

Flipping the Classroom with a Twist

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Abstract

The Global Business School for Health (GBSH) started teaching its first cohort of students in 2022. Due to multiple factors, it was decided that the lectures for modules would be asynchronous. With the flipped classroom approach being taken across the entire school it was of paramount importance to set up the systems and processes allowing academics to create engaging content for their students. Hence, I set about creating workshops and organising one-to-one training. Part of the training involved teaching academics different ways to create interactive content. The purpose of interactive content was to substitute for the discussion that would often happen in a face-to-face setting. Academics were trained to use Mentimeter so they could ask questions during their lectures that would allow them to garner an understanding of the content knowledge of the students which would assist in the development of the face-to-face workshops. At the end of the term, feedback was collected from the students and it highlighted that 60% of students experienced interactive lectures and 86% of those students thought that the interactions improved their learning experience. Due to the success of this intervention, I set about creating multiple other asynchronous interactive resources and collected feedback on them. Due to the success of these

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