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

Dr Julie Hanson

Disclosure

Dr Julie Hanson, School of Nursing, Midwifery and Paramedicine, Faculty of Science, Health, Education and Engineering, University of the Sunshine coast.

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

The research project was supported by a USC internal 'Enhancement Learning and Teaching Grant'. No external sponsorship or community support was provided.

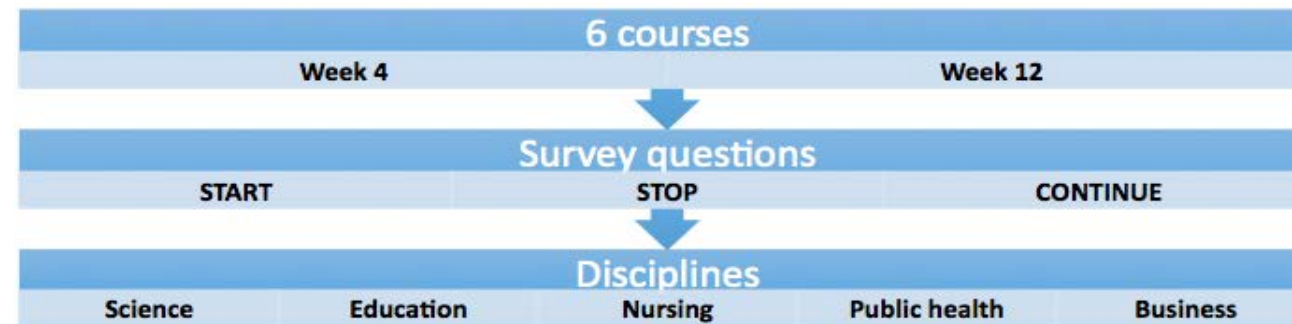
Motivation for the study

- 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

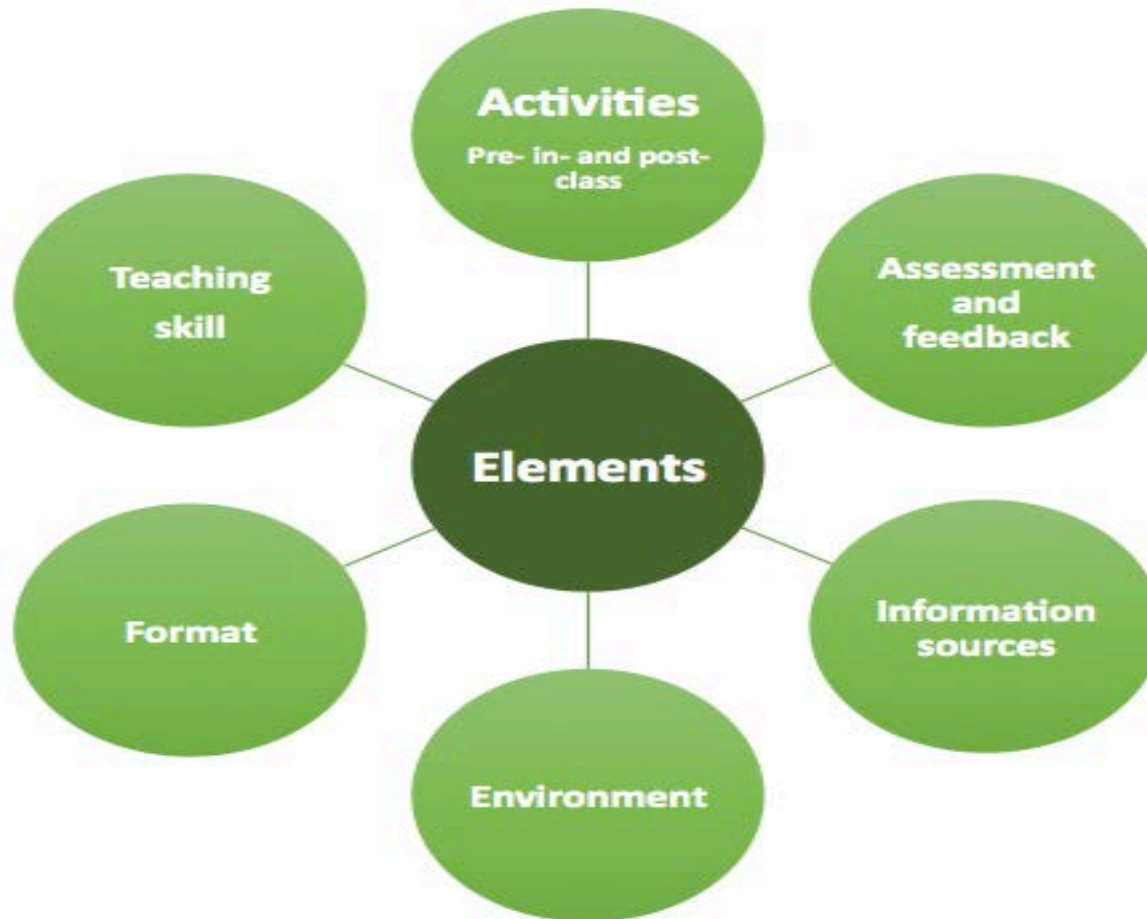
Aim: to uncover undergraduate student perceptions of the key elements necessary for engaging learners in self-paced, self-regulated, socially interactive activities in a flipped learning environment

