Innovations in Subject Specialism

'Flipped learning' and the effect on the HE learner

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Abstract

This study will assess the effect of 'Flipped learning' on the HE learner. The study was conducted on a group of performing arts students over an 8-week period using questionnaires, interviews and case study as research methods, to collect evidence to compare the results of similar studies about the effect of 'Flipped learning'. These studies researched were conducted with social science students and a group of third year core subject students as well as a study done for visual arts students. The results collated were varied and mostly positive and these results have had an impact on my own teaching practice.

Introduction

This assignment will address current developments within Higher Education (HE), with specific reference to the innovation of 'Flipped learning' and the implantation and effect on the performing arts HE learner. The interfaces of 'Flipped learning' will be explored, arguing the theoretical debate on the success of 'Flipped learning' within the HE sector. The assignment will also present research findings from a study conducted within a HE performing arts group through questionnaires, case study and interviews. Finally, this assignment will highlight the pedagogical and teaching approaches of 'Flipped learning' in HE in a digital age, compared to the traditional teaching techniques and how these traditions may be neglected with this surge in 'Flipped learning'.

All through our lives, we are educated at school, college, university, through life in general and a classroom forms part of our lives, Moyles. (1995) states that 'the

classroom represents 'home' for five or more hours of each weekday during term times for students and teacher alike.' (p. 35). Furthermore, Moyles (1995) argues that, 'vital elements must be considered for the knowledge to be translated to the students; she identifies a physical context, structures and resource management, rights responsibilities and rules, behaviour and communication.' (p. 35). As the elements to be considered for the translation of knowledge to the students, however, is the development and implementation of 'Flipped learning' into education, having a huge impact on the student, teacher and the translation of this knowledge.

In an educational setting as a facilitator, the professional experience in my career so far, over the last twenty years has been primarily in a community theatre scenario, with experience of secondary and primary education. In recent years my career has taken me to Spain to facilitate and teach in an English school with Spanish students, teaching Performing arts from primary to A-level, History and Design and Technology. My teaching strategies are surrounded by my (CPD) continuous professional development and scholarly activity. These teaching strategies are supported by my knowledge and understanding of my specialist subject performing arts. My teaching methods are student centred approach (teach.com) which promotes inquiry based learning with the teacher being the primary role of coach and facilitate student learning and overall comprehension of material (2018). My teaching methods are underpinned by positive strategies to encourage learning: such as tone of voice, encouragement and support. My teaching methods are always evolving and adapting to the needs of my students. These teaching methods as a facilitator have been used throughout my career and the CPD undertaken has allowed me to keep my skills as a performing arts practitioner relevant to the performing arts industry. My teaching methods have been challenged by myself and colleagues throughout this

time, as some frown upon the positive relationships that are built with my students. My educational, professional experiences have been very recent in HE, my current job is programme leader of level 2, 3, BTEC in Performing arts in a college, as well as program leader of an FdA in Performing Arts at levels 4,5 & 6. As a facilitator my professional experience of community and educational establishments has been over the past twenty years running my own business in producing directing performing arts performances and workshops.

The importance of the implementation of the module Innovations 'Flipped learning' in my subject specialist performing arts, began at the establishment in 2015 and has been recently written into the module specifications for two modules in the FdA performing arts program. As a lecturer in this ever-changing world of technology the impact on the HE learner needs to address and the wider effect on HE education. The role of the lecturer in supporting the HE students with this new innovation of 'Flipped learning' in the digital age, which is engulfing the teaching profession, my role as lecture is paramount as we want the student to embrace and understand how these new technologies can impact their learning. My reservations for this innovation of 'Flipped learning' has been a negative one, after having one hour of training with no extra preparation time or payment for facilitating the sessions, this has had an adverse effect on me as a lecturer. Many of my colleagues have the same reservations, in an interview (Appendix:1) with a male colleague, he stated that 'it is a waste of our time with no payment and another thing for us to have to facilitate' (participant 1:2018). The colleague admitted it added to an already heavy extra workload and teaching commitments. My avoidance of participating in the facilitation of 'Flipped learning' has had an impact on my understanding of 'Flipped learning'.

Therefore, these reservations then led me, not engaging effectively with the new technologies, so therefore, disadvantaging me as a lecturer and my students.

The research to be undertaken in this assignment will allow me to address my reservations for 'Flipped learning' and embrace this new wave of technology in teaching and learning. The research will allow me as a lecturer to understand more effectively the importance of 'Flipped learning' in performing arts as well as impact on education as a whole. Furthermore, allow me as a facilitator to embrace new technologies and pedagogies that are now part of the teaching world.

