Using Sports Coaching as a Cultural Reference to Help International Students Understand Flipped Classroom

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Known Benefits of Active Learning

ACTIVE LEARNING

- INCREASED ACADEMIC PERFORMANCE
- INCREASED ENGAGEMENT
- INCLUSIVE PRACTICES

Student Resistance to Active Learning

**ACTIVE LEARNING**

- Increased Academic Performance
- Increased Engagement
- Inclusive Practices

**STUDENT RESISTANCE**

- Lack of Understanding of Active Learning
- Adapted to Traditional Teaching (Teacher-Centred Practices)
- Lower Engagement (and Academic Performance)

These issues are more pronounced in international students

3) Owens, D. C. and co-workers (2020). *Student motivation and resistance in active learning classrooms*. In Active Learning in College Science (pp. 927-942). Springer, Cham
Engagement paradox in active learning. Engage students with active learning so you can increase engagement?
Can We Make Active Learning Relatable?

ACTIVE LEARNING + SPORTS CULTURE

ACTIVE LEARNING IN A CONTEXT THE STUDENTS CAN UNDERSTAND

USE OF COMMON ‘SPORTS LANGUAGE’ THAT PARALLELS ACTIVE LEARNING

WORK ON INDIVIDUAL AND/OR TEAM SKILLS (E.G. TENNIS VS FOOTBALL)

Tennis Coaching in Flipped Classroom

TENNIS COACHING IN FLIPPED CLASSROOM

TRADITIONAL

LIVE LECTURE

SELF-PRACTICE

ASSESSMENT

FLIPPED

EDUCATIONAL MATERIALS

IN-CLASS WORKSHOP (COACHING SESSION)

ASSESSMENT
Tennis Coaching in Flipped Classroom

Traditional:
- Live Lecture
- Self-practice
- Assessment

It is more difficult to win Wimbledon if you don’t train with your coach.

Flipped:
- Educational materials
- In-class workshop (coaching session)
- Assessment
Tennis Coaching in Flipped Classroom

**Traditionnal**
- Live Lecture
- Self-practice
- Assessment

**Flipped**
- Educational materials
- In-class workshop (coaching session)
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Tennis Coaching in Flipped Classroom

Traditional:
- Live Lecture
- Self-practice
- Assessment

Target low achievers and disadvantaged students

Flipped:
- Educational materials
- In-class workshop (coaching session)
- Assessment

The Championships Wimbledon
Preliminary Results

- Cohort of 11 student international students in our MSc in Chemical Sustainability

Initial Survey Introductory Lecture
8 answers out of 11 students

Have you ever heard of Flipped Classroom?

- Yes: 3
- No: 5
Preliminary Results

- Cohort of 11 student international students in our MSc in Chemical Sustainability

Have you ever heard of Flipped Classroom?

Initial Survey Introductory Lecture
8 answers out of 11 students

- 3 Yes
- 5 No

HAD NOT STUDIED ABROAD BEFORE
Preliminary Results

- Cohort of 11 student international students in our MSc in Chemical Sustainability

I understand the method of teaching used in this topic: Flipped Classroom

End of Module Survey
8 answers out of 11 students
Preliminary Results

- Cohort of 11 student international students in our MSc in Chemical Sustainability

![Bar graph showing the comparison with sports coaching has helped me understand Flipped Classroom.](image)

End of Module Survey
6 answers out of 11 students
Students’ Feedback

Flipped teaching was useful as we could review the lectures in the comfort of our home and according to our schedule. The workshops were also relevant to the assessment and to real-life scenarios.

The course design is very user-friendly, as it allows students to self-study at home at appropriate times, and important knowledge points of this course are emphasized and applied in the workshop.

I like the idea of the flipped classroom. I can pause the videos and have time to digest the information.

Clear video and slides help me gain a brief and extensive understanding of biomass. The workshop sheets focus on real productions, making students involved.

I like the length of the lectures, I like short videos with high volume of knowledge. Thank you for preparing the videos nicely with subtitles.
Thanks for your kind attention!

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