Flipping Heck! Flipping the classroom: pedagogical and budgetary drivers- a case study

Lisa Fitzgerald
(thanks to Michael O’Brien)
School of Population Health
University of Queensland
## Context

### School of Population Health

- 466 Postgraduate Students (76 international)
- About half study externally and part time
- Many with medical/allied health backgrounds

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PUBH7620: Social Perspectives

- An introduction to the social and cultural aspects of health, drawing on ‘tools’ of the social sciences
- Critical thinking, social theory, social science research methods, social determinants of health/health inequalities, lay perspectives of health and illness.
- Unfamiliar to most students (both domestic, and international), many students come from biomedical backgrounds
SPH teaching context

• ‘Core courses’= Didactic teaching in large lecture theatre (recorded using screen capture software), tutorials, printed study guide, (limited) Blackboard presence
EXPO group

Over 18 months moved from minimum to maximum presence on Blackboard:

• Lecture slides and recordings
• Online learning tasks
• Links to resources
• Administrative information
• Communication links
• Assessment tasks and marking

• Developed ‘Best practice guidelines’ for SPH teaching staff
2013 Flipping the classroom

• Increasing numbers of students
• Cuts to teaching support across university sector
• Increased emphasis on blended learning and advancement in Web 2 technology
• Students changing ‘learning landscapes’
• Personally unhappy with lecture-based teaching in a course that emphasises critical thinking

= Change
What is a ‘Flipped classroom’

• Reversal of traditional teaching-
• From “lecturer” to “facilitator”
• Shift from passive to active learning
• Learning through activity
• Students take more responsibility for their learning
Educational technologies crucial

- Capture key content
- Present learning materials
- Provide opportunities for discourse
- Convey timely information
- Provide immediate and anonymous feedback
- Capture data
What did I do?

• From ‘tiered’ lecture theatre to ‘flat’ teaching space
• Prerecorded small webcam recording around key conceptual components for the week ahead (10- 15 mins)
• Developed weekly learning modules on Blackboard which contain a ‘smorgasbord’ of resources
• In-class interactive activities (recorded)
• Weekly abode connect sessions for external students
• Use of technology for interactive online discourse and formative assessment
• Linked assessment to flipped activities
• Developed online ‘mid semester’ survey tool
Week objectives

Week 3 Readings


Coursenotes, powerpoint slides and lecture recording

Learning activities

Extra resources

U Tube clips
pre-recorded lecture 3

Enabled: Statistics Tracking


Enabled: Statistics Tracking

Capture Date/Time: 2013-08-07 11:50:28
lecture 3 - tools of social research.
Download Lecture Audio
Download Lecture Video

Clips shown in class

Ask yourself as you watch this clip "Can participatory research ever be truly participatory? What do you think about such approaches?"
You could discuss this is the adobe connect session

The Grounded Academic: Disability, Poverty and Health Care- Action research in rural Guatemala
Duration: (6:59)
User: 6sC2ZQKx_2xpQfHxpavoyw - Added: 05/11/12
YouTube URL: http://www.youtube.com/watch?v=5CkhKFmv3k

TEDxCollegeHill - Hiba Salih - Untraditionally Traditional - Rethinking Rural Health Advocacy (of 10:29)
User: txttalks - Added: 22/05/12
YouTube URL: http://www.youtube.com/watch?v=m0vY5SeeA
Contact Time:
What do I do with 2 ½ hours a week?

Developed lesson plans for the in-class sessions:

1. What do they need to know/what skills are required?
2. How do they get that information?
3. What do they need to do with that information?
4. How do they learn how to analyse that information?
5. How do I know that the students have learned new information and analysed it sufficiently?
In-class contact time

• Providing students opportunity to do higher level analysis/critical thinking and writing in practice

• Structured: demonstrating, guided support, providing examples – links between content and real world
Yes The Pain of Really FC.

The sad frightening reminder of the really feeling of being completely alone and trapped in a stupid body creeps into my thoughts and emotions like a nightmare of baseballs being thrown at you by bodybuilders. It's painful, bruising and long lasting.