<u>Literature Review</u>

Higher education (HE) will continue to change throughout history, in recent years, the delivery of HE has been changing and developing. Flexibility of delivery has become a focus for students (Henderson, Selwyn & Aston, 2015). 'With student's life's becoming more complex, adult learner returning to education and the ever-changing challenges of student life', this view is supported by Te Reile (2014). Who agrees that the increasingly diverse cohort of students is challenged by the competing demands of work, family, and society and are seeking more flexible learning options. Our students want more flexibility to work around external commitments.

The phrase 'Flipped learning' was first developed by two science teachers, Jonathan Bergmann and Aaron Sems in 2007. Later, Salman Khan, who in March 2011, on Ted Talk, introduced his initiative for the development of short videos in mathematics. The idea was that students should watch the videos before class, freeing the teacher to focus classroom time on discussion, exercises, and helping those who have difficulty. Ultimately the classroom time is transformed from a

passive to an active experience. In educational developments throughout history Dewey (1916) argues that as society becomes more complex in structure and resources the need for formal and intention, teaching and learning increase. Just as we have had revolutions in the industry like the industrial revolution in the 1800's, education has had its own technological revolution. Starkey (2012) agrees that 'the digital age is a time of innovations and inventions which acts as a catalyst for change' (p. 14). Furthermore, 'learning in the digital age is a process of mastering concepts and skills, exploring boundaries of these and creating knowledge through connections' (Starkey, 2012). Since the development of the digital age educators has to now rethink everything they have been taught as an educator, (p.71). Shulman (1987) argues that 'there has to be an adaptation of the model of teaching pedagogical reasoning and action in the digital age' (p.15). With this ever-changing landscape of education, facilitators have to evolve and change with the digital age as students learning is the focus for teaching decisions' Starkey (2012) also states that teaching in the digital age, the facilitator has to be able to recognize what the students know and do not know. Teachers need to be able to draw on discipline knowledge, pedagogical context knowledge and education psychology. Teachers who are highly skilled will now have to adapt the way they teach. The idea of teaching in the digital age for some will alarm but will also excite others. Some will argue that the time spent with a physical teacher and the one to one contact time changing like the ever-changing horizon of teaching.

The impact of 'Flipped learning' on HE is largely a transformative change driven in large part by technology; also, flexibility of delivery has become a focus for students. The three studies discussed in this research are firstly a study conducted by Fisher, Ross, LaFerriere and Maritz. (2017) The second study, conducted at A Centre for

Interdisciplinary Science University (2018). The Flipped Classroom A Teaching Enhancement by Derek Raine & Sarah Gretton that used volunteers from HE, social science cohort. Raine & Gretton (2017) state:

> 'We aimed to observe and report on a range of non-traditional approaches that can be considered to come under the general heading of flipped learning and to record the experiences of staff and students experimenting with the format. Lecturers volunteering to participate in the project came mainly from STEM disciplines.' (p. 4).

Finally, the third study researched was by Dankers (2015) Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms with visual arts students this allowed me to have some comparison to my subject specialism Performing arts.

<u>Professional Provocation</u>

The aim of the study is to challenge my negative attitude to 'Flipped learning' and allow me as a teacher to be able to facilitate the 'Flipped learning' more effectively. The choice of the research methods identified in the three studies highlighted in my literature review will be similar to the methodologies used in my study: The first study conducted Fisher, Ross, LaFerriere and Maritz. (2017) the second study Raine & Gretton (2018). And Dankers study (2015). Each study included questionnaires, interviews and case studies. My study will involve 19 HE digital and creative students who have modules that have flipped learning written into their program specifications. (Appendix 2). This will allow me as a researcher to compare and contrast the results more effectively as all three studies that have used the same methodologies. The questions (Appendix 3) used in my research project are reflective of some questions (Appendix 4) used in the Raine & Gretton (2018) study, which address the delivery of 'Flipped learning' and the impact of 'Flipped learning' on the students. The students in my research project are studying on an undergraduate performing arts program at University, which offers a dedicated home

for higher education programs. Dankers (2015) 'Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms' used 30 Visual arts students. The module specification on the module 'introduction to performing arts' set out clear guidelines on the 'Flipped learning' element of the course states (2017):

> 'Flipped Learning students will be required to undertake certain structured exercises within their individual learning environment. This will prepare each student for each workshop/lecture, meaning that more time can be directed within the group learning environment, on each individual subject. This then underpins the knowledge and skills that are needed to successfully complete each assignment.'(p. 4).

