

TELEGRAM

Flipped Learning at Sussex

Last academic year Susan Smith and Mark Fisher from BMEc worked with TEL to ‘flip’ a third year Economics module. In this interview Susan tells us about their experience of flipped learning.

What motivated you to flip your class?

Auditing is a mix of technical skills and practical skills, quite often students find it difficult to bridge that gap. We decided to make changes to the traditional lecture/seminar structure to try to help students make the relevant connections. We created a short pre-recording that students watched in tandem with a small exercise which we reviewed in the long session (formerly a lecture). Students then worked in class on a case study which was reviewed in the one hour session. We felt that it would be helpful to run the case studies within the class to support deeper, more active learning, we wanted to really engage students with the topic rather than send them away at the end of a technical two hour lecture with a case study.

How did you deliver your module?

We understood that the pre-recorded videos needed to be short, relevant and with some sort of exercise that you are expecting engagement with because just sitting there listening is very passive. We combined third party material and our own and edited it using Camtasia. The out of class activities were different each time so there wasn't a set format. You need to make sure that everything is integrated and really plan carefully how those activities will work and give students enough technical knowledge so that they can do the case study and have confidence that they know what's expected. In our first lecture we really set up the expectations of the students and I think for anyone who wants to flip it's very important to do this.

How did students find this method of teaching?

Student engagement improved and the module evaluation scores also improved, the comments were supportive, in the main they enjoyed the flipping. The marks on the module were also slightly better as people I think engaged more to a deeper level. I think we can refine the module this time round.

How do you think students benefitted?

Group work is a particularly important thing in the audit context which is why we spent quite a lot of time on setting expectations and discussing it. We view that as a crucial part of our module because teamwork is so important in audit and it teaches employability skills. Students could also use their learning very quickly and were more hands on. I think this made it more interesting and fun and engaged them a bit better with what we were trying to do.

How did you find it?

From a faculty point of view there's a lot of upfront planning, you have to be prepared. So you have to think about your pre-recording, how that fits into your structured content, how your case study backs that up, what points would be coming from that and how that fits in with your learning objectives and your assessments. I think that's good because it made us reflect deeply about the appropriateness of and the value in certain elements of the module. It made it more enjoyable for us. We felt we could spend time with individual students helping them, we



developed a closer rapport with them I think. On the whole it was a positive experience for us.

What are your plans for the next academic year?

I've just re-recorded all my video clips, the new and improved versions! We are going to add in wikis for the exercise from the pre-recording and we plan to use them for the coursework so we can evaluate individual contributions. So lots of new things on the horizon.

If you want to learn more about flipped learning contact your school's Learning Technologist or email tel@sussex.ac.uk

Featured app



This issue's featured app is Sway, an app that helps you easily create interactive content allowing you to enhance your presentations. With a built-in design engine, Sway can help you create polished content straight from your mobile device or browser - www.sway.com

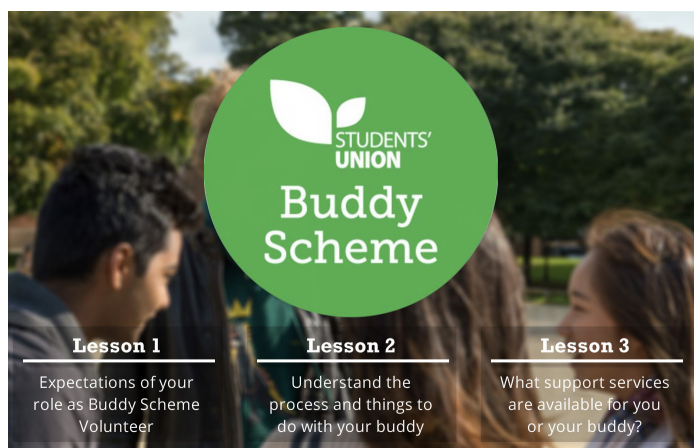
Show & TEL



'Show & TEL' is a new initiative aimed at colleagues interested in the use of technology to enrich learning and teaching, providing an opportunity to get involved in conversations around the use of learning technologies at Sussex.

10:30-12pm, 27th October
Quiet Room, Meeting House
www.sussex.ac.uk/tel/showandtel

Online student training



USSU's Buddy Scheme

The Buddy Scheme is a peer support initiative run by the Students' Union which aims to help new students settling in to life at Sussex by matching them with existing Sussex students. Launched in 2013, training was initially delivered through face-to-face workshops however this year, with the help of TEL, USSU has moved to online training delivered via Study Direct. Speaking about this decision Natalie Sacks, Student Participation Coordinator at USSU, said "We decided to move our training online because it is accessible to all and volunteers can complete the training immediately after they have joined the scheme - at whichever point in the year that may be. This now means that every volunteer can access important information that will be invaluable in their role and allow them to better support the new students that they are matched with."

The training consists of three self-study lessons in which students learn about what is expected of a Buddy Scheme volunteer, the process of the scheme, the many activities available on offer to students as well as the range of support services available to Sussex students. Students are then free to work through these lessons in their own time and at their own pace.

My Wellbeing

Health and Wellbeing, a division of Student Services, collaborated with TEL over the summer to create a short online course to provide students with the best advice and guidance for keeping safe and well. Formerly delivered through face-to-face training, the course is now available to students in an online format via a sequence of scenario based questions which require students to make decisions on behalf of characters within the training. Once students have submitted their answers, they are then presented with different consequences based upon their actions and decisions. Each scenario is then followed up by practical advice and information with links to useful resources and Sussex specific support.

The content provides students with advice around a range of topics including: registering with a local doctor, sexual health services on and off campus, support for drugs and alcohol misuse, support for students' mental health and information about consent, sexual violence and harassment. On the day that the online course was launched over 400 people viewed the content, hopefully having a positive impact upon students' knowledge of wellbeing on campus. To view the training go to www.sussex.ac.uk/wellbeing/tutorial

Accessibility tools

Accessibility and inclusivity are hugely important in higher education and there are many tools that can help to achieve this, helping to empower students and assist them in making the most of their learning. Sussex was recently visited by Alistair McNaught, Subject Specialist (Accessibility and Inclusion) at Jisc, who introduced us to a number of free, useful tools for both staff and students.

High Contrast - apply high contrast filters to webpages to make text easier to read

Spreader - aims to increase your reading speed by displaying text quickly

Balabolka - a text-to-speech tool which allows you to convert your chosen text into an audio file

Dicom - a word completion tool designed to make typing easier

Virtual Magnifying Glass - allows you to magnify areas of your screen to improve readability

Read our blog post 'Making learning accessible through technology' to learn more about these tools - blogs.sussex.ac.uk/tel

CPD with TEL

TEL has a new programme of staff development workshops ready to prepare you for a new term of teaching. From 'Learning by creating with smartphones' to 'Augmented reality and virtual reality in the classroom' this range of workshops aims to provide you with the tools and ideas to help you make the most of technology in your teaching. All TEL workshops are free and open to all Sussex staff.

www.sussex.ac.uk/tel/workshops

TECHNOLOGY ENHANCED LEARNING

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