Friends have a use by date. Support workers no matter how awesome will move on. People get busy and the thing is you will be forgotten like yesterday’s newspaper stories.

Help with university is a challenge with new people unfamiliar with my version of FC. The real true me doesn't make it to daylight in the awkward tango of two left feet, forging of fragile trust ahead of the battles of another day on campus. Gets frustrating but I'm blessed with people who go the extra miles and think that I am actually pretty clever and witty even though I'm reduced to single word replies and rating scales.

Yes it is a new voyage and I’m about to be a seasoned pirate who faced the choppy seas and conquered.

[Typing time: 25mins]
External students

• Blackboard learning activities/formative assessment tasks for internal and external students
• Recording of in class activities etc.
• Weekly Adobe Connect sessions for external students, and ‘adobe café’ for all students
• Engagement through blog, Flickr
to convince politicians that health inequalities matter

The article "Men's health, inequalities and policy" absolutely relevant. The authors were succinct in articulating their message regarding men's health (although it could apply to women and children as well and towards the conclusion they do bring these into the discussion) in one heavy mix. To unpack that and attack it would make any government analyst quake in their shoes -- as I am one, I feel rather confident of that assumption. The work requires critical thought backed up with evidence (quantitative and qualitative) and above all -- long-term government. And that commitment includes adequate funding and staying on course with that commitment -- not wavering in a constantly uncertain political climate. I realize that industrialized democratic countries don't deal in "long-term" thinking. In the countries I've lived -- the N for 3 years before elections. In the US, it's four. It's just not sufficient time to effect a meaningful change in a complex, multi-faceted issue that requires sophisticated thinking and problem-solving, painstaking research, political will, and new social and economic policies that need to determine progress. Unfortunately as a government analyst I am often under pressure to ensure the quickest gain for the biggest impact in the shortest amount of time for a tiny sum of money.

Do we in the public health field convince politicians to think long-term regarding health inequalities? That the problems are complex (so don't be afraid!) but the solutions do exist and will require time and effort? We can elect progressive thinkers who have the capacity to understand and think long-term (provided of course there are such people running). If we know of such people we can encourage them to run and support their campaign. We can organize existing research to back up our call to arms and develop a manifesto with realistic solutions. Maybe we need to think more internationally (how big a role does globalization and markets play in health inequalities?). What about organizing a global health initiative with an international taskforce of the important global players: UN, WHO, International Labour Organizational committee of that stature would surely get a politician's attention -- one would hope anyway.

Could we help politicians understand that resolving health inequalities is worth investing the time, money, thought and energy?

ments: 1

Anonymous said...

I agree you raise some great points and I too have been thinking about how change in political will and action can come about to address health inequalities.

I'm no political expert but it would seem that a democratically elected government gain and maintain power through delivering policies to meet the needs and expectations of the dominant majority of the population. In essence, the government would then be shaped by voters and no one person or party and committed could make a huge difference without the support of all democratically elected members of parliament who (if they are doing their jobs correctly) fairly represent and support popular social views on action.

Assuming that politics shape a society is only half the story and that societies (in democratic political systems anyway) have a massive influence over politics and policy.

I'm not sure if Edinburgh council made the headlines of the Independent UK paper for unfairly means testing emergency welfare payments. The paper reported that applicants for welfare were being asked to disclose personal spending on 'luxury items' such as cigarette and alcohol and that this information would be used to discretionally approve or deny the payment. (Dugan, 2013).

In the UK, there was opposition to this policy from advocacy groups, however, I have to wonder how these policies come about?

According to Social Research conducted over three decades (1983 – 2011) by The National Centre in the UK, on the public's perception of the causes of poverty, the survey showed that nationally in the UK, individualistic behavioral factors including ' laziness' are more commonly cited as the reason than factors including inequality and 'injustice'. (Cleary, Lee, & Kunz, 2013).

