

Professional Development Seminar

Flipping the classroom and making it work

By Phil Smyth and Ashley Hazel



Date: 8 October 2014 Time: 1:00 – 2:00 p.m.

Venue: Room 2.77 (Zone R, Advisory Zone)

Abstract

The flipped classroom in the business ED course is an attempt to design a course around the elements of learning-oriented assessment and academic literacies. Learning-oriented assessment has been shown to result in better student performance through various strategies such as peer and self-assessment, feedback, shared success criteria and students taking ownership of their learning (E.g. Black & William, 1998; Carless, 2011). Academic literacies suggests that an explanation for student writing problems is the gaps between academic staff expectations and student interpretations of what is involved in academic writing (Lea & Street, 1998). This seminar addresses three challenges for teachers that result from the flipped classroom design and the theories that underpin it. These challenges are: the alignment of assessment to teaching and learning informed by an academic literacies approach; the role of the teacher in the class; and the physical space constraints to allow full participation by students.

Black, P., & William, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, policy and practice*, 5 (1), 7-74.

Carless, D. (2011). *From testing to productive student learning*. Abingdon: Routledge.

Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in higher education*, 23(2), 157-172.



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