



ILHAM-EC

Participatory workshop

Cairo, 29-30 November 2016

Co-funded by the
Erasmus+ Programme
of the European Union





Flipped Classroom
Teaching –

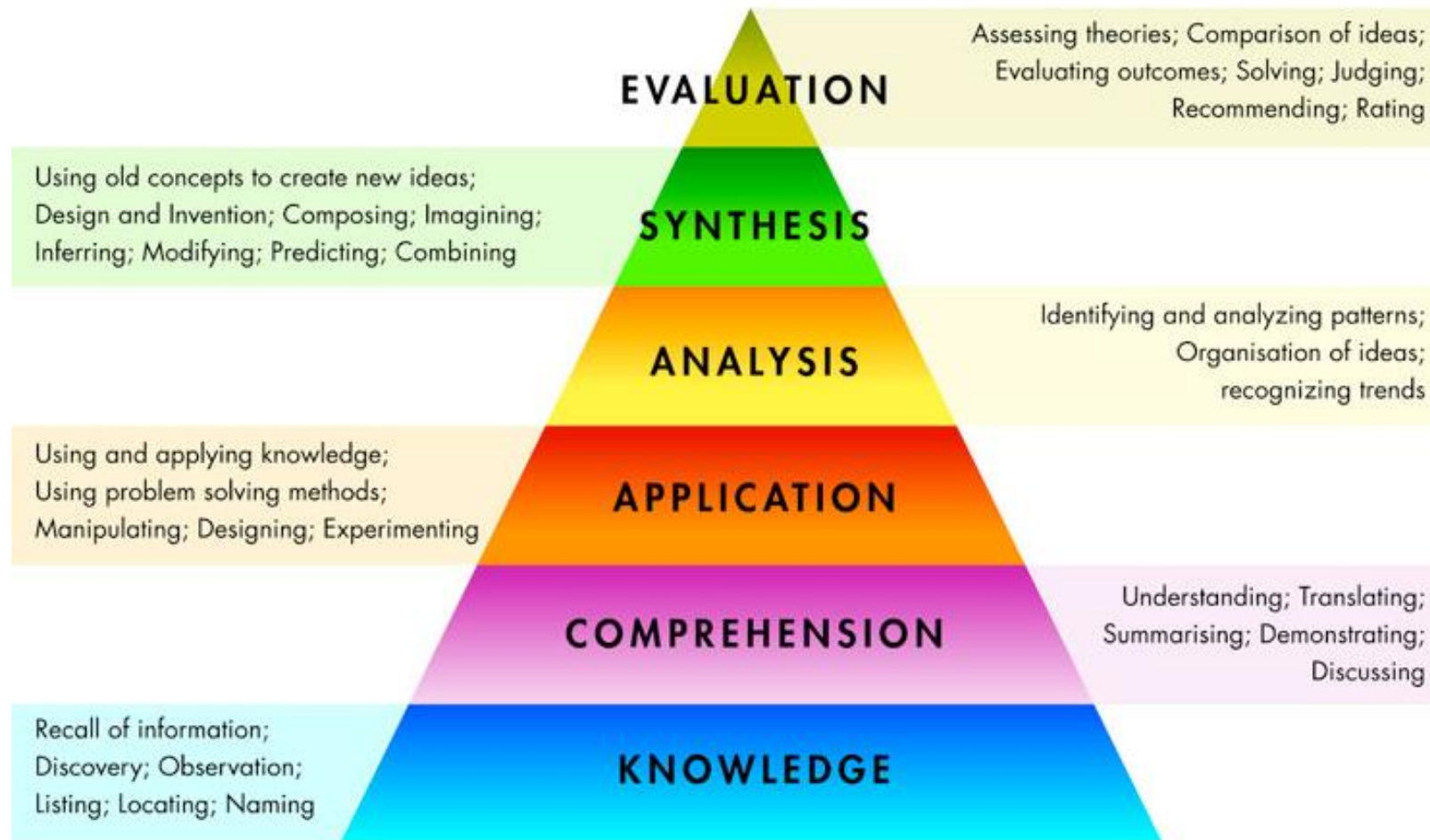
Experience from 2nd
Year Undergraduate
Teaching

Stephen Whitfield





Learner Capabilities





Learner Engagement





SOEE2371

People, Environment, and Sustainability

Broad Scope:

Focus on relationships between social and environmental aspects of sustainability. It explores the extent to which there are trade-offs and compatibilities between human needs (food, water, fuel, gender equality, etc...) and environmental protection (biodiversity, climate change, land degradation, etc...)

Team Taught:

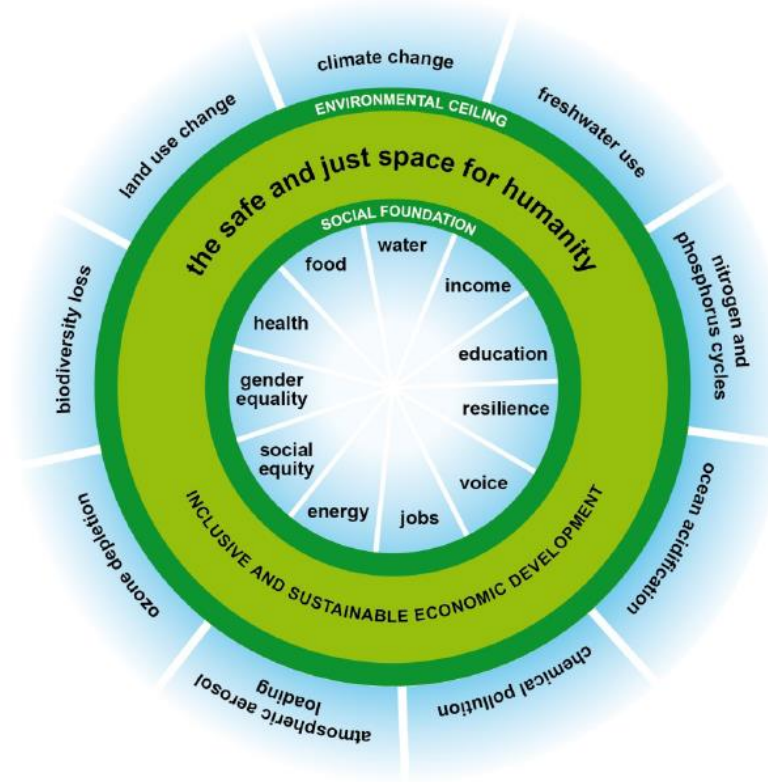
Involves contributions from members across Leeds

