

# Group Dynamics in Flipped and Social Learning Situations in Higher Education

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# Let's Begin

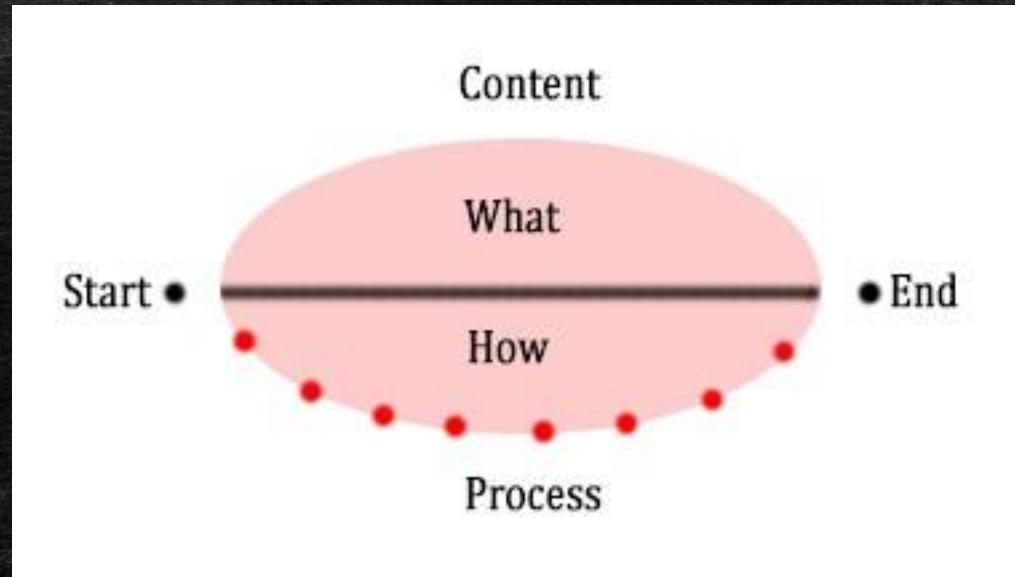
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- Introduction →
- Flipped learning
- Group dynamics (Facilitation)
- Meaningful learning

