Flipping the academy: Is learning from outside the classroom turning the university inside out?

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This paper explores the idea that the variety of approaches to experiential learning, and the diversity of ways in which learning is accessed and facilitated, is contributing to the conventional world of the university being turned upside-down. Work-based and experiential learning acknowledge learning derived from outside the classroom; similarly, but differently, the flipped classroom encourages learning to take place elsewhere. This paper examines whether changes to the traditional locus of higher education delivery and to the production, storage and dissemination of knowledge represent philosophical challenges to the status of the university itself. To make formative connections between learning that is taking place through work, experiential and flipped learning, a small-scale research study was undertaken across two English universities. Drawing on both quantitative and qualitative data derived from desk-based research, electronic survey and semi-structured interviews, the paper demonstrates a range of understandings and applications of experiential learning. (*Asia-Pacific Journal of Cooperative Education, Special Issue, 2015, 16(2), 121-135*)

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Universities are increasingly required to recognize self-driven learning, gained through the workplace or social activity (Silverman, 2003). This non-formal learning often comes from experience, and higher education institutions (HEIs) are now offering many work-based learning focused initiatives to maximize on this form of experiential learning; initiatives which exhibit similarities, differences and overlaps (Kettle, 2013). These include work-based learning, cooperative and work integrated learning, student placements, graduate internships, observation of practice and simulated experience. The largest commonality of these various initiatives arguably seems to be learning from experience; their differences include: varying degrees of structure, timings, length, assessment and who is predominantly the driving force behind them (student and/or employer and/or university).

WHERE DOES LEARNING HAPPEN?

Experiential learning may take place within or without the conventional classroom. Whatever the location, experiential learners are actively *doing* -looking at, examining and testing out theoretical learning. The gradual rise in HE (higher education) tuition fees in some countries has led to a corresponding rise in the numbers of students juggling the demands of working and learning (Yorke & Longden, 2010). Unintentionally, this has resulted in students being able to explore further and apply learning outside of the classroom situation. Helyer and Fleming (2015) argue the case for the main locus of experiential learning as being outside the conventional classroom:

> The difference with experiential learning, *when compared to experiential education*, is that these learners are usually already out in the 'real' world and community, rather than the university. Experiential learning is the learning gained from experience, from actually 'doing'. Humans learn much of what they know without the

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> involvement of a 'teacher', they do it rather through observation and interaction with others. Opportunities within your own areas of interest offer rich environments for experiential learning. Much has been written about experiential learning, with its major proponents agreeing that in order to progress such learning analytical reflection, and experimentation is required. Although experiential learning can be gained in a formal educational setting (as it is knowledge formed through experience) the majority of it has nothing to do with university assignments or assessment; however, HE level work-based learning programmes are designed to facilitate the transformation of such learning into formats which can be recognized, and even accredited, as higher level learning.

Typically, work-based learning students come to university already in possession of learning and usually in full-time employment. Placement students are mostly full-time students who are sent out from the campus to attend pre-arranged work experience; the former might be categorized as more spontaneous and the latter more contrived, but in both cases the student/worker learns from their activities and experience in the workplace (Wilson, Flynn, Loecher, Ward, & Siva-Jothy, 2014). There is also a vast amount of learning taking place in the workplace that is never mediated through any kind of educational institution. The small portion which is facilitated through a HEI usually gains academic credit retrospectively, hence playing with what might be perceived to be the accepted order of things.

The Flipped Classroom

The idea of the flipped classroom is based on a theoretical framework articulated in 2007 by Bergman and Sams (2012). The flipped paradigm inverts the customary approach of formal tuition followed by private study, effectively sandwiching the content in a different way. Instruction is delivered online, before class, with class time used instead for discussion or activities drawing on and progressing the prior learning. Albeit not new, the approach is now becoming more prevalent within HE (Millard, 2012).

