

Flipping media law

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Who
What
When
Where
Why
How

**But not in
that order...**



A photograph of a chalkboard with a lightbulb resting on it. The lightbulb is unlit and positioned in the upper right quadrant. Below it, several white chalk-drawn thought bubbles of varying sizes are scattered across the board. The background is dark and textured, possibly a carpet or mat. The overall scene suggests an idea or concept being presented.

What?

Pilot study

Flipped classroom

**Level 4 media law
module**

Pre-session videos

**More active
learning in session**

Why?

A close-up photograph of a gorilla sitting in a cage. The gorilla is looking slightly to the right with a thoughtful expression, its hands clasped near its mouth. The background shows the metal bars of the cage.

I was forced... to do something for my PGCAP

Still remember my (didactic) law teaching

More importantly as PD I had a (series of) problem(s)

Why?

OXFORD

McNae's
**ESSENTIAL LAW
FOR JOURNALISTS**

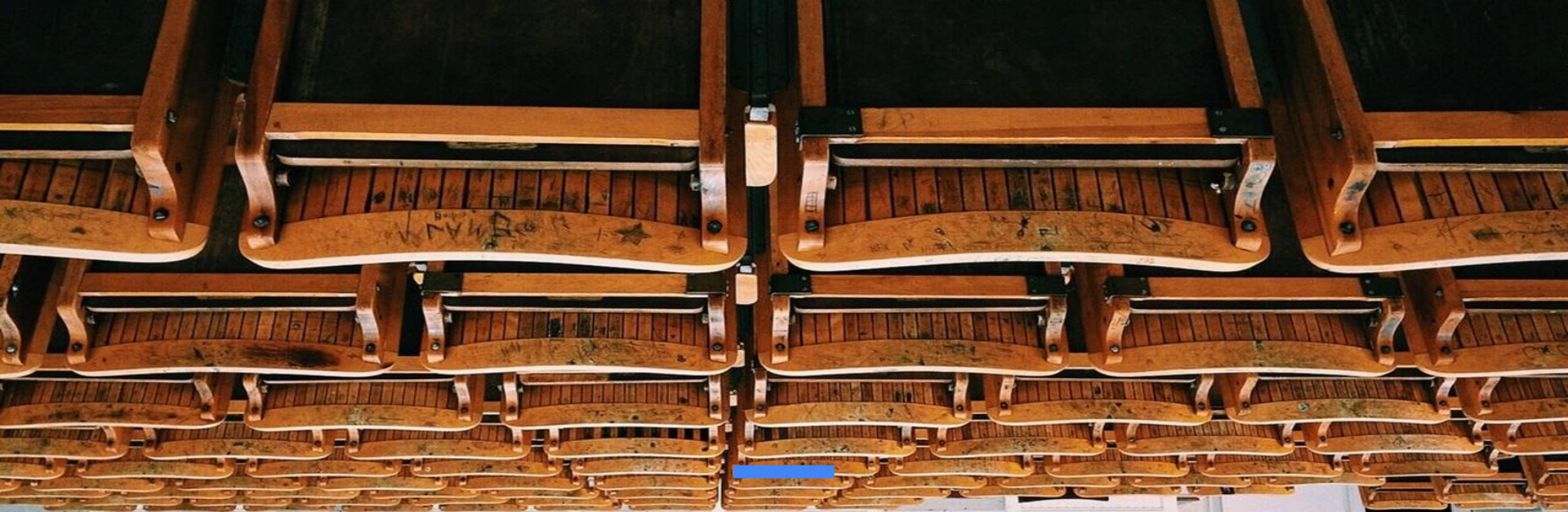
23rd Edition
Mark Hanna & Mike Dodd



mcnaes.com

nctj
National Council for the
Training of Journalists

Credit: NCTJ



What is the Flipped Classroom?

What is the Flipped Classroom?

...events that have traditionally taken place inside the classroom now take place outside the classroom... (Lage & Platt, 2000).

...students are introduced to the learning material before class, with classroom time then being used to deepen understanding... (HEA 2016)

...provides students with access to online video lectures prior to in-class sessions so that students are prepared to participate in more interactive and higher-order activities such as problem solving, discussions, and debates... (Kim et al, 2014)



Why flip?

