Why is use of the flipped classroom not more wide-spread at Sydney University?

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Abstract: In this session we will use the idea of a round table to discuss how the question in the title might be studied. The flipped classroom is an educational idea that appears to have many advantages for student learning, for the use of teaching time, and it is a very good example of conceptual-change student-focused teaching. However, other than a few isolated cases, use of this method is not wide-spread at Sydney University and the question is why. This roundtable will be used to put this question with the aim of seeking research answers to it. It will draw on two recently published studies. The first is an evaluation of the use of a flipped classroom in first year physics at the University of Queensland (Drinkwater, et al., 2014) the second is a multi-variable study of factors related to the outcomes of student learning (Trigwell, et al., 2013). The first paper describes an approach to what they call an integrated approach to managing active learning in large first year classes, and the evaluation results demonstrate quite clearly the advantages of using such an approach. So what is it that is hindering the wider use of the approach now that it is well over five years old? The second paper provides a model that might be used to look at this question. In empirically estimating the contribution of a range of student and learning environment variables to the outcomes of student learning, with somewhat surprising results, the research approach used may provide a mechanism for the investigation of barriers to the adoption of conceptual-change student-focused teaching. This, and other possible research proposals will be explored.