The students in my study follow a fourteen-week term with two hours of contact time supported by one hour 'Flipped learning' to be undertaken before the session. The lectures and information were planned and implemented by me and put on to the universities VLE called canvas, this online tool is available to all students and they can gain access on any computer through their Office365 student email account.

Methodology

The research project will endeavor to challenge the usefulness and impact of 'Flipped learning' assess the advantages and disadvantages from the students perspective, considering the effect on the He learner .The methodologies used will be qualitative questionnaires, quantitative interviews and a quantitative case study to compare and contrast the results as the same methodologies were used in the two studies one by Fisher, Ross, LaFerriere and Maritz (2017) Raine & Gretton (2018) and the final study by Dankers (2015) which have been identified in my Literary review. Selltiz states (1965):

> 'The purpose of research is to discover answers to questions through the application of scientific procedures. These procedures have been developed in order to increase the likelihood that the information gathered will be relevant to the question asked and will be reliable and unbiased. To be sure,

there is no guarantee that any research undertaken actually will produce relevant, reliable and unbiased information. But scientific research procedures are more likely to do than any other method'(p. 2).

Research methodologies comprise the theoretical frameworks and concepts in which approaches and methods are situated: they prove the rationale and justification for the methods that are selected and the ways in which they are used (p. 1). Hussey and Hussey (1997) agree that methodology refers to the overall approach of the research process from the underpinning to the collection and analysis of the data. Methods refer only to the various means by which data are collected and analysed (p. 89). Davies (2007) argues research can be qualitative and quantitative, both are legitimate vehicles for finding out about social reality in whatever spheres of human life and focus on your interest (p. 136). Questionnaires are to be used as a research methodology in the study. A questionnaire, Bell (1999) states it is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers. The advantages are If administered properly, questionnaires can prove to be an excellent method to obtain quantitative data about people's attitudes, values, experiences, and past behavior. The disadvantages of questionnaires are as supported by Bell (1999) that questionnaires do not offer the researcher the opportunity to follow up ideas and clarify issues. The results from the questionnaire will be used in bar charts, providing results that can be compared to the other studies conducted on 'Flipped Learning'. Another methodology use within the research project will be case studies and interviews both of which are quantitative research methods. One of the first pioneers of case study research in the nineteen seventies is Davies (1975) who agrees that 'research should first and foremost be useful serving purpose the

purpose of bettering practice through enhanced understanding (p. 33). Furthermore, Davies (2007) also agrees that:

> Case study offers researchers a golden opportunity to focus attention on top is relevant to the field. Without being held to what may see as too narrow an approach to methodology for the reason, this is why three different methodologies have been utilized ion the collecting of data (p. 34).

The advantages of case studies are the research would have qualitative elements, including personal elements and observations, supporting Yin (1984) who defines the case study research method:

> 'As an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.' (Pg.23).

Davies (2009) also believes that research is to explore the individual perspectives and gain depth of understanding of personal experience and feeling (p. 2). So not only gaining the numerical quantitative results, but the personal experience. The disadvantages that may occur in case study is the use of only one case study is used and the external validity is questioned, along side other disadvantages of a case study agreed by Dubrovski (2018) are that 'case studies may include lack of rigor, challenges associated with data analysis and very little basis for generalizations of findings and conclusions.' (p. 2).

Interviews form part of the research project and can support the quantitative results as interviews are a qualitative method. McNamara (1999). Supports the use of the interview as a research tool by agreeing that:

> Interviews are particularly useful for getting the story behind a participant's experience. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

There are some limitations or disadvantages of using interviews, McGraw–Hill (2010) list the disadvantages of using interviews in research as:

> 'The researcher may generate bias by the communication style used to deliver questions or possible responses and there is limited opportunity for interviewees to go beyond the set questions unless prompted by researcher'. (p. 46).

All these elements of research methods need consideration when choosing the best possible method to use in the research projects.

The research project undertaken utilizing these the three methods discussed will set out to document the journey through participants experience in 'Flipped learning'. Within the research project triangulation is used, the metaphor of triangulation is drawn from the world of surveying. In social research it is based on the idea of using two or three different methods to explore the same subject. The Three different methodologies would allow the fully analyses of 'Flipped learning', which supports Whisker (2009) who agrees that 'triangulation is a process which is used in qualitative research in order to establish the interpretations and arguments that grow from analysis of the data, the arising and interpreting the area under research' (p. 233).

