

## TRANSLATING CONCEPT TO PRACTICE

### FLIPPED CLASSROOM WORKSHOP

*Date: Monday September 28th*

*Time: 9.00am – 4.30pm*

*Venue: Health Sciences Lecture Theatre Complex Rooms 3.06 – 3.09*

**Sophie Karanicolas, Cathy Snelling and Tracey Winning**  
**School of Dentistry, University of Adelaide**

This professional development workshop, funded by an OLT learning and teaching research grant, aims to build teacher capacity in designing, implementing and evaluating flipped learning and teaching approaches. The flipped classroom is a form of blended learning where traditional 'homework' tasks are completed in advance of the face-to-face session. Blended learning has been defined as an integration of face-to-face classes with online technologies, (Oliver and Trigwell, 2005; Bonk and Graham, 2012) and there is a growing body of evidence that this pedagogy has a valid place in health science education (Kavadella et al, 2012; McCann et al, 2010; Karanicolas and Snelling, 2010).

This workshop will demonstrate how the implementation of pre-class activities such as interactive pre-recorded lectures and videos, has had a positive and enriching impact on the student (and staff) experience at the University of Adelaide. Data from the past 8 years consistently show a high level of student on-line participation leading to greater engagement in the topic or learning activity. Face-to-face class time has been more effectively spent and a significant improvement in student satisfaction has been demonstrated through an effective flipped classroom blueprinting/mapping approach. The workshop will focus on the **5 Phases of Flipping** that have been developed through a peer review process at the University of Adelaide. Participants will be able to start designing a flipped class for the first time, or review and refine their current flipped learning approaches.

Colleagues attending this workshop will be asked to complete a short pre-workshop online activity and actively participate in what is sure to be a creative, collegial and collaborative face-to-face discussion on the best use of the flipped classroom in their own teaching programs.

#### Reference List

- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. John Wiley & Sons.
- Karanicolas, S., & Snelling, C. A. (2010). Making the transition: achieving content connectivity and student engagement through flexible learning tools. In *DEANZ Conference 2010 (2010: Wellington, New Zealand)*.
- Kavadella, A., Tsiklakis, K., Vougiouklakis, G., & Lionarakis, A. (2012). Evaluation of a blended learning course for teaching oral radiology to undergraduate dental students. *European Journal of Dental Education*, 16(1), e88-e95.
- McCann, A. L., Schneiderman, E. D., & Hinton, R. J. (2010). E-teaching and learning preferences of dental and dental hygiene students. *Journal of Dental Education*, 74(1), 65-78.
- Oliver, M., & Trigwell, K. (2005). Can 'blended learning' be redeemed? *E-learning*, 2(1), 17-26.

**Sophie Karanicolas** is a senior lecturer in oral health at the University of Adelaide and the current Assistant Dean of Learning and Teaching at the Dental School. She holds a Masters in Education (Online Learning) and has presented her educational research in numerous education conferences nationally and internationally. Sophie leads a Community of Practice in the Flipped Classroom for the University of Adelaide, consisting of 22 academics across Faculties.

**Cathy Snelling** is a senior lecturer at the School of Dentistry and has been involved with undergraduate teaching since 1989. Further to her dental qualifications, she holds a degree in adult education and has completed postgraduate study in on-line learning, leading to her interest in, and application of, blended learning approaches in her teaching. Cathy has presented her work in this area at education and dental conferences in Australia, New Zealand, Canada, USA and the United Kingdom.

**Tracey Winning**, an Associate Professor at the School of Dentistry coordinates inquiry-based learning activities in the Bachelor of Dental Surgery, with major responsibility for first-year implementation, including inducting students into these activities. She has been team leader on successful university, national and international multisite projects, involving design-based research in developing online resources, curriculum and staff capacity and research into students' experiences.

**Register at:** <https://www.flinders.edu.au/staffdev/index.php/course/AAL>

## Indicative Program

### Pre-Workshop

1 wk before

Participate in prerequisite workshop activity  
(approx 15 minutes)

### Workshop Program

8.30 - 9.00

Registration and Morning Coffee

9.00 - 9.15

Welcome and Program Outline

9.15 – 10.00

Group Activity: Stand where you stand  
Review of pre-workshop activity

10.00 – 10.30

Mini Lecture – Pedagogical concepts of the flipped classroom

10.30 – 10.45

Group Activity  
The 10 Key Elements

10.45 – 11.00

**Morning Tea**

11.00 – 12.00

**Presentation Series: Flipped Classroom vignettes**

**Title**

Flipping with Technology

Flipping without Fear

Flipping with a Framework

Flipping Foundation Concepts

12.00 -12.30

Mini Lecture – Blueprinting a flipped classroom

12.30 -1.15

**Lunch**

1.15 – 2.45

Hands on session  
*Blueprinting your own Flipped Class*

2.45 – 3.00

**Afternoon Tea**

3.00 – 4.00

Critical Friend Review

4.00 - 4.30

Planning your next step  
Summary