

# Flipping the Classroom & Changing Mindsets: A Digital Innovation Project

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## Introduction

The transition to learning in higher education (HE) can be challenging for some students and there has been some discussion around how HE institutions can better prepare students. The move away from lecture based teaching activity towards more active student participation in immersive educational activities, and the use of flipped classroom approaches means that new students may not feel prepared, and lack the prior experience of these approaches to make the most of the learning opportunities presented.

Feedback is used consistently within healthcare education to refine and enhance student performance and aid development of autonomous skills around critical thinking, problem solving and clinical reasoning. How positively students engage with learning activity, and relate to feedback often relies on an open mindset (Dweck 2006).

As a Digital Innovation Project (DIP), a physiotherapy lecturer (SW) and third year physiotherapy student (HJ) aimed to develop a resource page introducing the flipped classroom & growth mindset concepts for students starting their Physiotherapy course.

## Method

SW and HJ met with Blackboard expert (NC) to identify a way in which new students, who had not yet arrived on campus, could access a single resource page within Blackboard. SW & HJ then collaboratively researched and identified suitable resources to include in the page and designed the format to include some interactive elements such as a self assessment quiz and discussion areas.

Three volunteer students, currently on the course, then reviewed the resource page and took part in a questionnaire & focus group to discuss its content and merit in achieving its aim.

## Results

The consensus from the questionnaire was that the resource met the students learning needs and that they would recommend the resource to others.

The focus group identified four themes: positives of the resource, negatives of the resource, feelings and recommendations (see figure 1). Overall it was felt that this resource was useful and worth engaging with from the student perspective.

Following the evaluation, the resource page has been modified to address the recommendations. A further evaluation will be undertaken when the next cohort have been invited to use the resource.

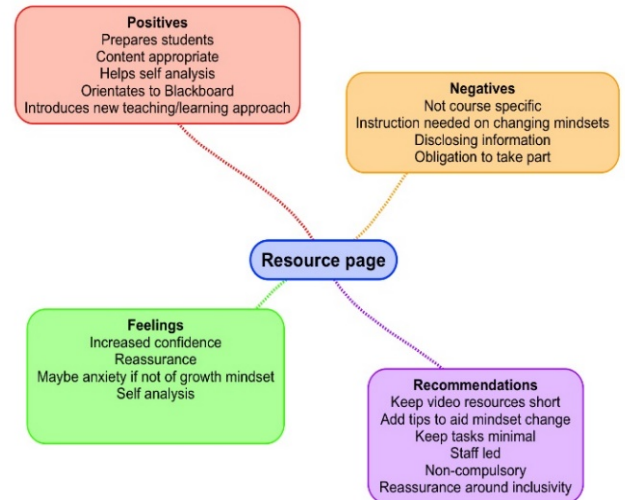


Figure 1. Focus group themes

## Conclusion

A resource page for incoming students provides an induction to teaching methods and encourages self efficacy. It also offers an experience which orientates students to Blackboard and virtually meet in a safe space as a means of support prior to arriving on campus. The resource can be added to and updated with collaboration from students in the future.

## What have we learnt from the DIP experience

### Student perspective:

Contribute and influence course/Experience of primary research/Problem solve outside of my normal curriculum/Work as a co-worker with lecturer

### Lecturer perspective:

Student more digitally able and had alternative perspective/ Positive & useful for new ideas/ Engaged other students/ Helped to keep content relevant

### The future:

The resource page will be maintained and facilitated by SW in the first instance and current students will be encouraged to update and add to the resource with their own 'student tips' advice area. The resource will be assessed each year with questionnaires and focus groups.

### Digital literacies:

In relation to the Digital Literacy Framework (JISC) this has increased our understanding of: ICT proficiency (software, services and devices, digital capture/editing); Information, Data and Media (sharing digital content for learning); Digital Communication & Collaboration (online discussion) and Digital Learning and Teaching (digital devices, services).