Discovery Module:

Students have different degrees of familiarity with subjects

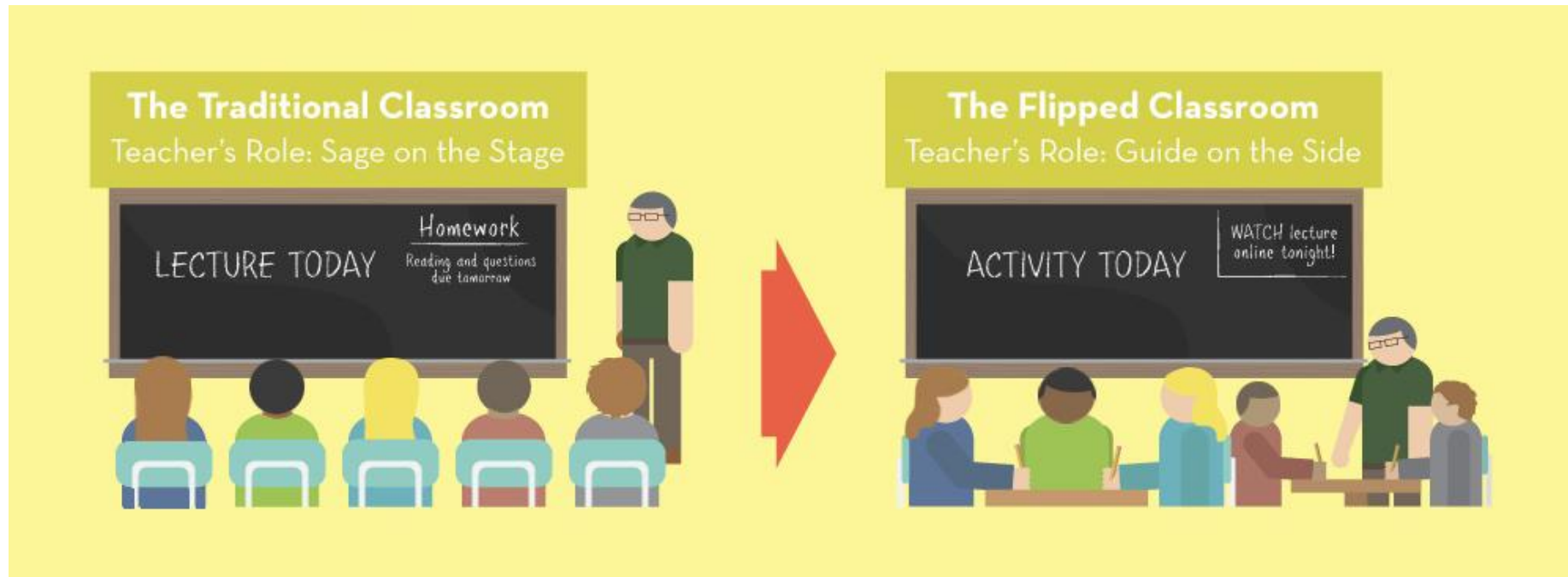
Topical:

Fast changing subjects and lots of relevant news (on a weekly basis)