The limitations of the research project are, there is only a small sample, so caution must to be applied, as the findings might not be transferable to a larger control group and the results comparable to a previous study with more participators. The subject that the students are studying as social science students may have been very different views to performing arts. Another restriction is the incompletion of questionnaire as some student throughout university do not access their student emails and therefore cannot access the digital 'Flipped learning' or the online

questionnaire. In order to ensure the research was ethical, the guidelines within the university guidelines were considered (BG:2008), data protection (2008) was considered and the destroying of the information, the students were informed and volunteered to be involved in the project and that their information was to form part of a study for an MA in education module conducted at a university.

Key findings

The key findings of the research project conducted over an 8 week period within the a Performing Arts degree program with specific reference to introduction to the performing arts module which has one hour of 'Flipped learning' in the module specification (appendix 2) involving 19 level 4 learners. The results will be compared and contrasted to Reine and Grettan (2018) study of 'The Flipped classroom'. Results collected are from a designed questionnaire (Appendix 3) which was designed from the basis of a questionnaire that was used in Reine and Grettan study and Dankers (2015) 'Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms' which also used questionnaires. Interviews were conducted with students and lectures from the level 4 FDA performing arts course and a case study and interviews with two students from the same cohort. The results shown on the table below from the social science student questionnaire (table: 1) The results from all of the questions and all of the answers are displayed, which on reflection, would have been better displayed on various charts not just one.

Table 1

Reine and Grettan (2018)
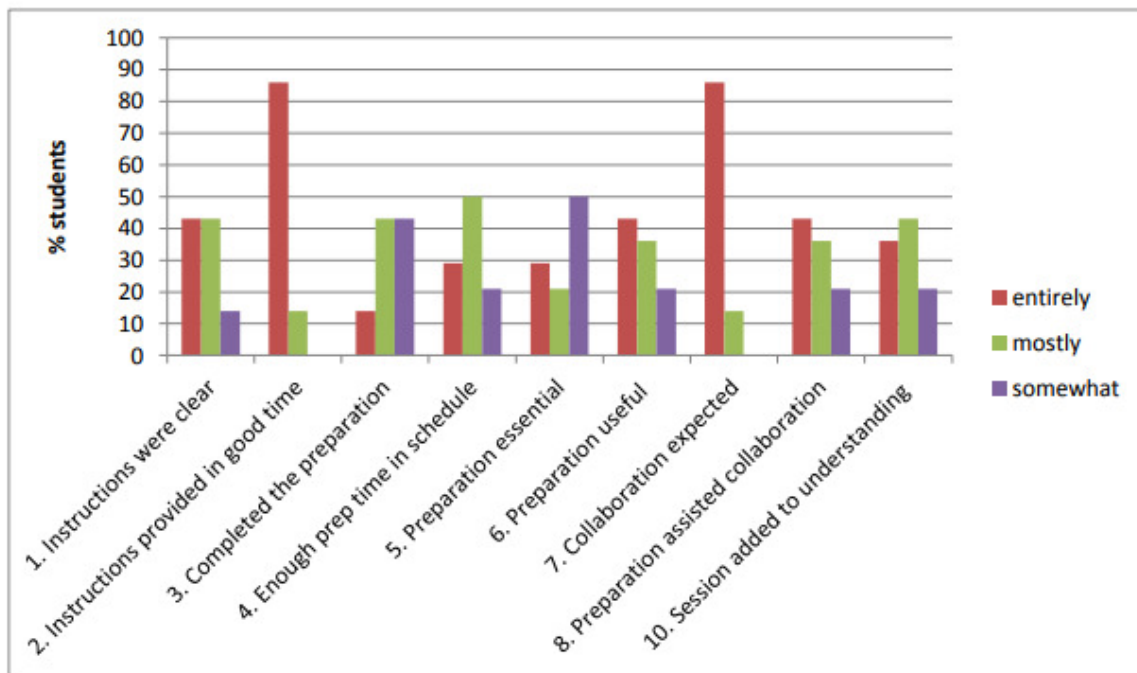
The Natural science students were less receptive to the 'Flipped learning' as only 35% of the social science students thought 'Flipped learning' entirely added to their understanding of the session, whereas in comparison, on question 6 the Performing arts students (table 2) 9 out of the 19 students, just under 50% agreed that the flipped learning helped the students understand the topic.

