**CONTEXT**
- Kean to try a different method of teaching
- Using technology (Panopto)
- Use Community of Practice: Flipped Learning
- Focus on developing core skills
- Problem solving
- Issues with application of law, pass rates, retention
- Put in to practice for term 1 (12 weeks)
- Undergraduate Level 4 law students (140) contact law

**DEFINITION OF FLIPPED LEARNING**
Flipped Learning is a pedagogical approach in which...
- 'Direct instruction moves from the group learning space to the individual learning space, ... the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter'
  http://flippedlearning.org

**CONCLUSIONS**
- A popular form of Marmite!
- Students developed their problem solving skills by the range of activities offered in the large group
- Embedding IRAC as a problem solving strategy helped students grow in confidence when applying law in assessment (in particular problem questions)
- Panopto was overwhelmingly popular with students in terms of accessibility, gaining knowledge in advance, controlling their learning experience, and being able to access material over and over again.

**QUALITATIVE FEEDBACK**
- "Found the Panopto's extremely useful as I could always go back to them and consolidate my knowledge."
- "Entertaining, different, engaging, effective, unique, unconventional."
- "I was unsure at first with this learning approach, but after using Panopto and realising how useful and helpful it was I started to adjust to it."
- "I started to adjust to it!"
- "The combination was very helpful however at the start it was challenging to keep up with everything."
- "Panopto is a great tool, particularly when revising."
- "Panopto was an easy change to make for both the students and I as an educator."
- "I found the learning experience enjoyable and engaging through Panopto and the use of IRAC."
- "It was a very easy system, I enjoyed it."
- "I found it was very helpful as I could go back and review."
- "All the content was easy to follow."
- "I enjoyed the use of IRAC in the course."
- "Panopto was a very effective way of consolidating our knowledge."
- "Panopto is a great tool for revising and understanding concepts."
- "I would use it again - it was easy to follow."
- "It taught me how to think - not just remember."
- "It was easy to follow."
- "I think it was a great tool to use in the course.

**METHODOLOGY**
1. Can flipped learning support students in developing problem solving skills?
2. Literature review
3. Redesigning teaching materials
4. Questionnaire – Survey Monkey
5. Findings/Analysis/Conclusions

**FLIPPED LEARNING INTO PRACTICE**
1. Teaching materials redesigned - contextual
2. Music Festival (G Festival) used as basis for learning
3. Panopto used to give basics of knowledge 20-30mins
4. Accessible via an app or online
5. Released in advance of large group (formerly lecture)
6. Scenarios used to introduce topic at start of the Panopto
7. Option for students to fill in the outcomes of cases in module handbooks while listening to Panopto
8. Lecture used as large group to create a 'dynamic interactive learning environment.'

**FLIPPED CONTENT**
- All students attend 2 hour large group
- Students bring technology to work
- Design range of activities to use:
  - Multiple choice questions (hot potato), short answer questions, problem solving questions, legal research activities, discussion, referencing activities – all aimed at consolidating knowledge and developing problem solving skills
  - Specific problem solving strategies used (IRAC)
  - Worked through examples
  - Focus on interacting with knowledge not knowledge transfer!

**FINDINGS**
Based on 86 student survey
How would you rate your overall teaching & learning experience in the law of contract using flipped learning & Panopto?

**BENEFITS OF USING THE FLIPPED APPROACH**
- Frees up time to support students in developing a wider range of skills
- Encourages engagement, attendance & independent learning
- Scaffolds learning during first year transition
- Improvement in assessment results
- Scaffolds learning during first year transition
- Encourages engagement, attendance & independent learning
- Enjoyable, interactive way of teaching!

**CHALLENGES FOR THE TUTOR**
- Time involved in redesigning materials
- Recording video content/Panopto/editing
- Creating material for interactive sessions
- Designing each learning experience:
  - Creating material
  - Improving the experience
  - Designing each activity
  - Aligning learning experience with lecture
- Managing large group & student expectation
- Finding suitable teaching space
- Managing questions, expectations, clarification
- Must be flexible with teaching techniques
- Level 4 students new to HE found it a challenge at the start

**RESEARCH DESIGN**
- Undergraduate Level 4 law students
- Put in to practice for term 1 (12 weeks)
- Issues with application of law, pass rates, retention
- Focus on developing core skills
- UoG Community of Practice:
  - Using technology (Panopto)
  - Keen to try a different method of teaching
  - Developing a wider range of skills
  - Engaging students
  - Encouraging independent learning
  - Developing critical thinking & independent work further.

**CONTEXTUAL FRAMEWORK**
- Undergraduate Level 4 law students
- Put in to practice for term 1 (12 weeks)
- Issues with application of law, pass rates, retention
- Focus on developing core skills
- UoG Community of Practice:
  - Using technology (Panopto)
  - Keen to try a different method of teaching
  - Developing a wider range of skills
  - Engaging students
  - Encouraging independent learning
  - Developing critical thinking & independent work further.

**METHODOLOGY**
2. Literature review
3. Redesigning teaching materials
4. Questionnaire – Survey Monkey
5. Findings/Analysis/Conclusions

**CONCLUSIONS**
- A popular form of Marmite!
- Students developed their problem solving skills by the range of activities offered in the large group
- Embedding IRAC as a problem solving strategy helped students grow in confidence when applying law in assessment (in particular problem questions)
- Panopto was overwhelmingly popular with students in terms of accessibility, gaining knowledge in advance, controlling their learning experience, and being able to access material over and over again.

**FLIPPED CONTENT**
- All students attend 2 hour large group
- Students bring technology to work
- Design range of activities to use:
  - Multiple choice questions (hot potato), short answer questions, problem solving questions, legal research activities, discussion, referencing activities – all aimed at consolidating knowledge and developing problem solving skills
  - Specific problem solving strategies used (IRAC)
  - Worked through examples
  - Focus on interacting with knowledge not knowledge transfer!

**FINDINGS**
Based on 86 student survey
How would you rate your overall teaching & learning experience in the law of contract using flipped learning & Panopto?