Design: Online survey



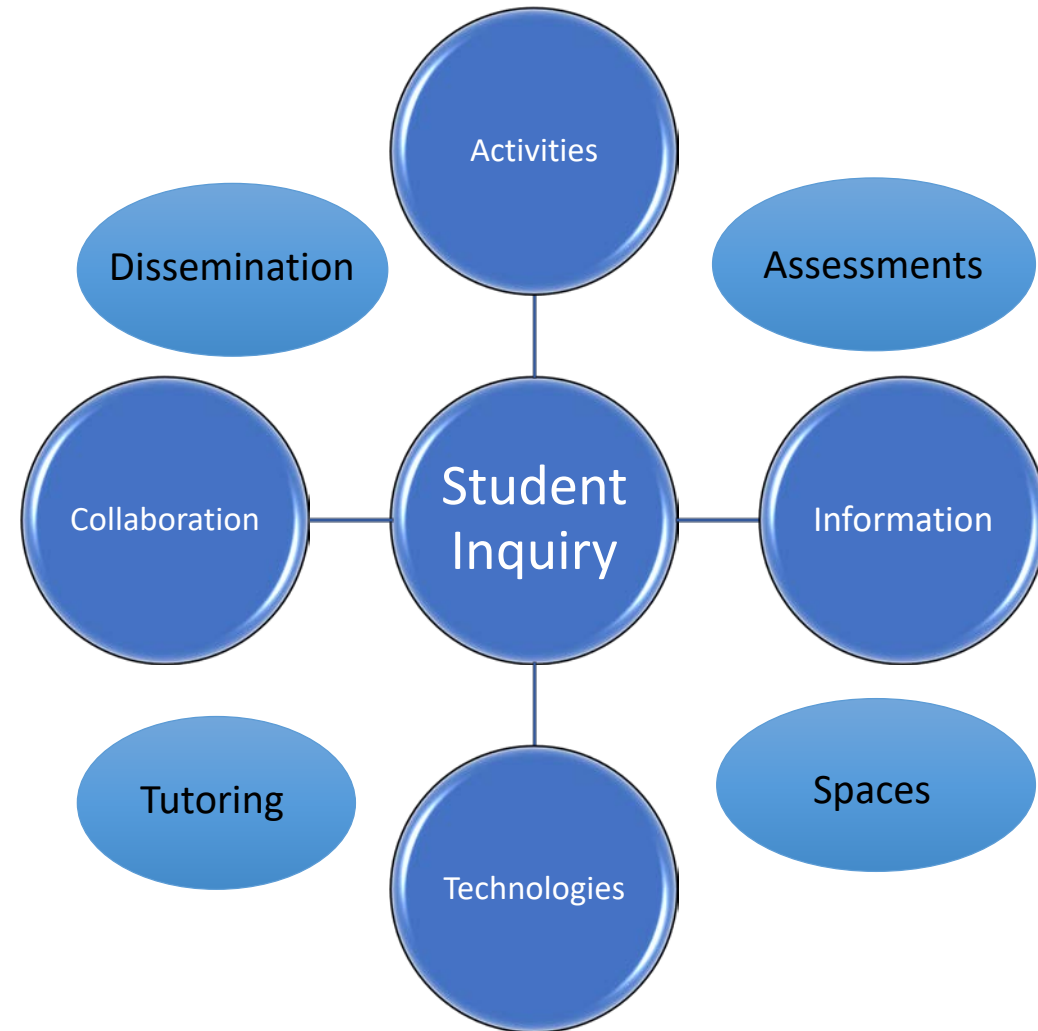
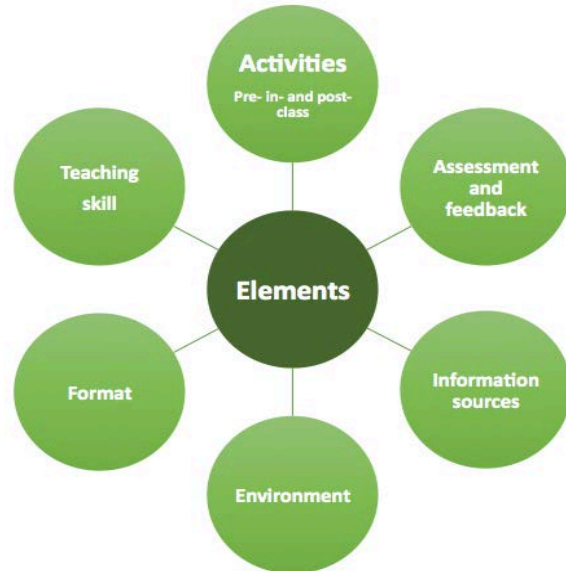
Data analysis: Ritchie and Spencer 5-Stage qualitative data analysis process (2007).