Like work-based learning, flipping equally plays with the order of things, encouraging autonomous rather than dependent learners, most obviously by reversing the customary teaching pattern (Aronson, Arfsrom, & Tam, 2013). Unlike work-based learning, however, the flipped classroom fosters learning through planned and scheduled activity, with students given instructions as to what should be undertaken before the next tutored session. Flipping therefore also requires universities to acknowledge formally the learning taking place outside of the classroom.

This nurturing and inclusion of different forms of learning mediated from outside the traditional classroom brings attendant challenges for the teacher, but also, we argue, larger philosophical challenges to the status and nature of the university itself. In order to make some formative connections between the learning taking place through work, through experience, and that taking place through flipped learning, a small-scale research study was undertaken by two UK universities to begin to investigate the recognition of experiential learning, and the multiple places in which learning can take place, other than the classroom.

THE CONCEPT OF A UNIVERSITY

Universities have operated as "a place of teaching universal knowledge" (Newman, 1889/1996, p. iii) since the eleventh century; they have been places for communities of teachers and scholars to carry out research and award degrees. The move to mass and

universal higher education in many parts of the world in the last fifty years however, has challenged this ivory tower image, resulting in a much more diverse student and staff body (Trow, 2010).

Furthermore, rapid technological development has vastly enhanced the potential of learning, teaching, communication methods and strategies. This has raised questions about how knowledge itself is created, accessed and disseminated, building on Jean-Francois Lyotard's (1979/1984, 1983/1988, 1986/1993) claims for the changing status of knowledge in the 1970s and 80s. As Siemens (2006, p. 69) observed, "The changing nature and context of knowledge influences everything: scholarship, teaching, research, corporate structure, leadership, and marketing (…) our society is being restructured to align with knowledge". Whether universities need to be physical, constantly expanding so-called state of the art campuses complete with large amounts of hotel-style residential accommodation is increasingly questionable. Hixon (2014, p. 3), referring to the spiraling costs of US higher education, observes that universities are often "operating a vast country club" and, given the rapid growth of online learning suggests that they have "a product that does not work, ridiculous costs, and an antiquated business model".

In England, as just one example, the threefold raising of student tuition fees in public universities in 2012 has led to observable changes. There is a growing culture of students as discerning consumers, which brings demands for accountability in terms of the relevance and usefulness of a university education. A heightened focus on transferable skills, personal development planning and preparation for portfolio careers is not new, but is increasingly evident. One of the areas under the sharpest scrutiny is graduate employability, as students become increasingly demanding consumers who expect their degree to prepare them for the job market. Higher education claims to produce rounded well-developed individuals; consequently HE graduates should be prized employees (Helyer & Lee, 2014). The reality, due to the current global economic environment, is that many new graduates are unemployed or underemployed. As part of measures to combat this, UK HEIs are deploying various methods to increase their graduates' employability, for example, adding more material that is explicitly focused on employability skills within programs of study. This may range from embedded or additional employability modules, to facilitating a workplace learning experience for every student from real-work projects, work placements, internships or other collaborations with businesses.

The drive for interaction with the extra-mural world of work has arguably never been greater, including an increasing acknowledgement that "the HE experience should be a holistic one, embracing the widely varying contexts in which knowledge is produced, gained built upon and used…" (Helyer, 2011, p. 104). It also has wider implications on students' futures, "the work placement helped give career direction, and obtained valuable insight of what [subject] was like outside the university environment. Such experience often helps refine their career ambition and assisted in their decision-making" (Zegwaard & McCurdy, 2014, p. 17).

Where well-established mechanisms such as work placements, sandwich years, and internships have been attached to a relatively small percentage of courses, there is now interest in finding ways to broaden out such opportunities to accommodate the majority of the student population. This presents a practical challenge for HEIs to ensure that all students, particularly full-time students, can have access to a genuine workplace learning experience.

