What's the Big Idea 2012? The Flipped Lecture

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Elizabeth Greener has worked as a manager in the field of promoting effective use of educational technologies in higher education for ten years; previously working as a secondary teacher and professional development manager in several parts of Australia and internationally. Currently managing the Learning Design group at QUT, her role has included establishing faculty based programs supporting the implementation of blended learning approaches, managing and delivering QUT Innovation Forums and piloting approaches for crowd sourcing ideas on innovation. She has also directed major flexible learning projects and programs for QUT and the ALTC. Her interests lie in teaching and learning, change management and educational leadership.

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Roger Cook has worked as an educator and educational designer for the past 21 years in Australia and internationally. He provides support to the Faculty of Science and Technology and is involved in institutional-wide initiatives such as the exploration and adoption of blended learning approaches in new physical learning spaces. His interests include authentic and student-centred learning, mobile and cloud computing, visual learning approaches and learning analytics. He is fortunate to work with a team of learning designers who possess a wide range of skills and interests and who can develop team-based solutions to teaching problems.

Christine Newman
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Christine Newman is a Learning Designer at the Queensland University of Technology. She supports academic staff in the effective use of a wide variety of technologies to assist learning; her particular interests include virtual worlds, web conferencing, mobile and tablet devices, improved presentation techniques and methods of content delivery, and effective use of space for collaborative learning.

> New digital technology is enabling new models of teaching and learning. Will the currently trending "Flipped lecture" provide an approach that will impact positively on learning, or is it more "back to the future?' Simply, will flip flop?
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> Or…
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> I should like to know about risks, out-of-pocket expenses, time required and remuneration, and so forth" - by which he meant: What am I going to get out of it? and am I going to come back alive.
> - J.R.R. Tolkien, *The Hobbit*, Ch. 1

Outline of focus area and summary of ideas to be explored

The Flipped lecture (or classroom) is an emerging description of a pedagogical model where the typical lecture activities and the work students traditionally do at home or out of class are reversed. For an overview - http://www.youtube.com/watch?v=26pxh_qMppE&feature=youtu.be
Students view prerecorded lectures (or listen to podcasts) and complete interactive activities in advance of class. Then when in class they engage in collaborative activities, enquiry based learning or test their skills in applying knowledge. (Educause, 7 Things you should know about Flipped Classrooms 2011). The Flip models are as numerous as the variations on the name, and span the school sector and now increasingly the tertiary education sector. Requiring careful planning and considered use of educational technologies the approach can lead to greater engagement, student centred learning and increased understanding. However there are pitfuls; including student resistance and time and technology demands. With the rise of open educational resources the concept of lecture repositories is now commonplace, with sites such as http://ed.ted.com/ including "Flips" and educational design for use in a variety of educational settings. The convergence of Open Education Resources (OER),

lecture capture technologies and mobile learning place the Flip pedagogy at the forefront of approaches for new ways of learning. Through exploration of examples, case studies and participant experiences, this symposium will seek to explore the participants' views on the approach and relate this to the conference themes. Is the approach contributing to learning for the future and importantly, is it sustainable?

Range of views that panel members will represent

The panel members are engaged in a variety of roles; facilitating and evaluating innovation, supporting academics in adopting new approaches and developing strategies to foster change, academic capacity and sustainability. The focus will be on audience discussion, and the panel will act largely as facilitators.

Describe the intended audience

Any conference attendees interested in contributing ideas and challenging their thinking and those tasked with creating, delivering and managing change in learning and teaching in new spaces and utilising new educational technologies.

Outline of the symposium format, including strategies that will be used to engage the audience

This session aims to be interactive and audience led. Audience members will be able to engage in brainstorming and polling activities via their mobile devices; using GoSoapBox, (http://www.els.qut.edu.au/innovation/emerging/gosoapbox/index.jsp) a web-based student response system which blends the physical space with a virtual learning environment. The format will be lively, provocative and engaging. The flipped lecture concept will be introduced with a multimedia overview that will also capture student and academic opinions about its use in learning and teaching. It will also show examples of the approach in practice. The Chair will then seek those with flip experience from the audience to explain, in small groups, their practice. The panel will present assumptions and misconceptions as a provocation and the Chair will lead a plenary discussion and polling exercise to consider the audience perception of the question that the Flip concept will positively impact on learning for the future. This session ideally would be programmed toward the end of the day's sessions, when topics introduced in earlier sessions can be discussed under the banner of this forum. The chair and panel facilitators will strive to create a flipped experience by demonstrating an effective format and use of technology that engages the audience and stimulates thinking and discussion.