Is it the case then isn't the Edinburgh council's policy then in keeping with dominant social views? Or do policies like this help to strengthen social intolerance and victim blaming?

Capitilism growing both locally and globally and in the face of economic trouble is which is seeing more privatization of health care and austerity measures for social services in many countries (Michael, 2013), it may become even more difficult for governments to take the high moral ground when it comes to inequalities. That is of course unless societies with democratic rights are able and willing to demand more from their governments.

In that case, perhaps sociology should be taught in schools!!
The following you-tube video came to my attention after seeing that it had received much commentary from several of my facebook friends. The reason I would like to share it on this blog is that it demonstrates many concepts that we have discussed in recent lectures:

1. Gender roles are socially determined.
2. Gender discrimination is present even in developed countries such as Australia. Misogyny is manifested in Australian/NZ society in many ways, including sexual discrimination, female exploitation, and sexual objectification of women.
3. Eliminating gender inequalities necessitates advocacy and the development of healthy public policies. (This video was created by NZ law students)

Before viewing this video, please note that course language and sexual themes are used throughout this clip and may be offensive to some individuals.

Robin Thicke - Blurred Lines [Feminist Parody] "Defined Lines"

Duration: 3:41
User: uH6_OG0_45Reu3IQC-6Q - Added: 30/08/13
YouTube URL: http://www.youtube.com/watch?v=4C1XInLRLPW
Engagement?

• Recording of in class-activity for external students, ceiling mic to capture moving around the room, capturing group work

• **BUT**, what is the value of doing this? Should I record shorter sessions? Or use voice thread to build interactive groups? Or instead provide variety of ways students can engage?
Example of using technology and experiential learning to facilitate engagement

- **Herston to Fortitude Valley: Taking a walk to explore the social determinants of health around us**
- Form of sensory ethnography
- All students undertook a (facilitated) walk
- Could take visual images with phone, camera, iPad and upload onto PUBH7620 Flickr page
- All students write 500 word reflective journal post about the experience

- [http://www.flickr.com/groups/pubh7620/](http://www.flickr.com/groups/pubh7620/)
I found the walk to fortitude valley thrilling and captivating to visit the community we are mandated to serve. In my opinion, we were able to learn about social, cultural, environmental determinants of health and what the community feels about the problems at hand. It enabled us as students to appreciate and internalize what we are studying in class. Personally, I feel this activity needs to be a routinely conducted by all medical workers across the globe. Blending with the community helps the community to openly share their problem with us and strengthens their trust with us. In addition, it allows us to plan from a better informed point of view on matters pertaining to the community; in this case, strategies and activities will reflect what the community wants to see besides reducing if not closing health inequalities.
News
This Flickr group is for PUBH7620 students and staff to examine the social determinants of health around us. Internal students will take a walk to Fortitude Valley, and external students can take a walk around their neighbourhood. Flickr enables you to post images you might want to take on your walk and we can all discuss the images.

Cheers
Lisa

Discussions
what was the process of walking and taking ...
It would be really helpful to get some feedback on what the experience was like ...
fitzheke 4 hours ago 0 replies

Check out Shona's fantastic narrative of her ...
Hi everyone, check out Shona's narrative of her walk- go to her first image (the...
fitzheke 21 hours ago 3 replies
Social perspectives: taking a walk to see the social determinant

This Flickr group is for PUBH7620 students and staff to examine the social determinants of health around us. Internal students will take a walk to Fortitude Valley, and external students can take a walk around their neighbourhood. Flickr enables you to post images you might want to take on your walk and we can all discuss the images.