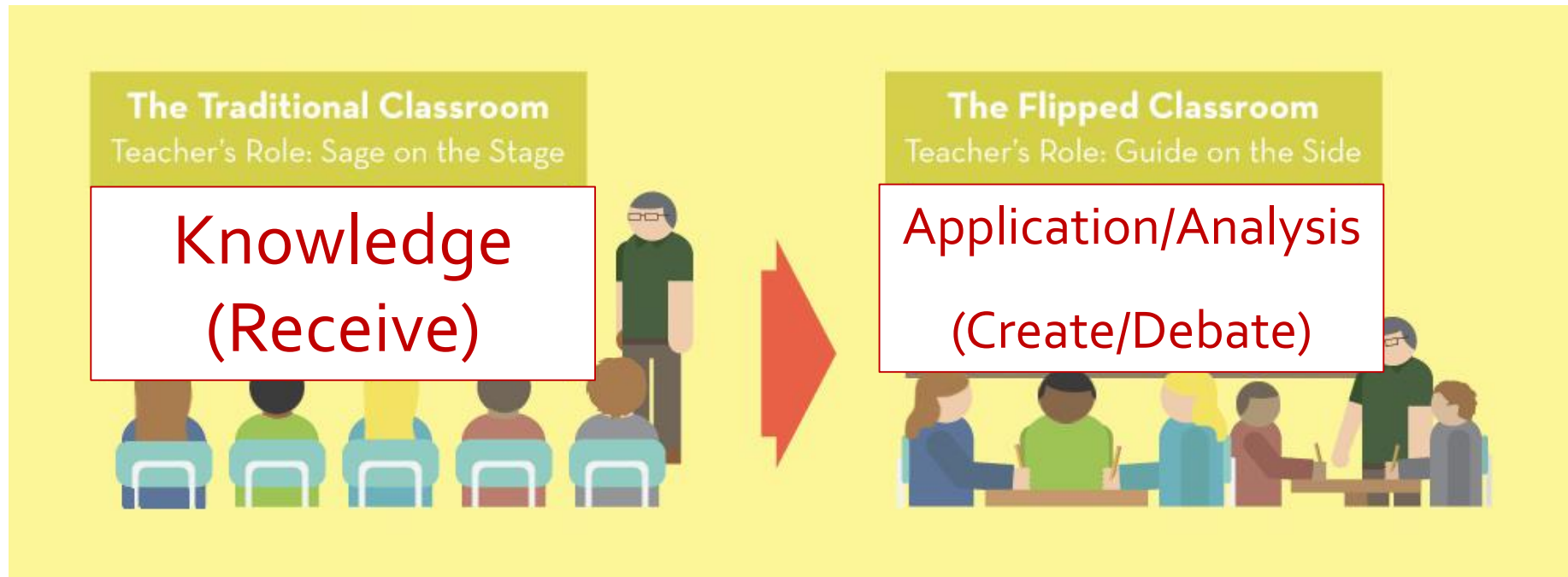


The Flipped Classroom



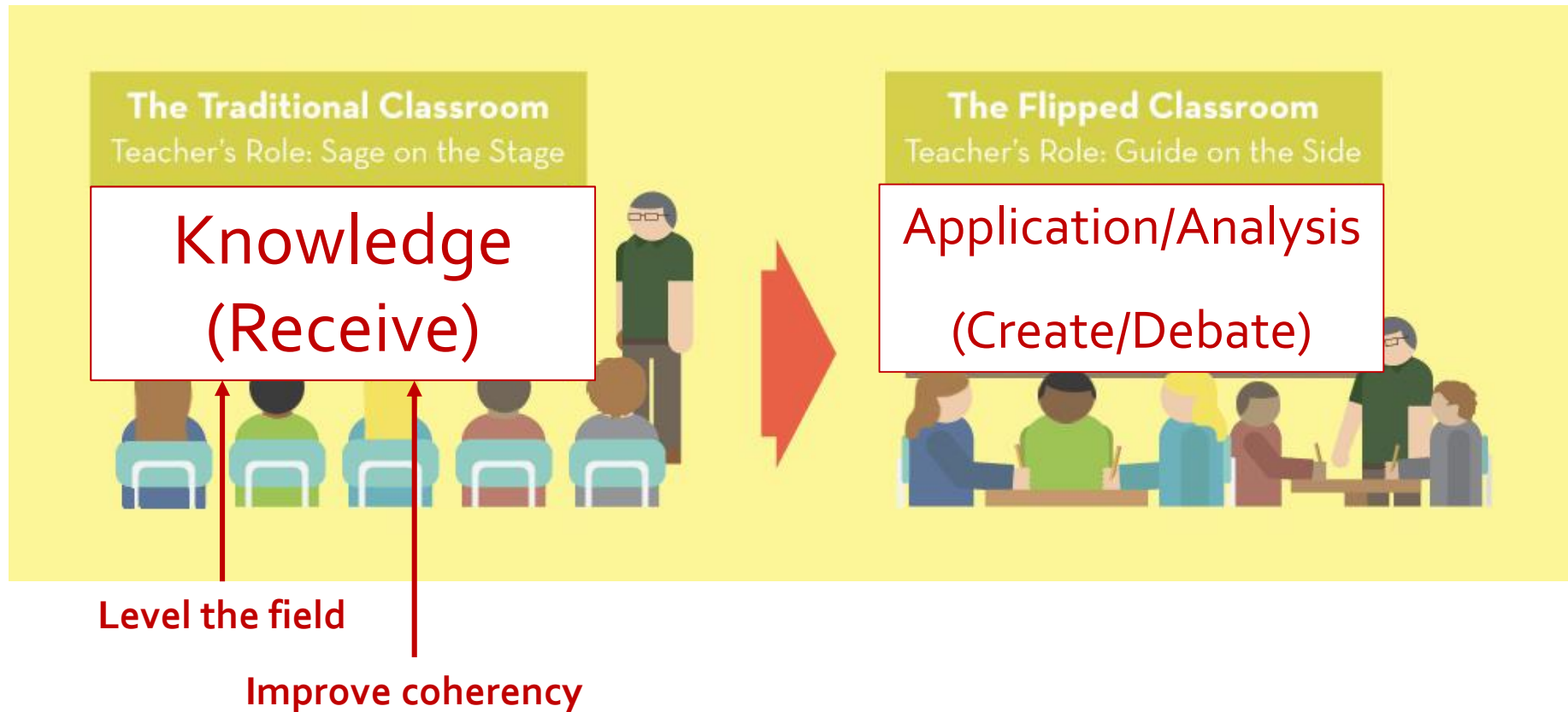


Why Flip the Classroom



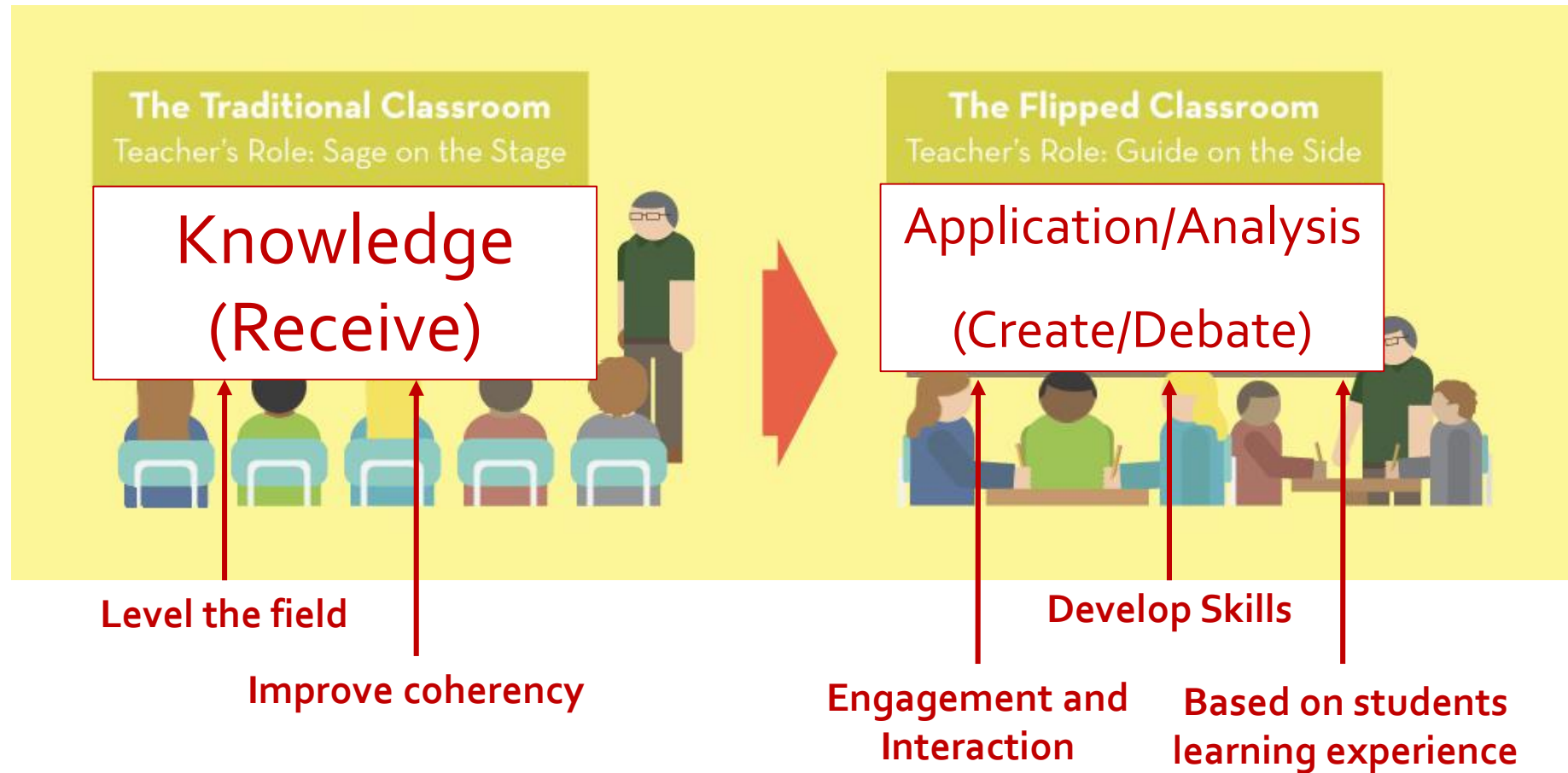


Why Flip the Classroom





Why Flip the Classroom





Individual subject-specific
guest lectures



Subject-specific VLE spaces
(team created) [VLE link](#)

Prior to Class:

Instructions to watch/read material relating to
subjects X and Y

(In some cases: contribute to discussion forum)

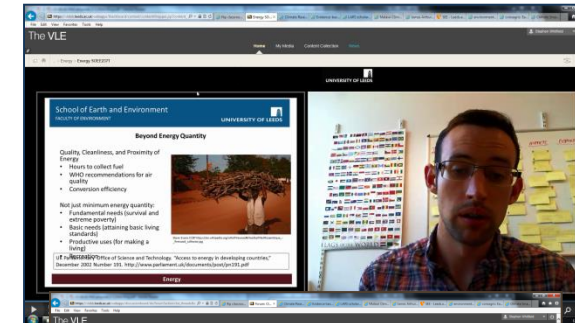
In-class:

'In the News' section

Discussion-oriented / creative activity

e.g. debate UK energy strategy

e.g. co-defining principles of participation in
CBNRM






Before Class

In Class

After Class

Learner engagement opportunities should encourage learners to:

Receive



Learners receive information that will support their learning
Examples: lectures, recommended reading, content delivery

Adapted from the Hybrid Learning Model (HLM), University of Ulster and BLEM, LabSET, Université de Liège, Belgium Ulster Viewpoints Project funded by the **JISC**

Learner engagement opportunities should encourage learners to:

