Flipping promotional activity approaches: Raising awareness and increasing student engagement with Learning Development

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About CLaSS

• The CLaSS team work with undergraduate, postgraduate and research students, who are studying full-time, part-time and by distance learning across the university.

• 5 fte equivalent.

• We know that all students will need help and advice at some point in their studies.
Flipping promotional work

- Recognition: student populations composed of individuals therefore a variety of different learning styles needed.
- General principle to provide menu of options for students to use in learning
  - Traditional learning and normalising help seeking
- Increased student engagement and heightened opportunities for peer and deeper level learning (Doolittle, 2014)
Our project: Background

• Conference of European Ministers responsible for higher education (2009): should be adequate support for students to complete their studies.

• Collaboration: Media Production in the Faculty of Technology and CLaSS

• Renegotiation: consider how flipping the classroom can assist student engagement with learning development (Hartley, 2011).
Our project: Methodology

• Rheingold’s (2012): world full of information

• Current vs new : “graphical and symbolic ways of representing information” (Fleming & Mills, 1992)

• Video advertisements: 1) Variety of settings 2) Normalise concept of study development

• Individual learner bottom-up approach, rather than a top-down curriculum approach = student autonomy

• Peer learning opportunities
Our project: Findings

• Developed during summer 2014; implemented during 2014-15
• Early findings:
Next steps

• Further evaluation of the impact of the videos
• Consolidation process
• Create and upload videos of students discussing their use of CLaSS
References


