Student Generated Resources in Support of the Flipped Classroom

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Background and methods

The Flipped classroom is an increasingly popular approach used to engage students more actively in their learning journey. 3rd year students were surveyed on their views on the most challenging areas of the pathology and pharmacology curriculum and students then developed their own e-learning resources to support other student learning in these areas.

Students used Articulate Storyline®, the Explain Everything ™ application and mindmapping tools. The resources were made available on a WordPress intranet site and students were surveyed on their experiences.

Results

33% response rate.
77% of students responding to the survey used the resources,
23% did not.
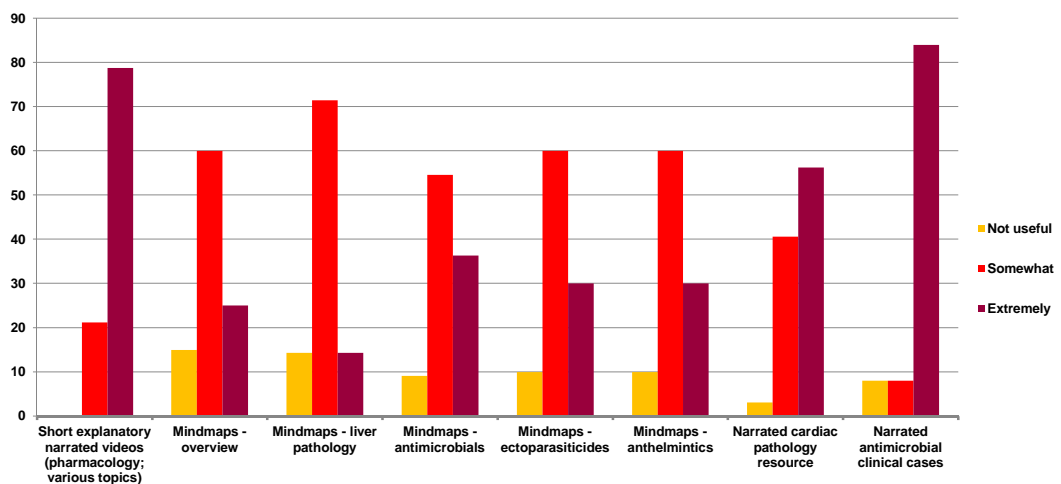
Helpful Aspects

Student perspective
Narration
Own pace

"I often find student resources are more suited to my style of learning!"

"The short narrated videos for pharmacology were very useful as they clearly explained tricky material. Additionally, videos mean that each student is able to go at their own pace."

Less Helpful Aspects

Mindmaps
No time to use

"The mindmaps I didn't find as helpful because I find you only learn by doing them not reading them"

Conclusions

This study highlighted several advantages in using students as content authors. The benefits were not only for the users of the resources but for the authors themselves. Narrated resources were considered particularly useful.