



UNIVERSITY OF  
EASTERN FINLAND

# SMART SCIENCE BY *SMART* PEOPLE

UNIVERSITY OF EASTERN FINLAND JOENSUU | KUOPIO | SAVONLINNA

## How did I flip teaching in public health nutrition?

# Contents

- What is flipped classroom?
- My own experience

## TRADITIONAL CLASSROOM

- › Students (passively) listen to the teacher and take notes (if they can).
- › More challenging content is studied independently (without peer or teacher support).
- › Teacher-centred.



## FLIPPED CLASSROOM

- › Students study the material before class via digital platforms (flexibility).
- › In class, students work together with their peers and the teacher. Time can be used for more complex issues and problems, and for putting theory to practice.
- › The teacher can be a real pedagogical expert who masters the content. Class time allows for the use of a wide spectrum of learning-centred approaches.



UEF **AMEBA**

### CONTACT PERSON

Erkko Sointu (PhD, Education), tenure track postdoctoral researcher, team Ameba research coordinator  
[erkko.sointu@uef.fi](mailto:erkko.sointu@uef.fi)

# UEF FLIPPED

#FLIPPEDCLASSROOM#SMARTVERSITY#UEF2020



*UEF's strategic aim is to be the best Finnish academic learning environment by 2020. In addition to innovatively transforming our physical and digital learning environments, we are embracing a student-centred didactical-pedagogical culture.*

**1** *A one-year programme to support UEF teachers to start implementing the flipped classroom.*

**100** *teachers are using the flipped classroom method in their courses.*

**8,000** *students participate in Flipped Classroom courses by the end of spring 2018.*

## FLIPPED MODEL FOR TEACHERS

- ▶ Individual support on how to flip the classroom
- ▶ Support from a pedagogically oriented research team (team Ameba)
- ▶ Practical support and research relating to flipped courses
- ▶ Support for reporting on the results
- ▶ Three seminars organised by the Ameba team
- ▶ Technical support
- ▶ Self-study materials in a digital platform
- ▶ Peer support: a Yammer group for discussion
- ▶ Local peer groups and a mentor network
- ▶ Lighter teaching load

# Why to flip?

- Student centered learning
- Changes in work life
- Use of technology has changed

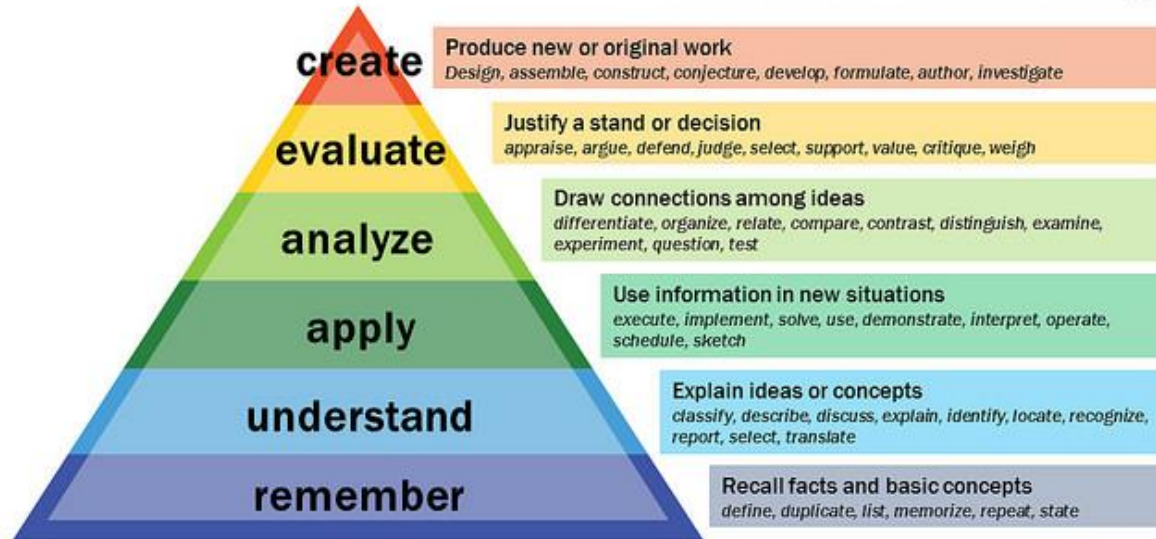
# Planning flipped classroom

- Curriculum, course description
- Content analysis is important (knowledge, skills, separation of all have to know and nice-to-know knowledge)