- Students can spend class time applying and developing 'higher-level cognitive skills' (HEA, 2016) so are working at higher levels of Bloom's (1956) taxonomy as revised by Anderson and Krathwohl (2001).
- Students involved in active learning during class time (HEA, 2016).
- Reduces time spent on didactic lectures in sessions by moving it to before the session.
- Promotes student satisfaction and engagement (O'Flaherty & Phillips, 2015).

Or...

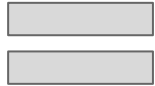
Active learning promotes engagement and deep learning



Flipped Classroom creates more time for active learning in sessions



More engaged cohort. Deeper learning.



**Caveat: Flipped
Classroom literature is
inconclusive at best.**

A lot of variables...

Method

The tutor - me - created a series of mini-video lecturers - my voice over slides - approx 10mins about defamation.

Posted on Sunday evening ahead of Thursday afternoon session.

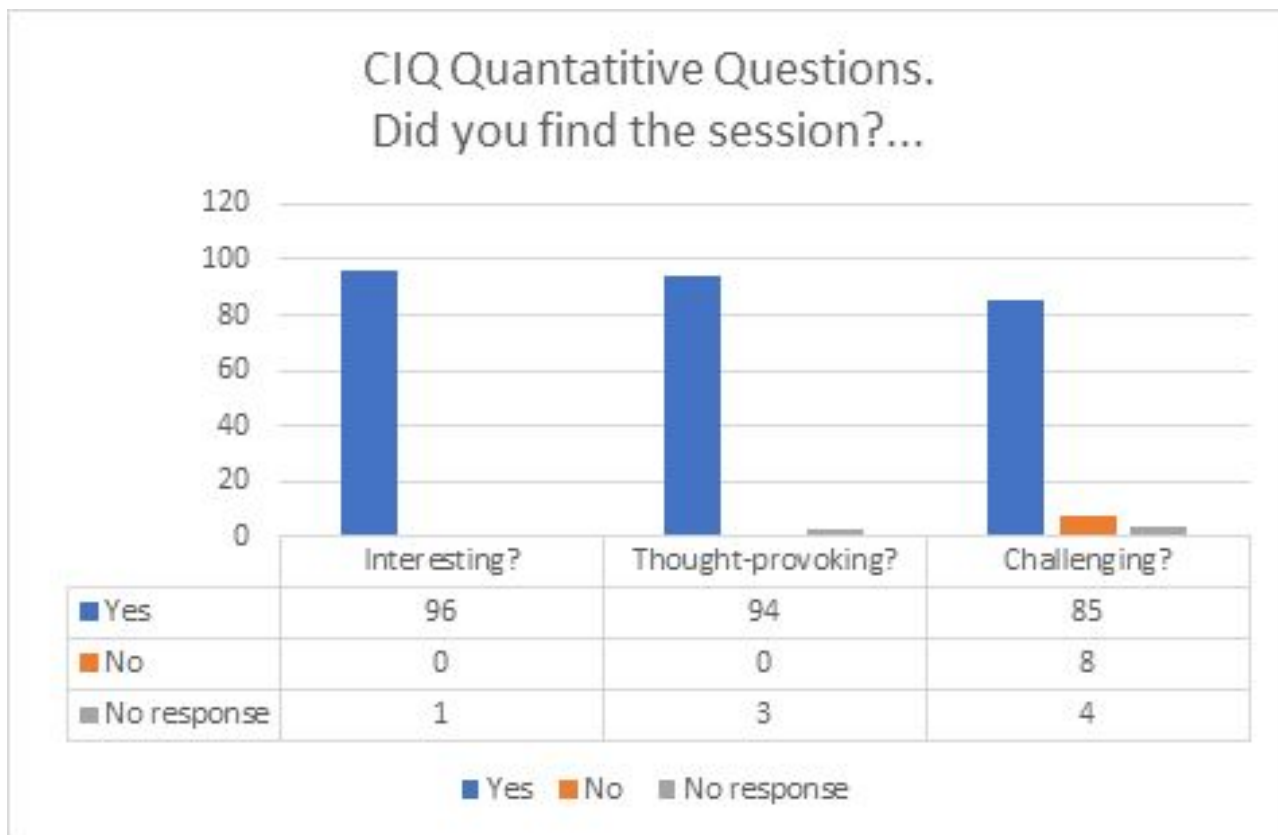
Watching was **'compulsory'** material would not be repeated in the session.

