

THE LOWDOWN ON THE LATEST PRACTITIONER-LED PEBBLEPAD WEBINAR

If you're big on great ideas, but short on time, this document contains the highlights from the latest practitioner-led PebblePad webinar, along with a link to the full recording. The webinar: **Using PebblePad to design and deliver engaging flipped classroom experiences** is led by Dr. Sarah Burkhart from the University of the Sunshine Coast, Australia, and makes for yet another brilliant showcase of pedagogical trailblazing. **Enjoy.**



ABOUT THE PRESENTER

Dr Sarah Burkhart is a Lecturer in Nutrition in the School of Health and Sport Sciences at USC. Sarah coordinates and teaches several courses across the Bachelor of Nutrition and the Bachelor of Dietetics, with a focus on improving the student experience and readiness for practice using blended learning and the flipped classroom approach, innovative technology and effective curriculum design. Sarah's scholarship of learning and teaching interests also include the integration of a food systems approach and sustainability within Nutrition and Dietetic curricula, while her research focus area aims to understand the determinants of food choice, dietary diversity and food security across Pacific Island food systems, in particular access and availability, education, food literacy and the influence of culture.



ABOUT THE WEBINAR

The flipped class pedagogical approach engages students in the learning process through participation in self-directed activities pre and post directed in-class learning experiences. To be successful, the flipped approach relies on strong alignment between learning outcomes, teaching activities and assessment. It also relies on having a clear structure that is easy to navigate.

At USC, this approach has been adopted in three disciplines within the School of Health and Sports Sciences – Nutrition, Dietetics and Occupational Therapy. Flipped courses are scaffolded and supported through the design and creation of structured workbooks using PebblePad. In this webinar Sarah explains the background to making the decision to flip their courses and outlines the approach through a live demonstration of a workbook resource. She outlines some of the challenges and benefits - for students and academics - and shares the results of their formal evaluation, including student feedback.



THE FLIPPED APPROACH RELIES ON STRONG ALIGNMENT BETWEEN LEARNING OUTCOMES, TEACHING ACTIVITIES AND ASSESSMENT.

KEY TAKEAWAYS

TAKEAWAY ONE

Key elements in ensuring the success of this approach is alignment with learning outcomes, and consistency in design, layout and terminology so that students understand exactly what is expected of them. The use of the learning phases Prepare, Participate and Recap, is central throughout the workbook design and helps to structure the experience for both students and staff.

TAKEAWAY TWO

High student engagement is driven by several factors. Students appreciate having all of their learning materials, course notes, responses and personal notes in one place. Understanding what is expected of them for each part of the course, being able to track their progress, and having an assessable component built in keeps the students accountable. At the end of the course, students have ownership over a beautiful and comprehensive package of their work, which they can refer to in the future and use to demonstrate competency or job-readiness.

TAKEAWAY THREE

While the overhead and resource for the initial design and set up is high, the benefits far outweigh the costs. From an academic perspective, once the initial workbook(template) has been created it only needs minor content adjustments for future iterations, and they are quick and easy to mark. The workbook also enables an increased awareness of at-risk students.

View the full webinar recording at:

<https://pebblepad.wistia.com/medias/gqwemz6n65>



IT WAS A BIT OF A CRAZY IDEA AT THE BEGINNING TO THINK WE COULD USE AN EPORTFOLIO TOOL TO DEVELOP A FLIPPED CLASSROOM.