Key elements necessary for building life-long skills in a flipped learning environment

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Disclosure

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Learner objectives:

a) to examine the use of the conceptual framework, Inquiry-based learning (IBL), as a pedagogic foundation for a flipped learning approach that builds life-long skills

b) to identify key elements necessary for effective flipped learning design that builds life-long skills

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Motivation for the study

- No definitive definition of ‘flipped’
- No single model for flipped learning
- No blueprint that translates conceptual frameworks into context-specific plans for curriculum design
- Poor understanding of the key elements necessary for flipping (O’Flaherty & Phillips, 2015).
Study aims, design and methods

**Aim:** to uncover undergraduate student perceptions of the key elements necessary for engaging learners in self-paced, self-regulated, socially interactive activities in a flipped learning environment

**Design:** Online survey

**Data analysis:** Ritchie and Spencer 5-Stage qualitative data analysis process (2007).
Results - 6 meta-themes

Activities
Pre-in- and post-class

Teaching skill

Assessment and feedback

Format

Information sources

Environment
Elements of IBL Design

Wood and Levy (2015)
Inquiry-based Learning: A framework (Levy 2009)

**STUDENT-LED**

- **Pursuing (information-active)**
  Students explore a knowledge-base by pursuing their own questions and lines of inquiry ("what is the existing answer to my question?").

- **Authoring (discovery-active)**
  Students pursue their own open questions and lines of inquiry, in interaction with the knowledge-base of the discipline ("how can I answer my question?").

**STAFF-LED**

- **Identifying (information-responsive)**
  Students explore the knowledge-base of the discipline in response to questions or lines of inquiry framed by staff ("what is the existing answer to this question?").

- **Producing (discovery-responsive)**
  Students pursue open questions or lines of inquiry framed by tutors, in interaction with the knowledge-base of the discipline ("how can I answer this question?").

**EXPLORING AND ACQUIRING EXISTING DISCIPLINARY KNOWLEDGE**

**PARTICIPATING IN BUILDING DISCIPLINARY KNOWLEDGE**
Conclusions

- IBL can be used to underpin flipped learning design
- Inquiry-based flipped environments can build life-long learning skills
- Key elements can assist in achieving effective flipped learning
- Key elements are consistent across different contexts


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