Flipping media law
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Who
What
When
Where
Why
How
But not in that order...
What?

Pilot study
Flipped classroom
Level 4 media law module
Pre-session videos
More active learning in session
Why?

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)
McNae's ESSENTIAL LAW FOR JOURNALISTS

23rd Edition
Mark Hanna & Mike Dodd

mcnaes.com

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).
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

CIQ Quantitative Questions.
Did you find the session?...

<table>
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<th>Interesting?</th>
<th>Thought-provoking?</th>
<th>Challenging?</th>
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<tr>
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<td>1</td>
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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