

**Title:** Flipping Heck! How can we engage students in the lecture experience?

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### Session Learning Outcomes

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

- and debate the “challenges” of delivering large (300+ students) lectures.
- the staff development required in respect to introducing a flipped classroom model.
- what steps may be required to ensure students do engage within a flipped classroom environment.

### Session Outline

Improvement of lecture delivery is a global issue. (Chan et al., 2014, Kashif and Basharat, 2014, Exeter et al., 2010, Reivera-Pelayo et al., Carpenter, 2006, Roopa et al., 2013, Allen et al., 2006)

Flipped classroom models are viewed as “improving” the lecture experience. Activity rather than content led lectures are claimed to promote student empowerment and engagement in their learning process (Beret, 2012). Flipped Classrooms are recognised as requiring a large paradigm shift on both the part of lecturers and students involved.

This paper reports on a project investigating the implementation of a flipped classroom model onto a large level 4 module where lecture attendance was historically poor. Anecdotal evidence suggested that students viewed practical workshop attendance as sufficient. However, staff delivering the module were aware that this impacted on the ability to fully address the principal module learning outcome:

*“Understand a variety of introductory statistical/spreadsheet techniques and their application to the **analysis and interpretation** of business data...”*

Workshops were designed for students to accumulate spreadsheet skills linked to the techniques and complete practice assessment questions focussed on “**analysis and interpretation**” of the data. However poor lecture attendance impacted directly on workshop content and in particular time for “**analysis and interpretation**” lacking and this consequently was reflected in assessment performance.

The flipped model has been designed to:

- Make clear and specific delineation between skills acquisition as a workshop activity and “analysis and interpretation” via practice assessments a flipped lecture activity.