Student feedback collected at the end of each session via Brookfield's (1995) Critical Incident Questionnaire (CIQ).

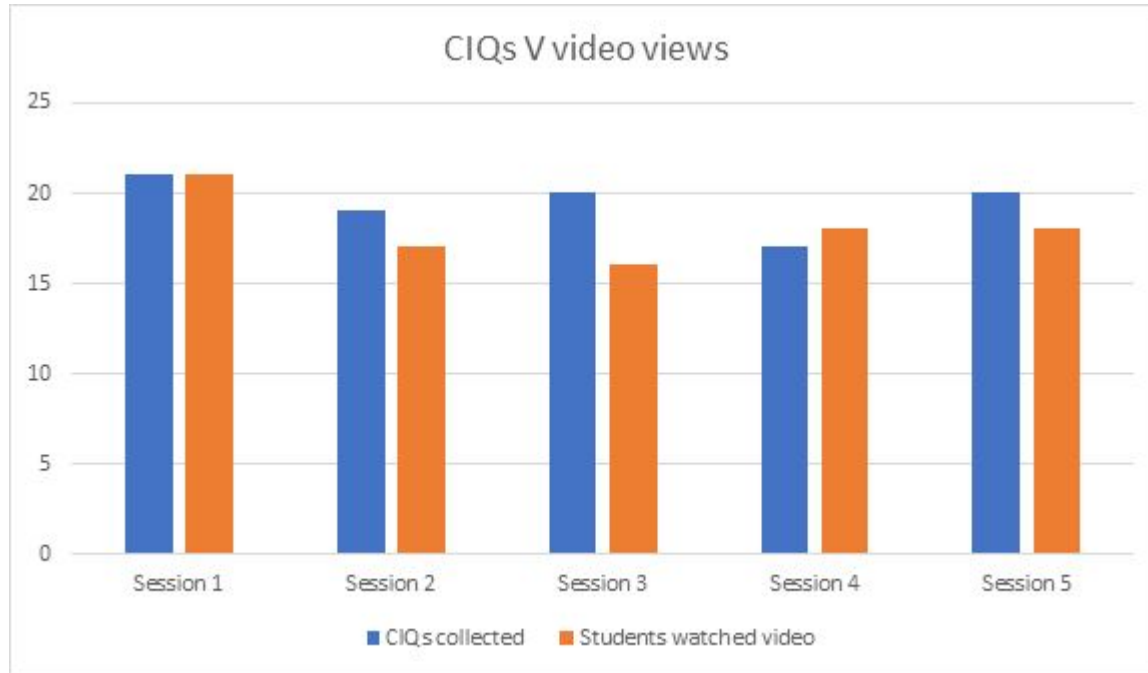
Video views data collected by Kaltura.

Results

Outcomes: Feedback



Outcomes: Video views



26 students in the cohort.

3 failed to engage at all.

23 regularly attended sessions

Outcome: Qualitative



I am an early career researcher

CIQ effective on a session-to-session basis to check what students learned or what they found confusing

CIQ not as effective in evaluating students' attitudes to the overall flipped approach

Qualitative questions got one line answers.

"When did you feel most interested?"

"When doing the task"

"In group discussions"

**I can tell you
when they felt
most interested,
but perhaps not
why**

Limitations

To research

CIQ not ideal

No measure of effectiveness in improving learning or engagement

Tutor bias. I am PD. It was their first few weeks. I told them I was doing this thing which I really thought would benefit them. They may have felt pressured to say it was good.

For tutor

Significant workload to create videos and plan sessions.

Positives

Sessions were focussed. Sessions were enjoyable to teach.

Student representatives asked for the approach to be extended across more topics and modules.

PGCAP tutor observation: “What you have created is something akin to a community of practice.”

Students surprised the tutor - me - by knowing things I'd forgotten I'd put in the videos.

Negative feedback on the module returned with didactic approach.