Simultaneously, there is a growing acknowledgement that there are other routes through higher level study, such as higher and degree apprenticeships in England and Wales, which can now provide a paid work-based pathway through to gaining a university degree, right up to Master's degree level (National Apprenticeship Service, 2014). There is also an increased demand from industry for higher education for existing employees. This calls for the provision of routes through HE which take more account of learning inside and outside the workplace, including the use of online learning to lessen the need for costly personal attendance. As Siemens (2005, p. 8) summarizes, "The field of education has been slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn". These elements represent considerable disruption for the traditional university model, and a fundamental challenge to the accepted way of working, in which the university classroom is central (Conole, 2013). Universities have long worked on the principle that the primary place of higher learning is the classroom or lecture hall; this learning may subsequently be taken out into the wider world or workplace and applied, sometimes being returned to the classroom to be progressed. The concepts of knowledge and learning being developed primarily in the workplace and then applied in the classroom is less well accepted, outside certain applied and well-integrated discipline areas (for example, health-based study).

Informal Learning

Non-formal, non-classroom and self-driven learning similarly challenge the status quo of the conventional university model. Individuals undertake a variety of *experiential* learning activities, in the course of working, social and personal lives. Lifelong or life-wide learning is gained from the experience of actually undertaking activities or tasks; this is learning from *doing*, which is rarely connected to a formal course or program of learning. Billett (2011) writes about the power of this active, experiential learning, and reiterates that as a term it encompasses the wider application of workplace learning to include work-based learning, co-operative learning, work integrated learning, internships and work placements, but also observation of practice and simulated experience. Some refer to educational programs which emphasize taking students out of the classroom to experience real life work and community activity, therefore transforming their academic knowledge into knowledge that they can use and build upon, as experiential education (Association for Experiential Education, 2014). Non-formal learning like this is less readily recognized in terms of equivalence with university learning, including the awarding of university credit, but it is not informal in the way that it is casual, or inconsequential; it may be connected to very serious and sophisticated parts of an individual's job role. Indeed, informal learning is ubiquitous in the workplace:

> Informal learning is a significant aspect of our learning experience. Formal education no longer comprises the majority of our learning. Learning now occurs in a variety of ways – through communities of practice, personal networks, and through completion of work-related tasks. Learning is a continual process, lasting for a lifetime. Learning and work related activities are no longer separate. (Siemens, 2005, p. 2).

Matthews (2013) observes, however, that many organizations are becoming extremely adept at developing their own staff, without university intervention:

> Until very recently, informal learning was under the radar as far as Learning and Development (L&D) professionals were concerned. While university scholars were busy researching and arguing over the definitions of informal learning, L&D

> professionals in organizations were focused on formal learning. Their efforts were primarily channeled into providing formal training programmes to meet the needs of their organization's employees (p. 4).

The greater recognition of the value of experiential learning, and the fact that learning does not solely take place within a classroom, has led to increased acknowledgement of the learning which occurs via social learning, communities of practice and action learning (Moss & Bromley, 2015). All of these methods showcase the learning achieved through participation with others, away from the classroom. They also demonstrate that knowledge cannot be simply packaged up and delivered, but is instead mutually produced, worked upon and shared through learner participation.

Acknowledging that learning occurs in places other than the classroom could seem threatening to teaching professionals, especially if more established methods of teaching are bound up with personal identity issues. Referring to the launch of another opportunity for informal learning, TED-Ed, Johnston (2013) summarizes:

> Faculty are likely to struggle finding their place in this new paradigm. With the increasing availability of lecture content, many will need to bring more value to the educational experience in other ways. Educators can be content creators, content consumers, or both (…) we are likely to see a smaller number of high-profile faculty providing content to a larger audience than in the past.

The learning arises through activity and doing, rather than through a teacher role, in a system where knowledge can be parceled up and passed on. The teacher becomes a facilitator, helping students to work through, make sense of, and build upon what they are learning. This is reminiscent of Barthes' 1967/1998 essay, *The Death of the Author*, which suggests that the text and its reader should be prioritized over the producer of the text, and any preconceived ideas that the author's background and identity might give to their work . Experiential learning makes the activity leading to the learning central, and not any pre-conceived notions about what content or curriculum are needed or usual.