Explore



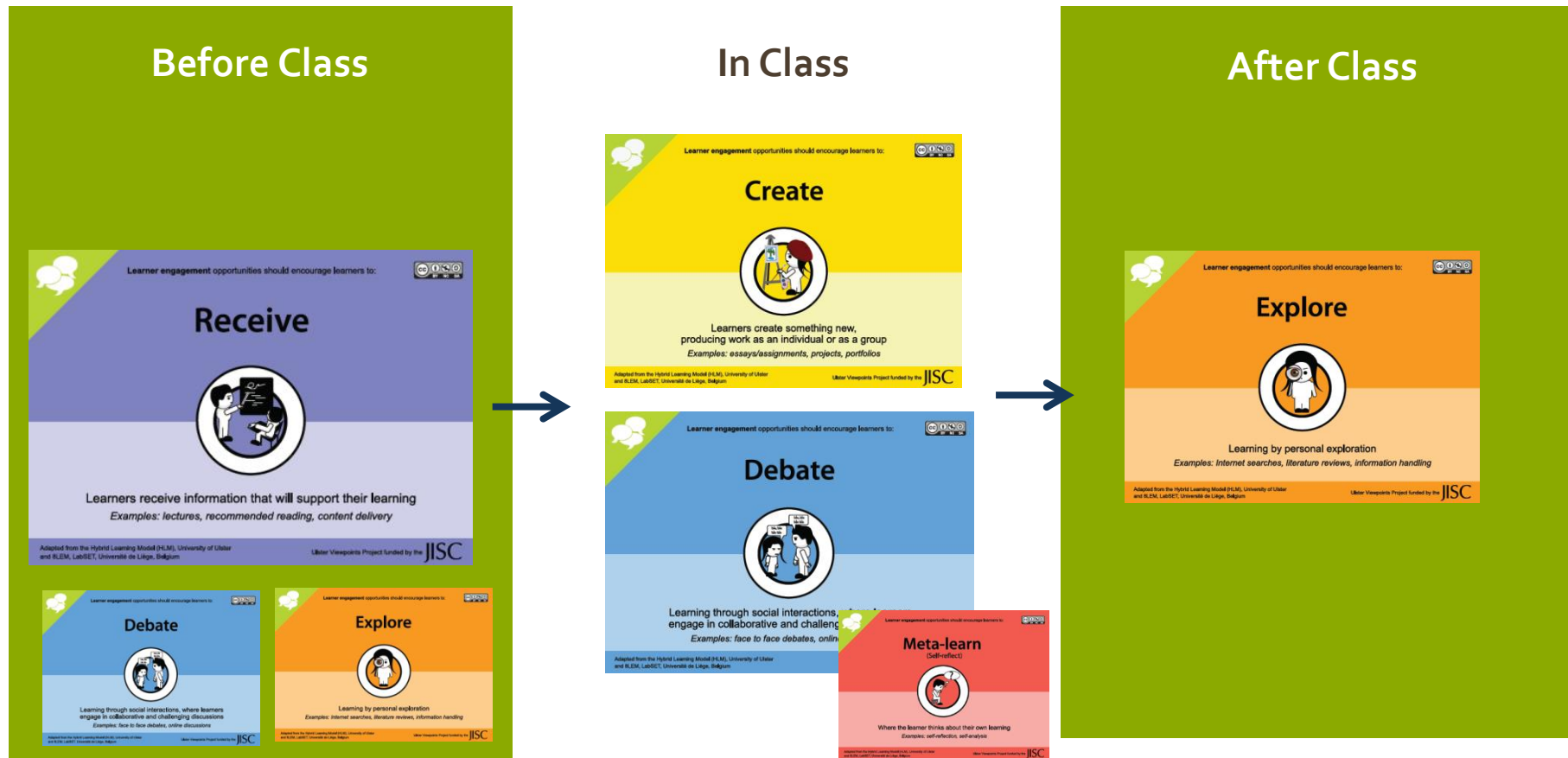
Learning by personal exploration
Examples: Internet searches, literature reviews, information handling

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Why flip the classroom?

Creating time and space for learner engagement





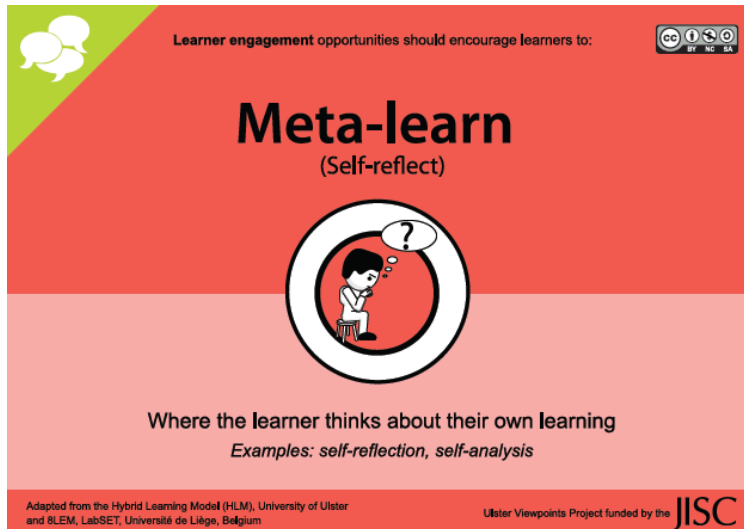
Did the students 'meta-learn'?

Reflected on classroom activities as a basis for thinking about principles of participation

Student Feedback:

'helped me to see links between issues'

'really developed interest in food security'



Learner engagement opportunities should encourage learners to:

Meta-learn

(Self-reflect)

Where the learner thinks about their own learning
Examples: self-reflection, self-analysis

Adapted from the Hybrid Learning Model (HLM), University of Ulster and BLEM, LabSET, Université de Liège, Belgium

Ulster Viewpoints Project funded by the **JISC**



Challenges

- Depends strongly on student engagement (may need to build up confidence over time)
- Requires careful advanced planning
- Technology (but doesn't have to be high-tech – pre class work could be reading a paper)
- Students over-reliance on video content (rather than independent study)





Questions...