I learned a lot about project design.

Next steps

Repeat the project with different method across more sessions.

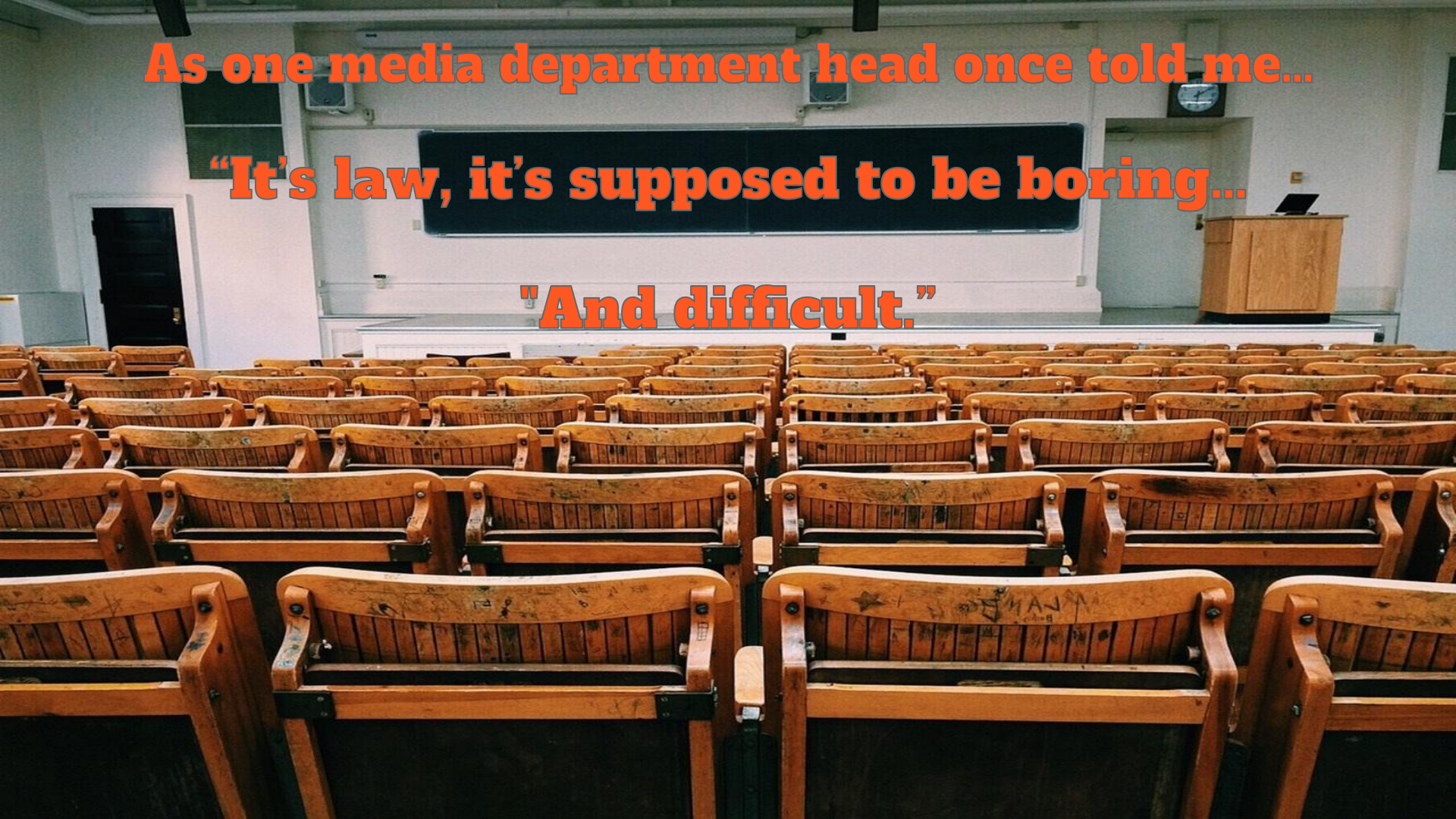
Introduce Flipped Classroom to practical journalism modules.

Or?

As one media department head once told me...

“It’s law, it’s supposed to be boring...”

“And difficult.”



Thank you