

BE WHAT YOU WANT TO BE

# The CQU Flipped Classroom

Prof Euan Lindsay

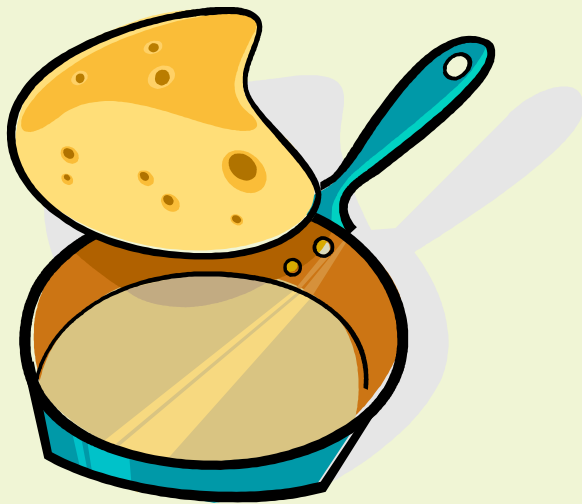
Dean

School of Engineering & Technology



# 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?

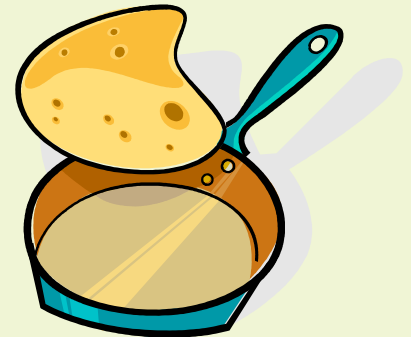
- They do not have one-hour attention spans
  - And even if they did, how many lecturers can actually hold their attention for an hour?
- Not all parts of the hour are equally valuable
  - Literature on recorded lectures shows they skip back and forth rather than just watch

# 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

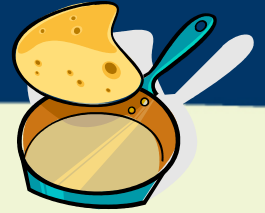


# Why does the Dean want a Flipped Classroom?

- Better learning experience for the students
  - Better suits the needs of 21<sup>st</sup> 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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