# Planning flipped classroom

- Defining learning objectives

## Bloom's Taxonomy



 Vanderbilt University Center for Teaching

# Planning flipped classroom

- Evaluation of learning
  - pre-class
  - in-class
  - post-class
- Self-evaluation and peer evaluation
- Alignment of learning objectives, study methods and evaluation



Modules / themes	Key knowledge	Learning outcomes	Setting	Material and assignment	Evaluation of learning	Duration
<b>Theme 1</b>	Definition, theories, models, principles, framework, which are essential to learning process	Student can define, explain ....	online	video 1 video 2 video 3  Assignments related to videos 1-3	Online quiz	<b>3 days</b>
		Student can apply, analyze ....	Contact class room teaching	Students work on the applied materials and assignments in small groups. This will deepen the knowledge gained before class. Collaborative and social learning methods are used.	Interactive online/ mobile test in class	<b>2 x 3 hours</b>
<b>Theme 2 etc.</b>						

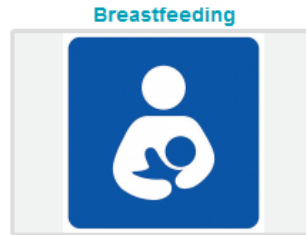
# Steps in teaching: before class

- First exposure to material before class
  - Lecture videos, photos, pictures
  - Literature (books, scientific articles)
- Provide incentives to prepare for class
  - Quizzes, small assignments to activate learning
  - Points for the final grade

# Steps in teaching: in class

- Activate students in the class
  - Applied knowledge, difficult points, deepening the knowledge
  - Pairs, small groups
  - Assignments, case studies, analysis, practical assignments
- Create opportunities for student feedback

# Nutrition in the life cycle



## Pregnancy

In this module you will learn about the nutritional requirements during pregnancy. When you study, pay attention to:

- What are the specific nutritional requirements related to pregnancy and what is their physiological basis?
- Are there specific groups in the population who may be at particular risk in pregnancy?

Before the class room session:

- Read Chapters 32.1 Pre-pregnancy and 32.2 Pregnancy in Essentials of human nutrition
- Watch the videos
- Take the quiz



Video: Pregnancy: nutrient recommendations



Video: Pregnancy: minerals



Video: Pregnancy: vitamins



Video: food based recommendations in pregnancy



Other materials



Test your knowledge on pregnancy, return by 12.2.



Case study pregnancy PDF document



Assignment for the pregnancy module. Please, return task by 12.2.

# Final assignment


## Group reports in NLC

A good report points out the important issues, explains the reasons, discusses and evaluates the topics, and is organized. Remember that the text has to be written by your group (no copy-paste) and cite the sources.

Start planning the report well in advance while the course is going. The reports must be submitted by **Friday 23.3. at 16.00**. Next step is to read and learn from the reports other students have written. You should comment at least two reports that are on a different topic than your own report by Tuesday **27.3**. Give your comments on the discussion board by answering the post. Lastly, read the comments that you received and answer them by **28.3**.

 [Instructions for group reports](#)

 [Groups for writing the reports, deadline 2.2.](#)

 [Check you report before final submission](#)

 [Submission by 23.3. and Discussion about the reports, by 28.3.](#)

 [Evaluation matrix](#) PDF document

 [Course feedback, deadline 6.4.](#)

*Thank you!*



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