## Q6: Did flipped learning help you understand the topic?
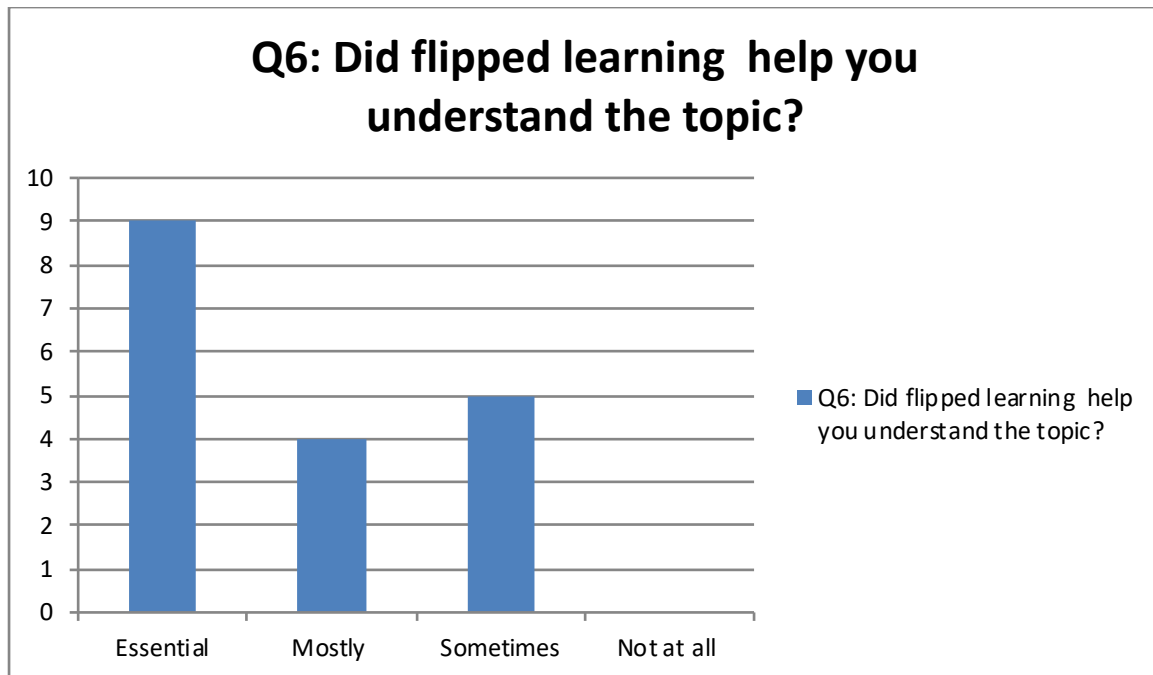
(Pearson:2018)

Dankers (2015) study as shown in (figure 1) also supports my study, as 44% of students had an understanding of the topic with level 5 being the highest level of understanding of the pie chart.

Figure 1

Figure 3. Students' level of understanding of the topic taught in Online Lecture 2 in the Flipped Classroom Cycle 1

Online Lecture 2
Flipped Classroom Cycle 2
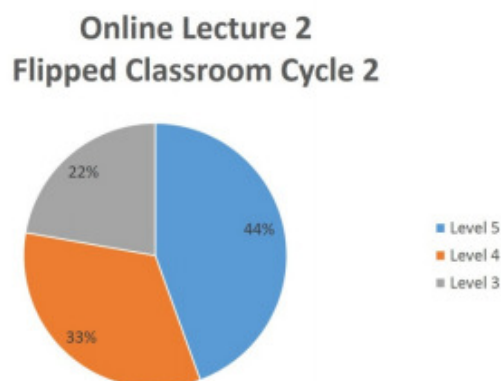
These results are comparable with the study conducted by Fisher, Ross, LaFerriere and Maritz (2017) as it highlights a similarity with the results of my study with the interview participants, all identified that the flipped and/or online approach pushed self-directed learning.(Appendix: 7) All were in support of this practice as it would lead to greater understanding of the material and connection to it: Students become more independent' (2017:119). Within HE, promoting more independent learning the implications of the study and research support the view that students need to become more independent and the results indicate that Independent self-directed learning is being supported by 'Flipped learning'.

