



FLIPPING THE CLASSROOM?

# 10 THINGS TO DO WITH FREED-UP LECTURE TIME

The titles below are hyperlinked: click to be directed to more information, inspiration or advice...

**1 [JUST-IN-TIME TEACHING](#)** or JiTT sees lecturers giving out pre-class online tests or challenges. The deadline for the test is set so that the lecturer has enough time to prepare specific activities that explore misconceptions or challenge perspectives for use within the lecture time.

**2 [PEER INSTRUCTION](#)** is often paired with JiTT. Whilst JiTT takes place *before* the lecture, peer-instruction takes place *in* the lecture. Eric Mazur (1996) created a series of steps which involve students working individually to solve a problem (such as an exam style question or dilemma) and then challenging a peer who has come to a different conclusion in order to expand their reasoning.

**3 [POLLING](#)** can be combined with 1 and 2 to get an instant picture of how students think on certain topics. Not just for plenaries at the end of lectures that check engagement, polling can be used as a [hinge-point](#) which helps lecturers to decide whether students are ready to progress onto the next stage in their learning or if they need further explanation on a concept. Apps such as [Kahoot](#), [Answergarden](#) and [Plickers](#) can be used here.

**4 ROLE PLAY** encourages students to consider different ways of thinking about subjects and when planned thoughtfully, can link to authentic assessment and employability skills.

**5 PEER ASSESSMENT** supported by clear assessment criteria (such as a rubric) gives students the chance to receive formative feedback on their emerging work without adding to staff workload. Allowing students the chance to have a dialogue with multiple peers about their work, impresses upon them the importance of drafting, reviewing and focusing their work.

**6 GUEST LECTURES** can be organised so that students can see the real-world application of the ideas and skills that they have been learning about. Having seen a complementary recording, students would be better-informed to ask questions that aid their learning. The lectures could be delivered face-to-face or virtually, using Skype or a similar tool.

**7 EXPERIENTIAL LEARNING** means getting hands-on. Students might have the chance to build, experiment or perform in a way that helps them come to new conclusions about their subject matter. Kolb (1984), a developer of experiential learning, suggested that many students learn best from being thrown straight into a thought-provoking task, reflecting on what it has taught them, and then doing the task again after having drawn up a plan of action based on their reflections on their previous performance.

**8 DISCUSS AND GRADE WORK** using anonymised examples of coursework and the corresponding assessment criteria. This allows students to get a sense of academic standards when writing their own assessed pieces.

**9 PROBLEM-BASED LEARNING** or PBL sees students answering an open-ended question with the help of a group. PBL requires students to evaluate their current understanding and to fill in the gaps in their learning. It's worth not providing too many resources to help them, as PBL seeks to develop students' self-efficacy. Groups can work together then present their solution(s) back to the class and face questions from their peers.

**10 DEBATING** can encourage students to evaluate the importance of concepts and evidence, especially where topics are contentious. Where the room permits, students can be split in half, and pre-assigned opposing arguments. These groups can work in smaller clusters to build a series of motions which will later be used in a debate. A more formal whole-class debate can ensue, or students can simply argue in mixed pairs.

### References

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