Day 2 – Activity: Designing a Teaching Module

Aim: To apply pedagogical principles and lessons from day 1 to the design of a new teaching module

Masters in Sustainable Land Management

Foundation Courses:

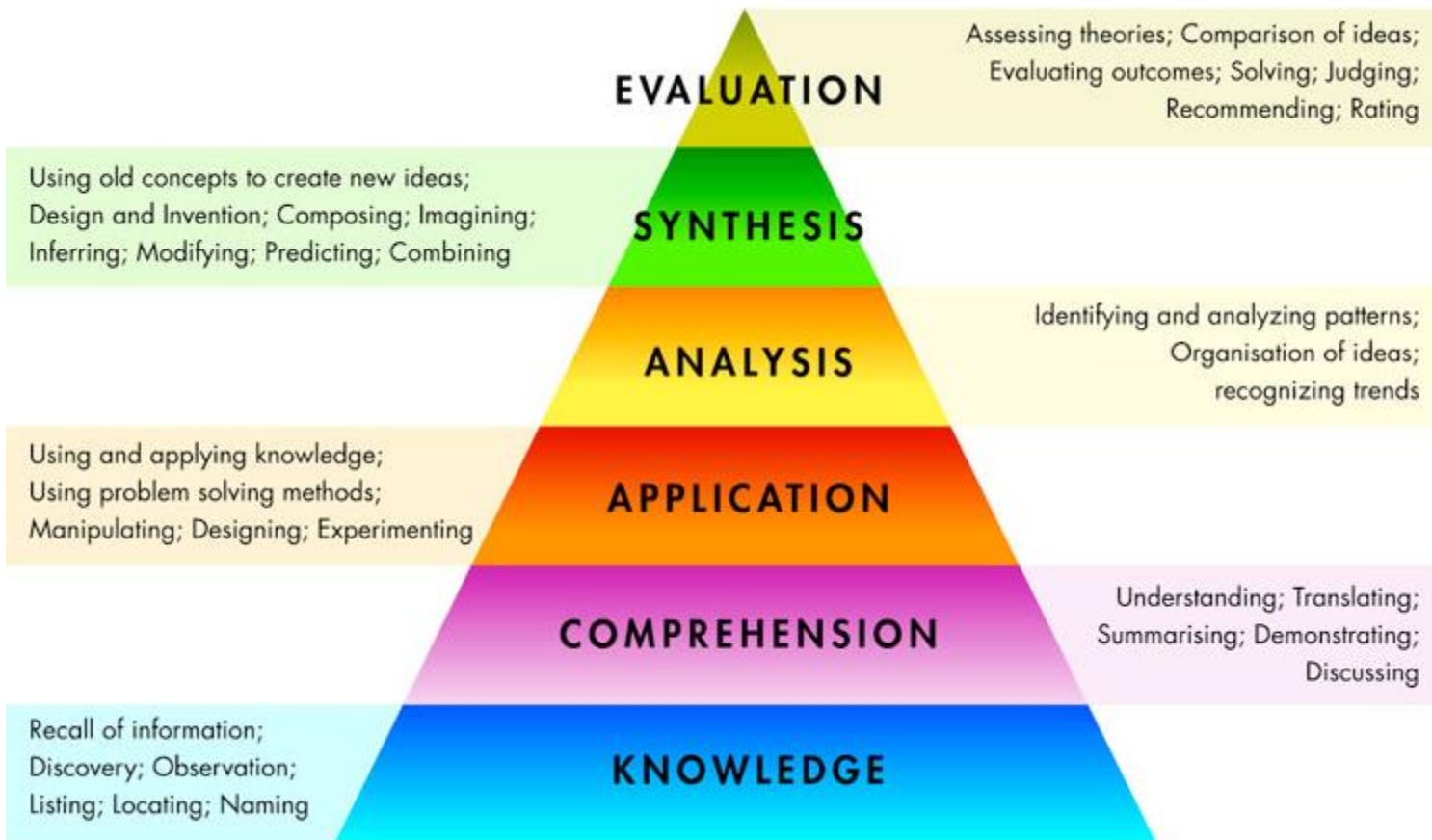
Introduction to Spectroscopy
Biodiversity and Ecosystem services
GIS and Spatial Analysis
Economics of Land Degradation
Biostatistical Analysis

Specialization Courses:

System approach to water management
Social, Political, Institutional, Economic aspects of water resources
Plant system modelling in land management
Geographic Information Systems
Advanced Soil Spectroscopy on Land Health Surveillance
Land Use Planning

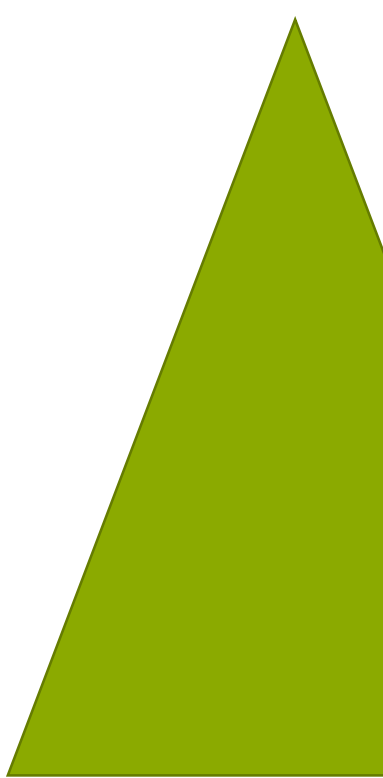


Task One: What are the Learning Outcomes?