Participant 2 in the interview (appendix 8) highlighted 'was there a real need for 'Flipped learning', as physical contact time is compromised with the introduction of 'Flipped learning', takes the physical teacher away for the student (2018). The case study (Appendix:9) revealed that the student 1 engaged far more with the flipped learning, understanding the importance of the 'Flipped learning' with their own personal development and the initiation with self-study. Student 2 (2018) felt it was a waste of time and did not engage fully with the 'Flipped learning' concept. These results, however, could reflect the difference of age as one is a mature student and the other new college undergraduate, the results may be because of their difference in individual work ethic. The implications of these results could be a further investigated in an in-depth study with mature students compared to younger undergraduates. The next question to be analysed was Q1 with just over 40% (fig 2) of the social science students agreed the instruction were clear, where in comparison to the performing arts students as shown (table 2) where 100% of the students agreed the instruction were clear. This results difference could be influenced by the teaching techniques used within the 'Flipped learning', the delivery

of the instructions could have been misunderstood.

Q1:Were the instructions for flipped learning made clear?
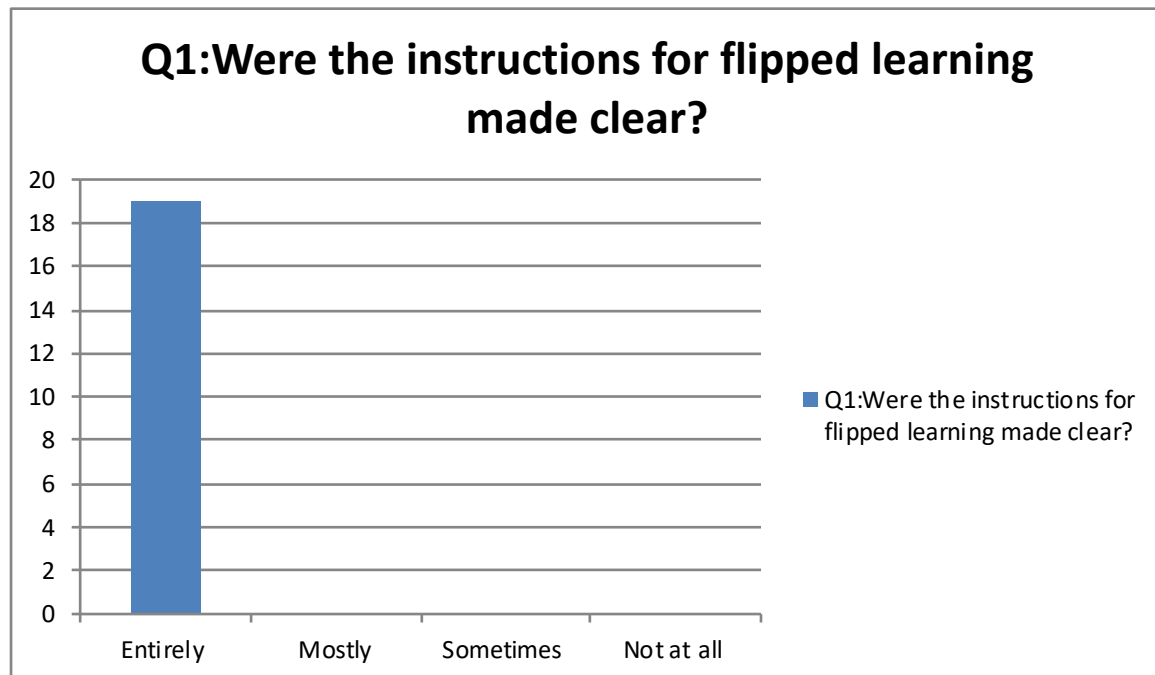
(Pearson:2018).

As a lecturer my pre planning and pre-recording is so important, the introduction of the lesson on a camera, outlining the learning objectives to be addressed in the session, the other studies researched may have been delivered differently therefore, not being clear to the students. The teaching techniques used could have had an impact on the students' understanding of the instructions.

The results reflected in Q6 are the students' participation in 'Flipped learning', only 9 of the students thought that doing the 'Flipped learning' had helped them understand the topic more. In the interview conducted in the study by Reine and Grettan (2018) responses to question was, two students independently said that they do not do all the preparation, because if you do [all] the prep you've answered the questions already so there's nothing to do in the class. Their solution was to skim the recommended reading. This was the same view of the performing arts students who also commented that if they had not done the work outside the session, what would

they learn in the session'.(Participant 1:2018).The results of the interviews in Reine and Grettan (2018:14) study are comparable to my research project an observations of the students revealed that the students, mumbling about not understanding; 'I can't do this question.' The delivery of the instructions is questioned again as when the student 1 in my case study (Appendix 9) had mentioned they explained that the instructions were easy to understand as the video had been clear and concise with the work to do to understand the topic more.

