The CQU Flipped Classroom

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What is a Flipped Classroom?

Where de novo delivery of material is done online, and the face to face contact time is used for student learning.
Why do we want one?

• Actually, this is a set of questions:
  – Why do the students want one?
  – Why do the academics want one?
  – Why does the Dean want one?
Why do the students want a Flipped Classroom?

- Because they don’t live lives that are synchronised in time and space
  - They’re used to streaming content on demand rather than scheduling it
  - They text rather than calling because it gives the other person time to think
Why do the students want a Flipped Classroom?

• They do not have one-hour attention spans
  – And even if they did, how many lecturers can actually hold their attention for an hour?

• Not all parts of the hour are equally valuable
  – Literature on recorded lectures shows they skip back and forth rather than just watch
Why do the Academics Want a Flipped Classroom?

- More useful time with students
  - You can talk with them not at them
- You don’t have to spend the time on delivery every year
  - Although you do have to set it up in the first place
  - But maybe you inherit it instead
Why do the Academics Want a Flipped Classroom?

- Not trapped in the one-hour-fits-all paradigm
- Guest Lectures are easy
- BUT: you do lose that audience experience
Why does the Dean want a Flipped Classroom?

• Better learning experience for the students
  – Better suits the needs of 21st century students
• Removes the reinvention of the wheel every time a course is handed over
• Requires staff to think about what they actually want students to learn, rather than what they want to talk about in lectures
So How are we Flipping?

• The main lever is our distance cohort
  – A substantial proportion of our Engineers, a small proportion of ICT, and every single Built Environment student is online

• They need something instead of face-to-face lectures
  – By why settle for just trying to be a “second best option”
Step One: Make a big promise

• “There will be no more lectures in the School from 2015 onwards. There will be a big party in October 2014 for the last ever face-to-face lecture”

• Everyone knows you mean it, and that it’s not optional, and that they can’t give lectures and call them tutorials
Step Two: Recorded Lectures

• Give everyone a decent Webcam and a Camtasia license
• And they will make videos
• And they will surprise you with how good they can be
Two examples

• First Law of Thermodynamics
• PV Diagrams
Step Three: Build a mini-studio
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Step Four: Add the Pedagogy

• Get the Education school to help you with the essential reading in online learning
• Raise the issues of engagement and how affective responses affect learning
Step Five: Turn Bad Videos into Good Ones

• Once they already know how to make the videos, they can then focus on putting good videos together
• Learning the technical side and the pedagogy at the same time will block them
Step Six: Bask in Reflected Glory

Or at least come to the final lecture party…
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