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**Overcoming Resistance to Change: Managing student readiness for pre-learning instruction methods (Flipped learning and Team-Based Learning)**

**Abstract:**

The session steps participants through the process of overcoming resistance to change where students are introduced to different methods of teaching such as Flipped Learning and Team-Based Learning. An in-class activity is presented which may be given to students to prepare them for a different learning culture associated with a pre-learning teaching method. Student feedback and peer review provide evidence that this method is effective in preparing students for pre-learning methods.

**Key Words: Overcoming resistance to change, Teaching methods, Pre-learning,**

**Introduction**

As educators we need to be well –prepared for current and future classroom challenges. Historically, tertiary education was formatted around a professor standing in front of a class expounding their knowledge with eager students writing down salient points- which is my experience of being a student. However, times change, and with the trend to pre-learning in the form of Flipped and Team –Based Learning, this causes some, but not all students, discomfort at this different form of education. It is for those who may have a preference for a passive type of learning that we need to overcome resistance to change that they may have. This may be done through a variety of activities, and in this session we will consider one. The session will demonstrate how a professor may use an exercise at the start of a class to prepare students for the concept of pre-learning. The exercise is one which can be used for both undergraduate and graduate groups, cross-cultural cohorts, and where non –traditional class- room teaching will be applied.

**Theoretical foundation/Teaching Implications**:

“Traditional” teaching occurs when course materials are presented during a lecture, and students are assessed on that material during another session at a later stage.

In contrast, teaching methods such as Flipped Learning and Team-Based Learning (Balan, Clark, and Restall, 2015) require students to pre-learn course materials before a teaching session, because classroom exercises rely on students using self-gained knowledge. However, for students to be successful, participants in courses requiring pre-learning need to experience some learning activities which will assist them to appreciate this different type of education by taking on responsibility for their learning.

This change means that students may have to work in teams and groups, often outside the classroom sessions. (Bishop and Verleger, 2013; Michaelsen and Sweet, 2008). Since it has been shown that students can relate better to class material if presented from a student-relevant perspective (Biggs and Tang, 2007; Hill and McGinnis, 2007; Ramsden, 2003) it is important to realize how much of an impact teams play in the learning process, and, in particular, the responsibilities attached to the behavior of students in teams. This is important, as it has been recognized that it is often necessary for the educator to apply early intervention to counter some previous negative experiences students might have had learning in groups.

**Learning Objectives**

By attending the session, participants will learn a method to assist in overcoming resistance to change that some students may have towards pre-learning as well as prepare students for the experience.

**Exercise overview**

The session participants will be put in the role of students attending their first class. It is pointed out to them that they are there to learn, and they are asked to reflect on

what they personally consider to be the most important aspect of learning (Smith, 2008):

(1) learning information including facts, principles, and concepts, or;

(2) learning how to apply or use that information in new situations, or; and

(3) learning how to learn (developing meta-cognition skills).

The participants are asked to indicate which of these three is the most

important for them (by writing and displaying the appropriate number on a blank sheet

of paper folded into three). The educator uses the displayed numbers to initiate a

conversation about learning priorities in the whole class by asking participants to give

reasons for their particular choice, and facilitating contributions by class members. This

gives the educator the chance to identify student beliefs, and perhaps misconceptions,

about learning. The discussion reveals to the whole class the expected outcome, which is

that each of these three aspects of learning is important.

Participants then identify which of the three aspects of learning they think can be done

effectively outside the classroom on their own (or in their teams), by again indicating

the number of their choice on their blank sheet of paper folded into three. The professor

asks participants to display their choice, and again facilitates a conversation in the whole

class by asking them to give supporting reasons for their particular choice. Finally,

they are each asked to display which one of the three aspects of learning would be

best achieved in the class, working with their classmates and with the professor, and

the results are again used to stimulate a discussion in the class. The professor collects

the sheets of paper and gives an overview of the results at the end of the

session (this gives quick quantitative feedback on the results).

Participants will be stepped through the process that is implemented in the classroom and will carry out the same exercises as students who have been engaged in this process.

Suggested timing is 1 hour

Materials will be supplied.

There is no maximum for the class size

A computer with internet access is required.

**Session Description**

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| Timeline | Activity |
| 5 | Overview of the project and the literature |
| 15 | Participants formed into teams and carry out a first team-building exercise (choose a team name) and do the paper drawing and paper folding exercise where they will write responses to three questions. |
| 20 | Participants carry out the classroom exercise to identify what is important for them in terms of learning. This is Q1. |
| 25 | Reasons for choices are then given by choosing 2 participants to volunteer their responses. |
| 30 | Q.2 Asks how those in Q1 can be best achieved? For example, which can be achieved OUTSIDE the classroom? |
| 35 | Reasons for choices are then given by choosing 2 different participants to volunteer their responses. |
| 40 | Q.3. Which of Q1 can be best achieved in the class? |
| 45 | Reasons for choices are then given by choosing 2 different participants to volunteer their responses |
| 50 | Give a 5 minute break while the results are tabulated |
| 55 | Facilitator summarizes the session and its outcomes |

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