 In the study conducted by Fisher, Ross, LaFerriere and Maritz (2017)

> All four interview participants indicated a preference towards the flipped classroom approach and the use of online modules as opposed to the traditional face-to-face approach for tutorials. The flipped class approach was preferred for two main reasons. Firstly, there was a belief that the online approach is more in line with how students learn today'. (p. 121)

Whereas, In Dankers (2015) study discovered that:

> Respondents with the Year 1 cohort, one student, after watching the online lecture even looked for more information online and two students understood the topic well enough to apply it to the personal projects they took on. (p. 180)

So again, in Dankers study a preference to 'Flipped learning' and a positive outcome of the students learning and understanding of the topic, therefore, allowing the students to then apply the learning into personal projects.

In the study conducted by myself students in interviews (Appendix 7&8) expressed that they felt flipped learning took away the one to one contact time, participant 1 (2018) and that future developments of 'Flipped learning' seem to be taking the physical teacher away, 'when I pay £7000 a year to study, I want to have that time with the tutor.' had my personal reservations of 'Flipped learning' unintentionally created this negative attitude from the students.

The impact on education is immense as Universities can now design and implement, facilitate a course solely online, then this can be sold and used on the other side of the world, with no physical contact ever. The implications of this is will education and teaching change beyond recognition and will the students experience today be very different from one hundred years ago or one hundred years in the future.

Conclusion

In conclusion, this assignment and research project conducted in He digital and creative sector has had a positive impact on the students as they have engaged with the 'Flipped learning' concept. The research has highlighted that the students had a better understudying of the topic taught as well as an understanding the instructions clearly. The impact on my attitude on 'Flipped Learning' has also been a positive one, the study has given me as a lecturer a better understanding of the current development of 'Flipped learning' within Higher Education (HE). Therefore, this change of attitude will only be beneficial to my students. The research has informed how the facilitation of my 'Flipped Learning' environment, can be developed more effectively, as well as support my teaching and learning, as my attitude to 'Flipped learning'. Which was very negative before this research project has now become more positive, as the effect on the learner has been positive. In my role, as a lecturer, the planning, recording and uploading of the 'Flipped learning' has usually been amateurish and Dickensian using, with no preparation time for the planning of the sessions. Using basic editing software, The impact on my practice has been Implementing more exploration into new and innovative programs: such as I movie, Video pad, these editing programs allow me to edit more professionally enhancing my delivery to camera, editing my footage with informative clips from YouTube, pictures and sounds more effectively. The research undertaken has changed my

view on the time connected to the facilitation of 'Flipped learning' as the impact on the students is far more positive than previously acknowledged by myself. Furthermore, the research project has also informed my teaching in the classroom, as these editing programs have allowed me to improve my power points delivered in an active class, for example: videos that have been pre-recorded can now be edited using embedding YouTube, internet photographs and allow my presentations to look more professional, therefore, impacting my teaching practice. The studies researched highlighted the effect on the learner, their personal experiences of 'Flipped learning', and whether the students felt that flipped learning is an effective learning tool. These results were surprising as the effect on the learners were positive and the majority of the students in all of the studies researched and my own research project felt the 'Flipped learning' enhanced their understating on the topic discussed. Finally, the view admitted at the beginning of the assignments about my reservations about 'Flipped learning' have not still not fully alleviated, as my apprehension about the future of traditional teaching techniques that have been established for years are still being compromised by the innovations of 'Flipped learning'. We need to address what is the effect on the real life teacher and the one to one student teacher contact that is being compromised. Will there in the future be no need for a real live person to be the teacher or will be reverted back to Victorian times, will the World Wide Web and the internet implode and there is no longer any technology.

Finally, the implantation and the effect of 'Flipped learning' on the Digital and Creative HE learners has been positive. However, more studies need to be conducted on the long-term effect on the students, including continued studies about how the developments of new technologies to enhance the learner are impacting on

the traditions of teaching. The results show that the traditional classroom environment is changing and being challenged, and the physical teacher contact is being compromised.

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<u>Appendices</u>

<u>Appendix 1:</u> excerpt from transcript of formal discussion about Flipped learning with a male colleague (2/1/2018)

P1: What do you think of Flipped learning?