Cheers
Lisa

Discussions

Another brilliant narrative- check out Am... by Amy_Doatos

I am so excited to see Amy's narrative of her walk in Wakefield, UK. As I look... fitztheke 15 minutes ago 0 replies

what was the process of walking and taking ... by Amy_Doatos

It would be really helpful to get some feedback on what the experience was like ... fitztheke 33 hours ago 0 replies

More discussions  Post a new topic
Round the corner I walked through the Bell Street Mall. This is joyless pedestrian mall is the site of an employment agency, a youth support centre and a counselling centre sitting among several unoccupied spaces. I did not feel comfortable taking photos in this part of my walk as it seemed somewhat disrespectful to the many people who were entering and exiting these places.
This is a drop-in centre for homeless. I guess similar to the facility visited by the class in the Valley. It is, from the outside very inconspicuous. I phoned the centre prior to my walk to see if there were any workers there I could have an informal chat with to see what some of the issues are faced by disadvantaged people in Wakefield. When I mentioned I was a public health student, I was told that they deal only with homelessness, not health and asked to refer me to NHS facilities. I attempted to explain my interest was because of the sociological links between homelessness and poorer health but this seemed an unfamiliar concept to the person at the other end of the phone. I could have persisted but didn’t. I wonder how detrimental this lack understanding amongst service providers is in the broader picture in trying to address SU’s of Health.
what was the process of walking and taking visual images like for you?

fitzheke says:
It would be really helpful to get some feedback on what the experience was like for you - taking a walk and taking visual images, or even for those of you looking at the images.
8:42PM, 16 September 2013 PDT

Amy_Coates says:
I found the walk a really enjoyable experience and for me a really great way to really examine my own perceptions of place. I think so often we are sitting in cars or travelling with destination as the purpose but this walk gave an opportunity to really take the time to consider my local surroundings in a way the until now has been largely subconscious.

I feel I have a more developed and practical sense of empathy for how others may experience life and the role of place in population health.

Thanks for creating a unique learning opportunity Lisa!
10 hours ago

Amy_Coates says:
I also loved looking at the pics taken by other students - certain features of places and perspectives that I wouldn't have thought about or considered myself...
10 hours ago

fitzheke says:
Thanks Amy, this is really helpful, you have done a fantastic job, I'm presenting at a conference tomorrow where I will talk about this activity, so thanks for the feedback.
fitzheke says:

Hi everyone, check out Shona's narrative of her walk- go to her first image (the beautiful baby) and click on the arrow on the right and you can follow her journey. Brilliant work Shona!

11:12PM, 11 September 2013 PDT (permalink | reply | edit | make sticky | close | delete topic)

shona_mair says:

Thanks Lisa - I actually really enjoyed this process (although the unfortunate side effect is that I have become drawn in to the inherent time-wasting properties of playing around with yet another social media site!).

I found that using pictures helped structure my thinking and also stimulate the flow of the written tasks (it has helped me a bit with my reflective journal). I think I might try and use it in other study / education contexts also.

Now I need to stop making "sets" and "collections" of my two children and get back to getting things done!!
One enjoyable aspect of the course for me was writing the reflective journals, as the subject matter was a rich field to be mined! This assessment helped my learning process in this field a great deal, due to the way I was forced to think about the impact of using the social model to analyse my own experience.

Please improve the recording technology for external students

The guest speakers were great, they brought the course content to life and made me challenge my preconceptions

I like that the week 4-7 reflective journals really encourage real learning. They get us to engage with the content in context of society today, and to also link to our own learning – awesomel earning strategy!

Flip classroom - don't understand the concept, seems to double the work, timetabling with other course is not good

The pre-recorded lectures were very helpful
## Evaluations

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Benefits

• Closer connection between and with students (community of learning)
• More engaged students, some higher level critical thinking
• More skilled in IT and facilitating active learning
• Less tutorial support needed
• Study guide is redundant
• Course material more relevant, easily updated and can be modified to suit the cohort

• Better quality assessment?
What’s the costs of flipping?

- Time (setting up and facilitating)
- Technology
- IT support
- Balancing act
- Ongoing issues- still need ongoing improvements in design of classroom and online learning activities- more directive instructions, issue of what to record for external students.
Conclusion

• Challenging, much to learn about technology and teaching
• Intensive type of teaching
• Takes time, commitment and needs to be supported by School/Faculty
• But produces better teaching and engagement!!
Thank You