

**Title:**                   **Flipping Technology**

**Presenter:**           **Giles D. R. Martin**  
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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Evaluate the concept of flipping the classroom from multiple perspectives
- Analyse issues for learning/teaching and technology at university related to flipping
- Consider the lessons learnt from flipping projects both for lecturers and for educational developers.

### **Session Outline**

Flipping, or the inverted classroom (see e.g. (Penn State, 2012) for an introduction), is a learning design that is increasingly gaining interest at both school and university level. The University of Bath is running over 10 projects in a variety of disciplines including languages, management, social science, engineering, bioscience and physics to pilot flipping in different ways in order to explore and experiment with teaching methods and technology in and out of the classroom\* (University of Bath, 2014). The projects have prompted wider discussion and encouraged more colleagues (beyond the initial project teams) to engage with developing their use of technology and interactive classroom teaching. In April 2014, the University hosted a (flipped) one-day flipping conference with ~70 attendees from across the country discussing related issues and sharing experiences.

This session will itself be flipped, with resources available online beforehand. In the session we will share some of the experiences from the Bath projects and discuss a variety of issues and ideas that flipping raises for learning and teaching at university. The frequent focus on the use of technology for flipping connects the discussions to potential developments for learning technology usage both in and out of the classroom and to the development of greater blended learning environments in the future. Indeed, at Bath, we have found that talking about 'flipping' has been a useful catalyst for discussing and developing a range of pedagogical issues including classroom teaching itself, e-learning, independent study, learning resources and student-centred learning. In this session we will explore flipping, particularly with respect to the future use of technology in higher education, and discuss the topic from the perspectives of students, academics and educational developers.

\*the term 'classroom' being used very broadly to mean any formal contact time such as lectures, seminars, labs, fieldcourses, work-place practice etc.

## **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

30 mins – Bath's flipping projects – the experiences of the projects, conference and educational development methodology.

50 mins – World café style discussions analysing flipping from different perspectives

10 mins – Summary and lessons learnt from flipping.

## **References**

Penn State (2012), Flipping the Classroom - Simply Speaking, [online], Available: [https://www.youtube.com/watch?v=26pxh\\_qMppE](https://www.youtube.com/watch?v=26pxh_qMppE) [1 May 2014]

University of Bath (2014) The Flipping Project, [online], Available: <http://flippingproject.wikispaces.com/The+Flipping+Project> [1 May 2014]