P2: It another thing that the SMT are making us do, alongside the massive workload we have, the teaching commitments, now we have to plan and video this flipped learning

P1: It's not just that as well time to edit, upload to canvas

P2: There will be non-need for us soon

P1: They won't pay us and we will do all this planning and filming and uploading and the students won't even watch it

P2: What happens if we don't do it, I don't have time?

P1: How are they going to know if the students have done it?

Appendix 2 Modules specification

R	Learning and teaching strategy	**Lectures** Sessions will be followed and supported by lectures that will always encourage creative thought on behalf of the students and suggest follow up activities to develop the key ideas. **Seminars** Tutor led seminars will encourage students to develop their skills and ideas within the subject. Students will be encourages reflection on their performance by questioning their own ability and target setting to improve academic practices and performance. These sessions will make use of workshops and exercises, which are used as an informal on-going method of assessment where student's individual skills and knowledge growth will be tested through workshop exercises and student led demonstrations. **Research** Students are encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow up work will be set and can be discussed using the VLE. **Presentations and Organised Debate** Used to build confidence and develop skills presentations and debates about the content of presentations are used to encourage creative and critical thinking strategies. **Flipped Learning** Students will be required to undertake certain structured exercises within their individual learning environment. This will prepare each student for each workshop/lecture, meaning that more time can be directed within the group learning environment, on each individual subject. This then underpins the knowledge and skills that are needed to successfully complete each assignment.

Appendix 3 My questionnaire

Questions				
Gender?				
Age?				
1. Were the instructions for flipping learning made clear?				
2. Did you complete the flipped learning?				
3. Did your timetable, allow for flipping learning?				
4. Was competition of flipped learning essential for the next session?				
5. Did you use social media to discuss flipped learning with your peers?				
6. Did the flipped learning add to your understanding of the topic?				

Appendix 4: questionnaire used in designing questions for my study

Question	Entirely	Mostly	Somewhat	Not at all
The instructions for the pre-session preparation were clear.				
Were the instructions for the pre-session preparation provided in good time?				
Did you complete the pre-session preparation?				
Did your teaching schedule allow enough time to prepare for the session?				
Was the preparation essential for the session?				
Was the preparation useful for the session?				
Were you expected to collaborate in the session?				
If collaboration in the session was expected, did the preparation allow you to collaborate effectively in session?				

Raine & Gretton (2017:28).

Appendix 5 Ethics BG

Appendix 6 data protection

Appendix 7: except for interview self-motivation, self-directed study

Performing arts cohort

Q1: do you think flipped learning is useful in your learning

P1: is there a real need for Flipped learning, as I don't get contact time with you because of the flipped learning. Flipped learning, take the physical teacher away

P2: It helps me as sometimes with the family and my work I feel I can do the work and not missing out it is very flexible and works for me

Q2: Do you complete the flipped learning

P1: No, I can just catch up in the lesson

P2: Always as I felt more prepared and had a better understanding of the topic

Appendix 8: interview 2 real need for Flipped learning

Q1: what do you think about Flipped learning with a degree?

P2: It doesn't seem fair, when I pay £7000 a year to study, I want to have that time with the tutor.

Q2: don't you think Flipped learning helps you learn more independently?

P2: I think flipped learning took away the one to one contact them, I have with the tutor.

Week 1

My observations of the group in performing arts in week one was one of the groups, firstly being quite distanced from Flipped Learning, the group's attitude was quite as negative on the facilitator, the setting up of the 'Flipped learning' needed explanation. This is a new cohort of student; some are out of Further Education and have come from a college that have used 'Flipped learning' in the curriculum. On the other hand, some students are mature students and have not been in education for many years and have never been exposed to 'Flipped learning'. This seemed to be a barrier at first; some students did not want to access the 'Flipped learning'. So the delivery of the initial Flipped learning element.

Week four

The students have now been accessing the 'Flipped learning' for four weeks and the feeling form the group is a lot more positive, some came to me in the class to show me how they had done, and they felt very proud to have completed it, there are always going to be students who do not actively take part in one activities it is the nature of University students. The general feeling amongst the cohort was one of a positive experience and they felt it was a worthwhile part of their education.

Week 8

The student group actively completed the Flipped learning and uploaded their work successfully to canvas our online VLE, some students have gone further than the initial Flipped learning and extended their knowledge and understanding beyond the session aims.