

**Flipped Classroom**

- **Active Learning**: You will take part in a variety of interactive online and face-to-face activities
- **Deep Learning**: You will learn through practical problem-solving activities which help with knowledge retention
- **Collaboration**: You will develop collaboration skills through classroom-based group work and discussions
- **Feedback**: You will receive immediate feedback on your progress through interactive quizzes and activities
What worries you about flipping?

Menti
Code 84 21 84

Still open if you would like to add to it and answer some additional questions
Have you ever flipped a lecture?

- Yes: 8
- No: 9
- Tried but have not succeeded yet: 2
Have you ever flipped a module?

- Yes: 3
- No: 14
- Tried but have not succeeded yet: 1
How do you feel about flipping a lecture?
Manage students expectations
• This is true for any programme of study
• Teach less content (facts): do students really need to know everything??
• Think outside the box: dare to take risks and be prepared to fail to succeed

Technology enhanced learning
• It does work! There are lots of case studies with very positive results
• Support by Instructional Designers (IDs) and training is really important

Resources!
• Market research and a good business plan is essential
BMB state of mind back in 2016

<table>
<thead>
<tr>
<th>Excited</th>
<th>Enthused</th>
<th>Daunted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excited</td>
<td>Nervous</td>
<td></td>
</tr>
<tr>
<td>Excited about doing something completely different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking forward to engaging with new methods and new colleagues.</td>
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<tr>
<td>Enthusiastic about key part in completely new course.</td>
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<tr>
<td>Open mind!</td>
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<tr>
<td>Concern of how to fit this in a busy schedule of other teaching commitments so that I can do it properly.</td>
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<tr>
<td>Worried about large numbers</td>
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| Excited but slightly apprehensive |
| Want to get engaged ASAP, start working on LOs etc |

<table>
<thead>
<tr>
<th>Excited</th>
<th>Refreshed</th>
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<tbody>
<tr>
<td>Occasionally overwhelmed</td>
<td></td>
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<tr>
<td>Looking forward to working with others</td>
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| Excited and a bit worried |
| Intrigued |
| A little nervous |
| Excited |

| Raring to go |
| Concerned about timing and material quality and creativity |

| Optimistic but uncertain |
| Keen to get e-Learning training ASAP |

| Intrigued |
| New things |
| New students |
What did BMB academics perceived as new opportunities when we took off?

<table>
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<tr>
<th>Important: have a very good structure.</th>
<th>‘Bespoke’ careers advice or training in years 2 + 3.</th>
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<tbody>
<tr>
<td>Both students and lecturers informed in advance of what’s going to happen and when.</td>
<td>Widening Participation for Admissions.</td>
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<tr>
<td>Have a good system of networking between lecturers.</td>
<td>Link to course/Faculty studentships (Summer?, PhD etc)</td>
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- Starting from scratch
- Being able to really coordinate teaching and take ownership of it rather than slotting something into pre-existing structure.
- Novel teaching methods more appropriate than traditional lectures.

- Possibilities for using technologies in creative ways – video/interactive
- Opportunities for self-motivation and flexibility in student learning.
- Peer-to-peer learning.

- Individual and group work.
- Practical skills
- Transferable skills
- Short and snappy answers
- Short-loop feedback discussion

- More engaged students:
- Happier students that take their learning further at their own volition.
- More positive energy and feedback for their lecturer.
- The level is raised by the students and this makes the experience more challenging and fun for the lecturer.

- Harmonisation of course
- -> starting from scratch, then is a ? to do it
- Use practical methods/examples as ways to teach.
- The diving force is why do 2 xxx this. Show them how

- Interactivity
- Small close-knit team of enthusiastic teachers.

- Blank canvas – no preconceptions or traditions to uphold.
- Flexibility
- Opportunity to learn new skills as an educator.
- Interact (+ learn from) other enthusiastic educators.
What have the benefits been?