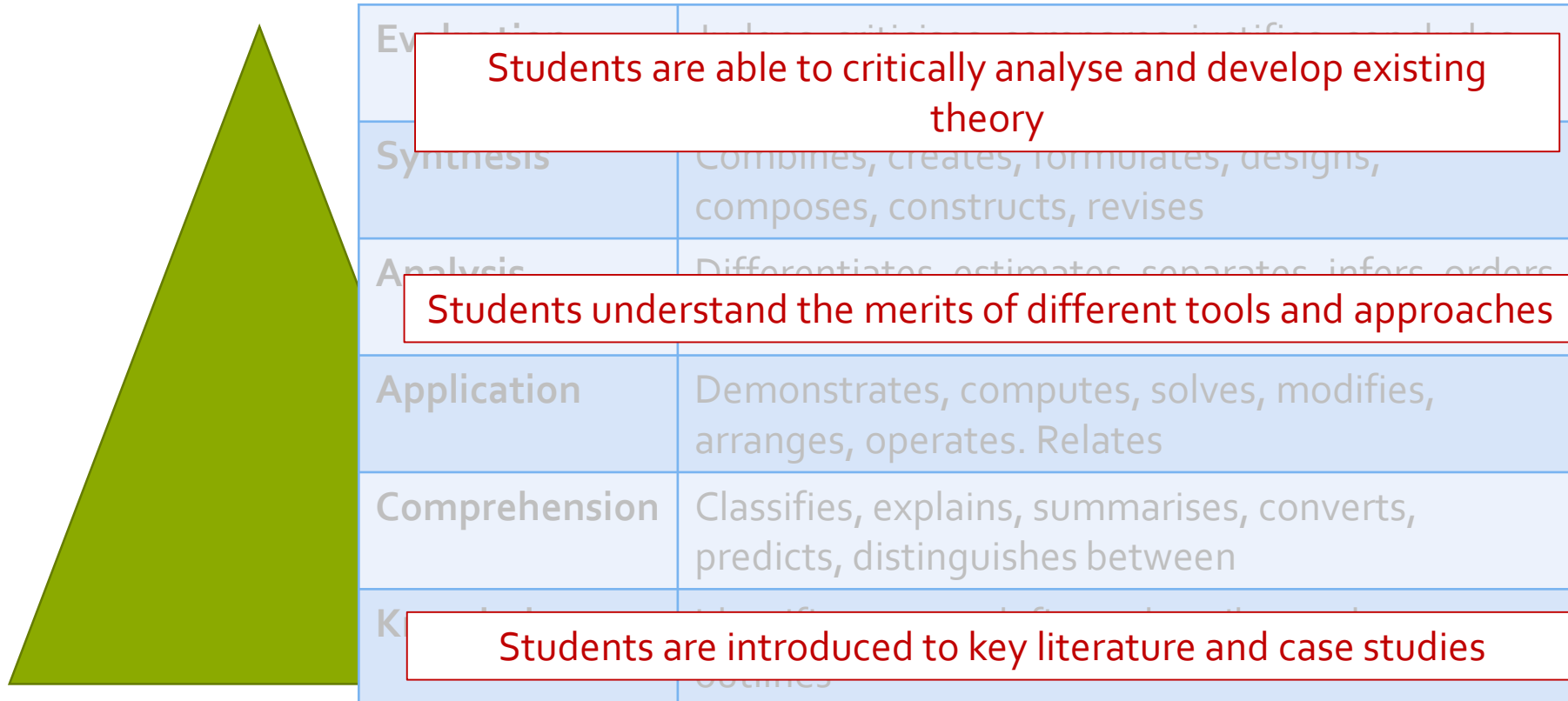
Task One: What are the Learning Outcomes?



Evaluation	Judges, criticises, compares, justifies, concludes, discriminates, support
Synthesis	Combines, creates, formulates, designs, composes, constructs, revises
Analysis	Differentiates, estimates, separates, infers, orders, subdivides
Application	Demonstrates, computes, solves, modifies, arranges, operates. Relates
Comprehension	Classifies, explains, summarises, converts, predicts, distinguishes between
Knowledge	Identifies names defines, describes, selects, outlines



Task One: What are the Learning Outcomes?

