Reflections and observations... on padlets, podcasts and other things ‘flipped’!

Clear course objectives for a flipped classroom approach
• moving to a flipped classroom requires re-evaluating the entire course, including the textbook, course content and assessment
• clear course objectives and methodology of a flipped classroom needs to be established early, with communication to students about the approach prior to course
  • student perception that a flipped classroom involves more work requires skilled negotiation

Flipped classrooms are founded on team-based learning
• formation of groups for group work & formative team-based learning requires different parameters than does summative team-based assessment

Technology issues
• technology has a big influence upon students attitude to changes in course delivery, and so frustrations with perceived imperfections with the technology are amplified (eg microphones that don’t work; sound levels on podcasts)
• technology engagement needs to be kept as simple as possible
• the teaching space impacts on student satisfaction, including issues of class size, noise levels, competition for workspace on the group tables

Course content matters...
• content rich, concept dense subject matter - is depth and breadth of topic sacrificed to engagement?
• distillation of concepts v nuances of interpretative approach
• in-class ‘activities’ are central, but requires awareness of issues such as variety, repetition and exhaustion! Movement is good!
• direct correlation between student preparation for class & competition with assessment requirements for this & other courses

The Flipped Classroom in Constitutional law - some reflections...

Sue Milne, Lecturer, School of Law, University of South Australia
This presentation provides some analytical data on the introduction of a ‘flipped’ classroom model to the teaching of Australian Federal Constitutional Law in September - December 2014, in the LLB program at the University of South Australia. This second year course was taught 4 hours per week over a 10 week term, with 3 hour lectures and 1 hour tutorials. The last 5 weeks of tutorials devoted to moot assessments. The next iteration of the course commences late February 2015, moving to a 2 hour lecture & 2 hour tutorial in order to address problems with the length of the lecture/workshop & provide opportunity for more engagement with the subject matter in small group tutorials. The entire content of the course was podcast using powerpoint & iSpring software, with students expected to have digested the podcast content or have read the required cases prior to class, in order to engage in problem based learning in the workshops. Workshops included use of padlet discussion walls, multiple choice quizzes, simplified pp presentations of concepts & approaches, problem questions, students reporting using whiteboards, & youtube videos.