5ydd Gynhadledd Dysgu ac Addysgu

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# Crynoldebau / abstracts

Facing battle: teaching long-term change through multiple media

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This presentation critically reflects on my experience of teaching systemic historical change through interactive learning methods. The presentation’s conclusions are based on anonymous student written feedback (collected outside the Tell Us Now framework), on interviews conducted with a self-selecting sample of the student cohort, and on the lecturer’s self-reflection.

The presentation engages with two aspects of a module exploring the historical interplay between war, state, and society. First, it explores the immersive potential of multimedia for classroom activities, with particular attention to use of YouTube and of the Blackboard platform. This includes the use of short YouTube videos for unassessed student tasks within the ‘lectures’. These tasks focused on the question of the evolution of warfare and fighting methods along with the socio-political structures which enable the method of combat depicted in the videos. These were supplemented by other videos embedded within the Blackboard site for further independent student engagement with the module.

Second, the presentation draws conclusions from the implementation of a ‘flipped classroom’ approach to teaching the module. This involved replacing the standard Panopto lecture capture with a dedicated podcast, recorded at home through Panopto but with a commercial podcasting microphone. Each podcast merged the didactic content of two ‘lectures’ into a single, hour-long podcast. This allowed for the ‘lectures’ themselves to be more student-focused, interactive, and for the running of the YouTube activities described above.

The presentation concludes by questioning the effect of the ‘flipped classroom’ on attendance and by exploring further options to improve student engagement with the module.