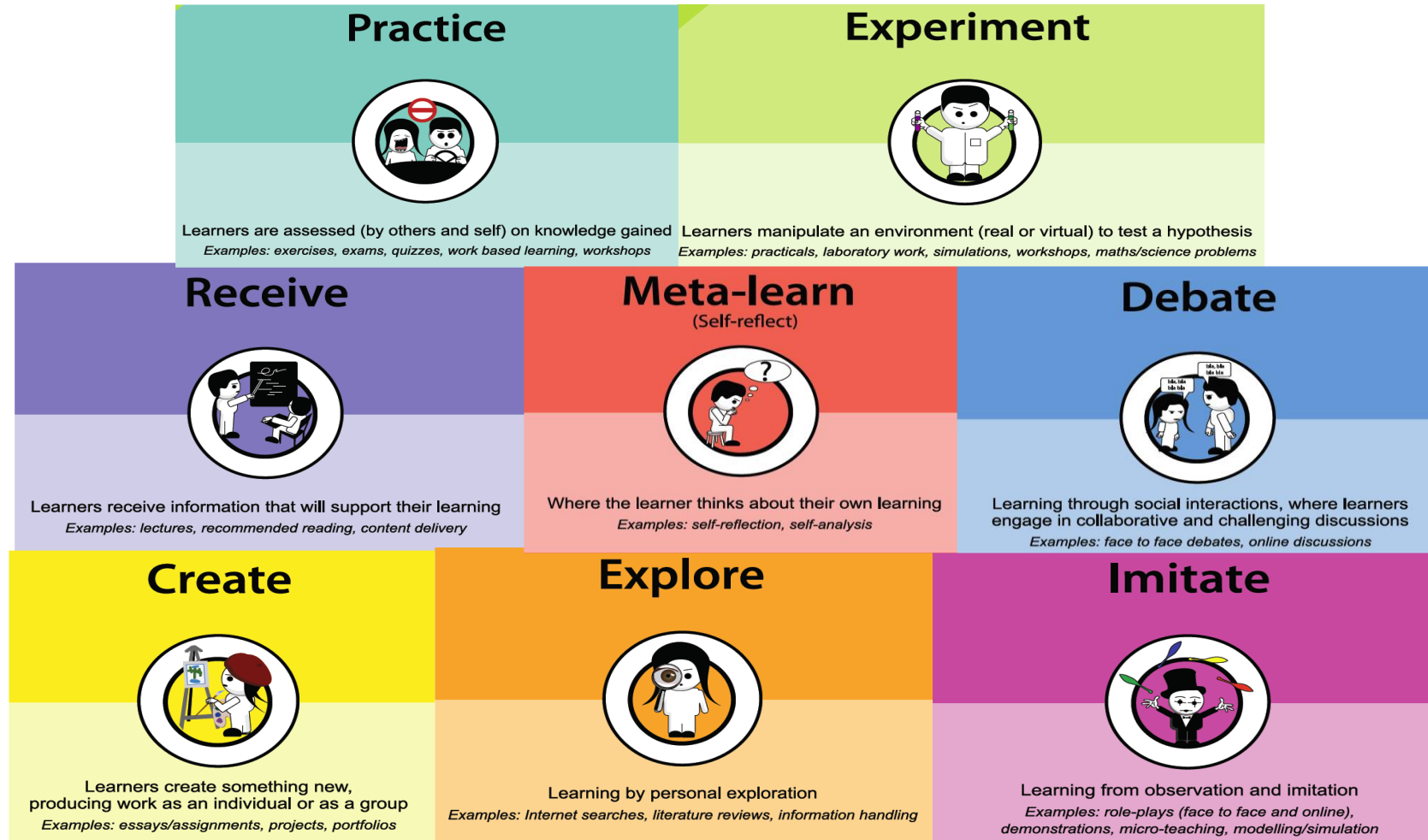


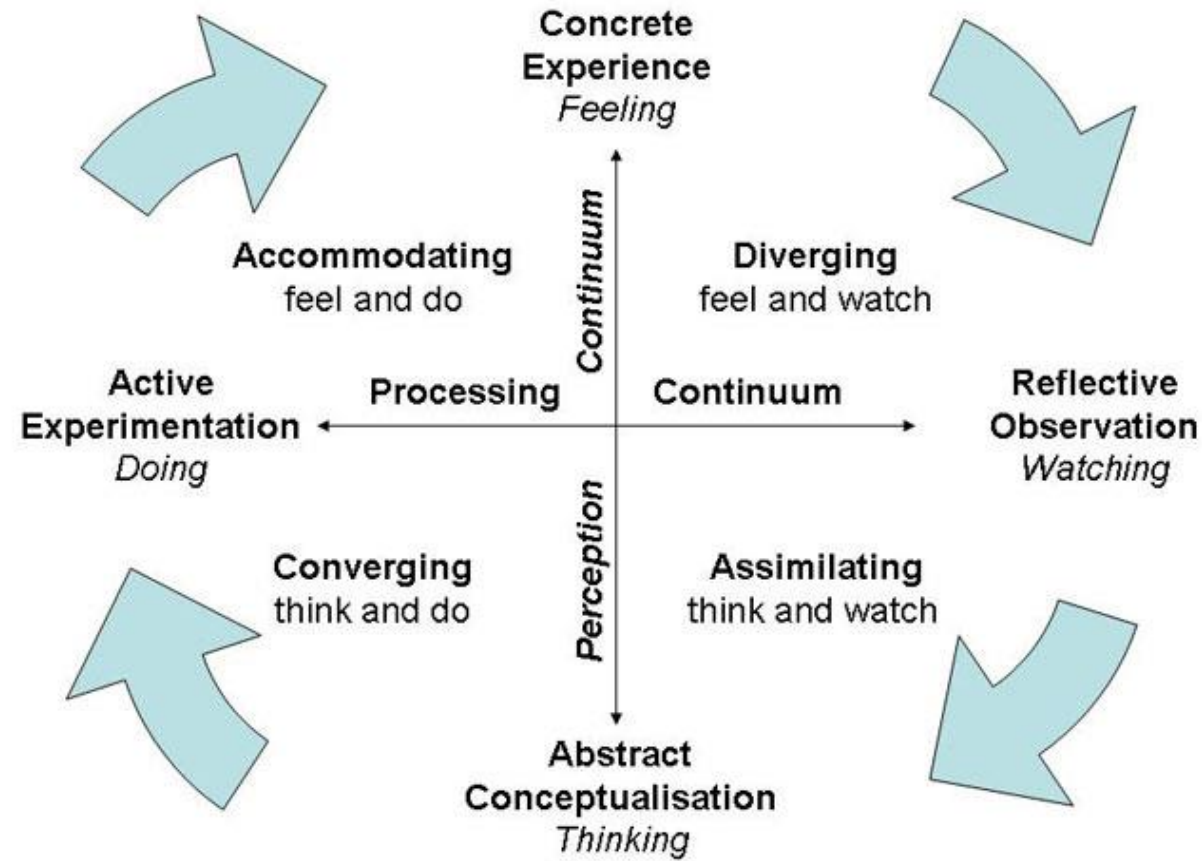


15 minutes to outline 4-6 learning outcomes for the module



Task Two: What Teaching Approaches and How Designed?







30 minutes to outline teaching sessions and how they would be delivered:

Think about...



Task Three: How will the module be assessed?

“Assessment defines what students regard as important, how they spend their time and how they come to see themselves as students and then as graduates. Students take their cues from what is assessed rather than what lecturers assert is important...
if you want to change student learning then change the methods of assessment”

Brown et al. (1997)



Task Three: How will the module be assessed?

20 minutes...

As a group, select an assessment method commonly used in your discipline (e.g. essay, exam, individual project, group presentation, lab report...)

- Try to rate assessment method against criteria in table
- Share experiences of assessment – what are the challenges and what works

What assessment method(s) would you use in your module and why?



Task One: What are the Learning Outcomes?

Task Two: What Teaching Approaches and How Designed?

Task Three: How will the module be assessed?