- Blank canvas: designed the curriculum ‘from scratch’ and constructively aligned LOs and assessments
- Ability to adjust the pace/content to student’s needs – can go further
- Create creators – work relevant activities enable them to be professional; empower students with own learning
- Let them chose learning activities: akin to Montessori schools
- Real-time feedback: pick it up where the student has left/ re-route when necessary
- Fun and challenging for the Team members teaching on the ground

BMB = Small BIG team!
BMB Blackboard

Imperial College London

Add Module

Student Home

Getting Started with Blackboard

- To access taught material, complete activities and view your progress, click the Programme link: e.g. 2018-2019 - Year 1 BSc Medical Biosciences
- To view additional support information and resources to help you during your time in College, click the appropriate link below the Programme link. The A-Z Directory in particular is a useful place to start as it has an alphabetically organised list of links covering a wide range of topics.
- The Announcements tool on the right will display news and information related to Blackboard, the Programme and the Modules. Please check this regularly.

Programmes and Information

Organisations where you are: Leader
2017-2018 - Year 1 BSc Medical Biosciences
2018-2019 - Year 1 BSc Medical Biosciences
2018-2019 - Year 2 BSc Medical Biosciences
Organisations where you are: Participant
A – Z Directory
Blackboard Support
Library and Information Skills
Notice Board
Announcements:

- No Institution Announcements have been posted in the last 7 days.
- Genetics and Genomics (GEN)
  - GEN ICA - Track Changes on Word Template
- Molecular and Cellular Biology (MCB)
  - Results of the Microscopy of Blood Cells Practical.
  - MCB10 Student Generated Quiz Report - now available
- Notice Board
  - Christmas Lecture - Professor Sir Paul Nurse
    - more announcements...
Students welcomed in a pop-up planetarium
In September 1971, an extraordinary little boy was born in Houston, Texas, USA. His name was David Phillip Vetter and he was born without a functional immune system. He suffered from what is referred to as X-linked severe combined immunodeficiency (SCID), a congenital disease that leads to an individual having no T cells, no NK
The process

Starting Point:
1. Senate Docs
2. β-test e-activities
3. Prepare e-activities

Instructions:
- Define ToC
- Establish best e-activity for each F2F
- Determine LOs for each F2F
- Refine Module LOs for Module LOs

Assessment & Feedback:
- Instructional Designer
- EDU

eLearning Team:
- β-test e-activities
- Prepare e-activities
Lessons learnt

- Flipping a lecture is hard work! **But** there are many ways of doing it and it is ever so rewarding!!

- Some things work, some don’t – prepare to be prepared to adapt and change.

- Learning spaces are critical (visibility, acoustics, mobility)

- Support staff to configure rooms is a real need or rooms that are designed for large numbers of students working in groups

- It’s a team effort!

- Once you flip, there is no going back!
BMB Teaching Fellows (past & present)
- Charlotte Clark (2016-2018)
- Kirsty Flower (2016-)
- Luisa Garcia-Haro (2017-)
- Jacqueline Dickson (2018-)
- Laura Collopy (2018-)
- Alwyn Dart (2018-)
- Manuela Mura (2018-)
- John Logan (2019-)
- Silke Kerruth (2019-)

Instructional Designers (IDs)
- Agata Sadza
- Emma Blyth

Learning Technologists (LTs)
- Adrian Cowell
- Akram Ameen

Programmes Team
- Alyeisha Joseph
- Chris Harris
- Nicole Harbert
- Sharon Hubscher

Development Team
- Flo Page
- Gerry Greyling
- Josh Blacker (2018-)
- Rumi Khanom

Martin Lupton Vice Dean (Education)
& Head of Undergraduate Medicine
Alison McGregor Director of Undergraduate Science
Sue English Director of Education Management
& Programme Director
Lisa Carrier Head of Technology Enhanced Education
Michele Foot Learning Resources and Technical Services Manager
What differs between the current model and using blended pedagogy?

Traditional Approach

- Students are expected to develop higher order thinking skills on their own outside the classroom.
- In-class time used for passive learning.

Flipped Classroom

- In-class time used for collaborative activities that promote higher order thinking.
- Students go through instructional material that caters to lower cognitive levels, outside the classroom.

These activities and learning assets can take many shapes & forms.