MANCHESTER 1824
The University of Manchester

Flipped Classroom

Case Study

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Course: BMAN21020

Financial Reporting & Accountability

Course Details: UG/Year 2/200+

What teaching and learning problem were you aiming to solve?

Staff – Facing a challenge of presenting complex theory and accounting techniques in limited lecture time (four lectures to cover Consolidated Accounting). The subject builds up in a way that requires students to be able to master the basics fully, before developing the subject further.
Students – A mixture of students from accounting and non-accounting programmes: some require more detailed explanations than others; differing learning approaches (theory v application).

How did the technology help you to solve the problem?

Developed three video sessions ("PreViews", 5-6 videos, each 5 minutes long) to introduce the theory and practical applications of Consolidated Accounting before the lecture.

PreViews prepared using Camtasia, (PowerPoint plug-in), with post-production annotations/highlights and "hotspots" (e.g. to web links), in-video quizzes that require the student to respond before progressing, and promote active viewing.

Using SCORM, quiz results appear on Blackboard's grade centre. A second set of worked examples, "ReViews" follow the Khan Academy style of demonstration and hand-written workings, with small video of the presenter to personalise the presentation.

How successful was the solution?

Despite some issues on playback (with Mac), feedback was positive and take-up improving year-on-year. Challenges still exist in getting students to view at the designed stage (before lectures/seminars), limiting genuine opportunities for flipped lectures using TurningPoint. Most usage is still at the revision stage. Initial cluster analysis of 2016-17 cohort identifies a correlation between those students with earlier/selective use (prior to workshops) and result in the exam question on the topic.

Benefits: Encourages early and active participation, allows identification of disengaged or struggling students, and provides immediate personalised feedback for students (via quizzes). Opens up debate in the subject prior to the workshops, and promotes Discussion Board forums.

What did your students think? Quotes from Online Unit Survey (BMAN21020):

"PreView videos are excellent for exam revision. Would request all lecturers to do the same."

"The videos are very good. Perhaps other topics should use videos to pre teach before the actual lecture?"

"The preview videos were excellent! Very comprehensive and a valuable asset to learning because the allotted lecture time provided for this module clearly do not suffice…"

Any tips?

If you are considering creating videos, a good start would be to try out TechSmith Relay (by the same developers of Camtasia: TechSmith). Creating videos is simple: you just need a microphone and PowerPoint. For more complex videos, consider Camtasia. There's a steeper learning curve, and you would need to buy a licence, but videos can be enhanced/edited post-production (e.g. quizzes, links, hot spots, highlights). For Khan-style videos, you may need a pen-enabled laptop (e.g. Microsoft Surface)