Results - 6 meta-themes

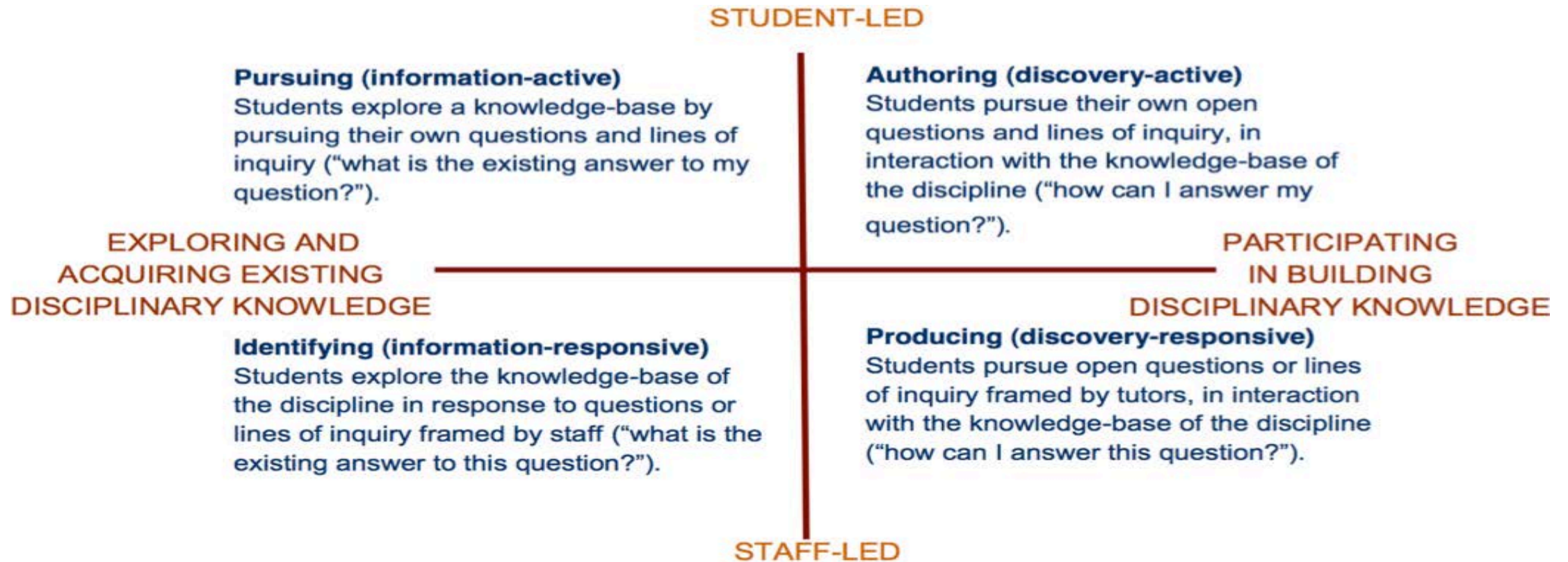


Elements of IBL Design

Wood and Levy (2015)



Inquiry-based Learning: A framework (Levy 2009)



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

References

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Ms Tara Gamble, Associate lecturer in health promotion

Dr Anita Hamilton, Senior Lecturer, Occupational Therapy

Dr Michele Verdonck, Senior Lecturer, Occupational Therapy

Dr Hattie Wright, Senior Lecturer, Nutrition and Dietetics

Mr Guy Rushton, Associate Lecturer, Tertiary Preparation Pathway (TPP)

Ms Michelle Costello, Program Development Officer, Mental Health and alcohol and other drugs.

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