Flipped Learning Approach

Through the responses collected in a recent survey, most of the units around the Faculty of Humanities are already offering digitized resources through Blackboard. Does that mean students will actively engage with their enrolled units given these online resources? How should we move on from here to adopt and implement an approach that will meet their needs to improve retention, overall learning satisfaction and passing rate? The characteristics of flipped learning has been researched on and proven to fit learning demand by promoting student-centered active learning, building collaboration skills and developing self-regulated skills.

Example(s) of Flipped Learning Moment

In order to prepare students towards success in this approach, it is important that they understand the benefits and be made clear of their role and expectations so that they will not disengage and resist. These are some recommended steps you might want to adopt:

1. Start with stating in the Unit Outline clear expectations of your student

   As stated in the unit outlines for COMS2000 Consuming Culture and MEDA5000 Ethics and the Media Professional, students are made aware that they are required to come prepared.

   **Learning Activities**
   
   This unit is designed with FLIPED learning components requiring full preparation and participation from students. Flipped learning means that you are expected to act on readings, video clips and post to discussion board before coming to the weekly seminars. This will leave seminar time for you with your tutor and peers to address questions and engage with deeper form of thinking from other shared perspectives.

   **Other Learning Activities**
   
   The tuition mode for MEDA5000 Ethics and the Media Professional consists of a weekly one hour lecture and 2-hour tutorial class. You are encouraged to attend these and to have read the set readings each week. You are expected to actively participate in the tutorial discussion and any group learning activities. Tutorials discussions and activities will be guided by a tutor, will be based on the weekly set readings, and will generally be led by observations and questions presented by one or more students each week.

   Students are required to bring case studies and examples from the recent media (newspapers, magazines, websites etc.) for discussion. This unit is designed with FLIPED classroom approach requiring full preparation and participation from students. Flipped learning means that you are expected to act on readings, video clips and post to the Discussion Board on Bb before coming to the tutorial. This will leave precious tutorial time for you with your tutor and peers to address questions and engage with a deeper form of thinking from other shared perspectives.
2. Setup your Blackboard unit with indications of which are the Flipped learning components

In this approach, students are required to pre-learn the resources which will prepare them to use their knowledge for structured activities/tasks in class. With the application of active learning strategies students are better engaged in the learning process as they act on meaningful tasks that lead into deeper thinking. An important objective underpinning this approach is demonstrated when students share what they learnt in their individual learning space in a dynamic collaborative space.

Demonstrated in the Blackboard site of COMS2000 Consuming Culture