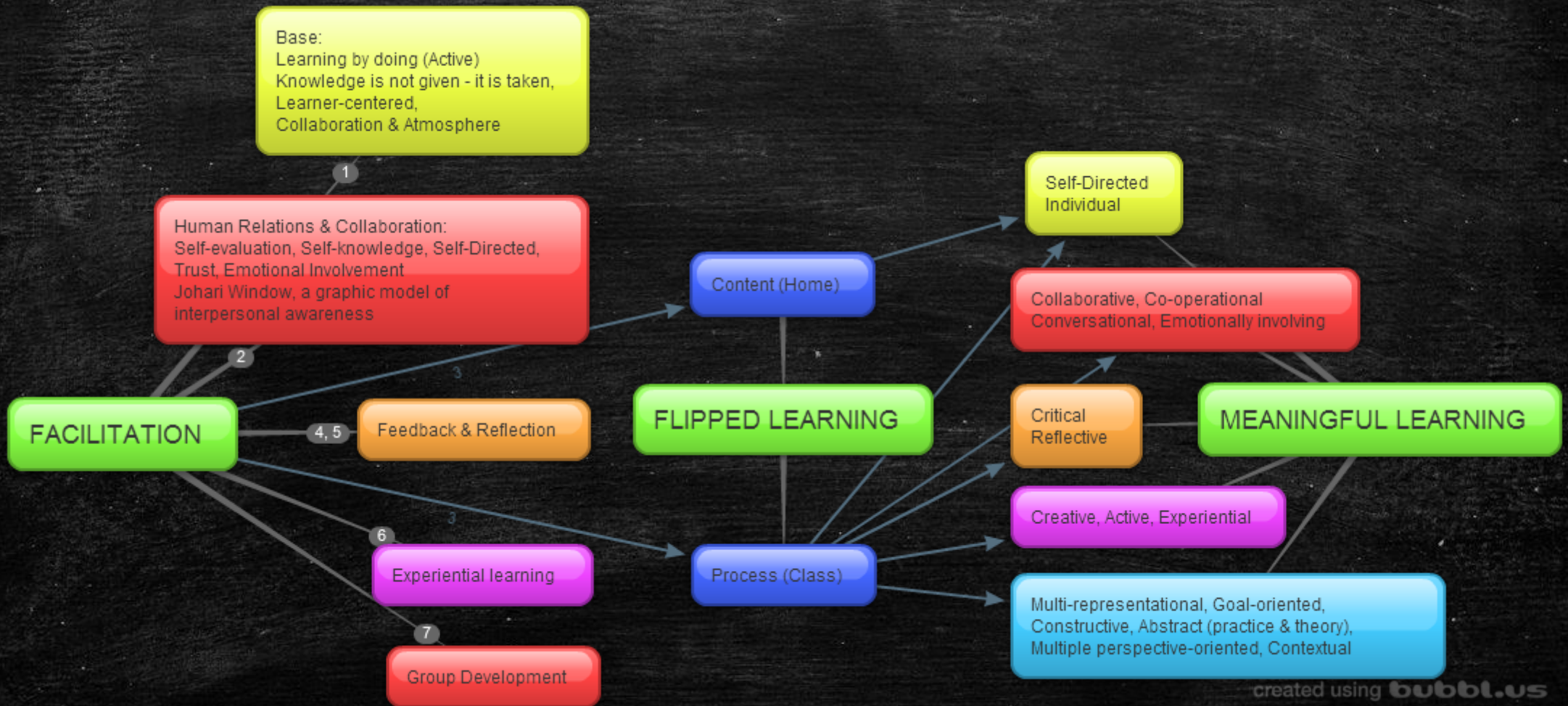
# Content and process model

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## Background



# Facilitating Flipped and Meaningful Learning FFML



# Research Questions

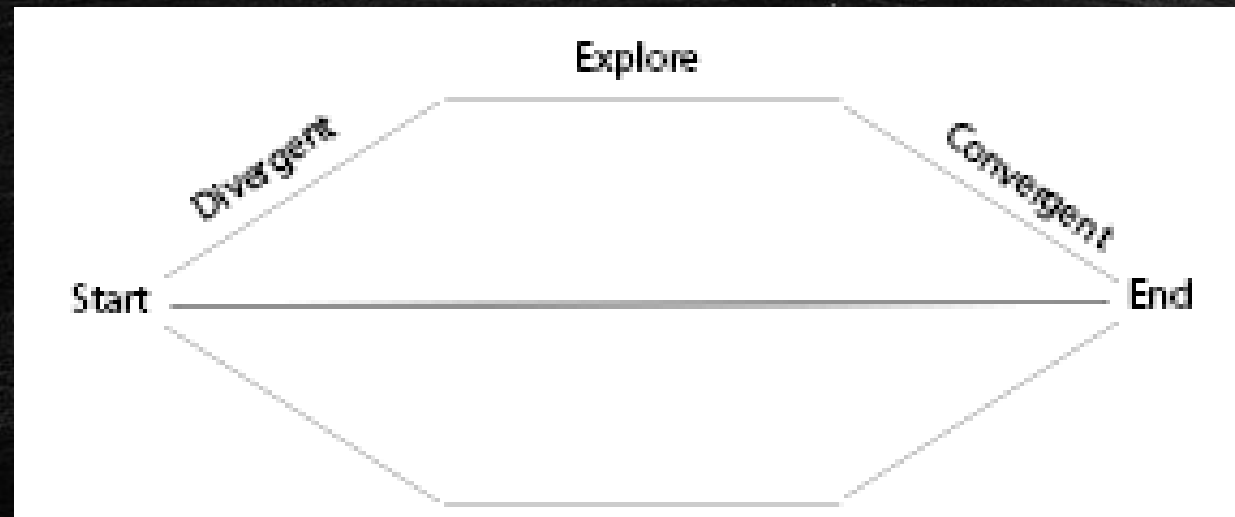
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- How did group dynamics integrate into flipped learning? How was the class atmosphere affected by the combination of group dynamics and flipped learning?
- What were the students perceptions?
- What were the tutor's perceptions?

# Study

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- 14 students → 12 finished the course
- mixed methods → survey questionnaires, reflections and observations
- Qualitative and Quantitative



# Results

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## Survey →

1. About subject of group dynamics (class atmosphere); How much can group dynamics motivate a student?
2. How much does reflection in class affect your learning?
3. How much can your behaviour affect the class atmosphere?
4. How much can your behaviour help the group to achieve effective learning?
5. How much can the behaviour of others help the group to achieve effective learning?

1: to very high degree to 5: not at all

mean values between 1.64 and 2.43. (Before)

mean values were between 2.10 and 2.50. (After)

# Results

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- Survey →
- 6. I like working alone.
- 7. I like working in pairs or groups.
- 8. The general atmosphere of the class affects my attitude towards that class.
- 9. Feedback about my work and assignments is important for me.
- 10. The atmosphere in the class affects my work input of the assignments.

1: Strongly agree to 5: strongly disagree

mean values between 1.50 and 2.36. (Before)

mean values were between 1.75 and 2.67. (After)



# Results

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- Reflections

*"All these activities are good strategies to use in class in order to get a nice atmosphere in class"*

*"When you put into words your thoughts, they become more 'real' and 'handy'".*

*"I see my group more focus and optimistic, which means more motivation".*

*"I am not sure whether I was able to provide enough support for all students".*

# Study Limitations and further study

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- small sample size.
  - More students.
  - Additionally, control group and compare the results
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- Students need motivation and group dynamics. As I have observed, group dynamic (reflection, feedback, experiential learning) activities were starting to have an impact on the students in motivating them to work with each other.