Massive Open Online Courses (MOOCS)

The small-scale study presented in this paper includes a very brief consideration of Massive Open Online Courses (MOOCs) as they link to this paper's premise of the changing relationship between the university and externally-mediated forms of learning. The approach to MOOCs differs slightly between the major providers such as Udemy, Coursera and Futurelearn, however the essence of a MOOC remains to offer university learning which is almost always free of charge, is accessible in a non credit-bearing format and allows unlimited numbers of participants. Learning is self-driven and autonomous, predicated on collaborative learning facilitated by web-based technologies. This learning necessarily takes place outside the walls of the institution, the external focus of the learning therefore becoming the virtual community of practice. The idea of a MOOC is therefore included in this study as an additional example of non-traditional higher-level learning. They are also, perhaps, the largest challenger to date to the accepted order of a university education.

RESEARCH METHODOLOGY

A small-scale research project was initiated in January 2014 in order to understand better what learning outside of the classroom means to university colleagues, both in terms of how they were interpreting, and using, the notion within different HE contexts. The study was

run in parallel across two English universities. North-East University is located in a highly industrial area. It has developed a reputation for its employer-led provision, including an established work-based studies program. South-East University has less well-developed employer-led provision than North-East University, but experiential and practice-based learning is well-embedded within the curriculum. The study drew on the experiences of two parallel sets of staff at each institution: academic faculty and professional support staff.
The study addresses one core question on the understanding and integration of experiential learning, alongside five complementary ones ranging from experience of flipped learning to knowledge of MOOCs (Appendix A). The questions helped to provide the structure for the study, and to facilitate various connections between the disparate strands. The study included both quantitative and qualitative methods. Several options for data collection were considered. A greater use of focus groups was explored, but rejected due to the practicalities of convening different groups of busy staff from multi-campus universities. Ultimately, practical considerations of access, geography and availability at a busy time of year were paramount. The study was therefore designed around a mixed use of electronic survey complemented by selected semi-structured interviews. Desk-based research was undertaken to inform the study, review literature and to make an initial test of the hypothesis.

The main data collection tool, the online survey (Appendix A), was devised to obtain an overview of the understanding and application of experiential learning, the flipped classroom, delivering MOOCs, and in general, key influencers of change to university curriculum. The survey instrument contained both open and closed questions, based on identified areas where information was lacking. The survey was conducted using an externally hosted electronic survey tool.

A purposive sampling technique was used to identify potential participants for the survey. In each university, participants were selected from a relevant range of teaching and support backgrounds and specialisms. This facilitated access to diversity, and analysis of a wide range of issues in relation to HE level work-based and experiential learning. Similarities or variation between, and within, institutions, programs and subjects were captured. All participants were volunteers.

Application for formal ethical approval was considered, but not deemed necessary, as the research was of a non-sensitive nature, was anonymous, and all participants were members of staff acting on a voluntary basis. The survey was initially piloted on a group of volunteer staff at one of the participant universities to determine the clarity and effectiveness of the questions, and the technical robustness of the instrument. The template was then revised as necessary. Surveys were distributed through institutional email.

Responses (43/75) were collected from the cross-section of identified teaching and professional staff who were all involved in working with work-based learning students and/or business and university collaborations across the two universities. Quantitative data were analyzed and interrogated using an electronic statistical package. Qualitative survey data gathered were exported via a .csv file and analyzed against a literature informed framework. Results from the two universities were analyzed separately, and then compared for similarities and differences.

The second phase of the research used semi-structured interviews with five of the respondents in order to build upon the themes uncovered and obtain more in-depth and

nuanced data. Interviewees were recruited from the contact information they provided on the survey, together with an indication of their willingness to participate. Interviews were transcribed and participants offered the opportunity to verify the accuracy of their contribution.

DISCUSSION OF FINDINGS

The project aimed to explore definitions and understandings of experiential learning, together with examples of how these were being used and interpreted in practice. (see also Groenewald, Drysdale, Chiupka, & Johnston, 2014; Gardner & Bartkus, 2014). Questions were asked about the flipped classroom, MOOCs and curriculum change in higher education, to establish colleagues' everyday practice in terms of understanding both terminology and concepts.

Experiential Learning

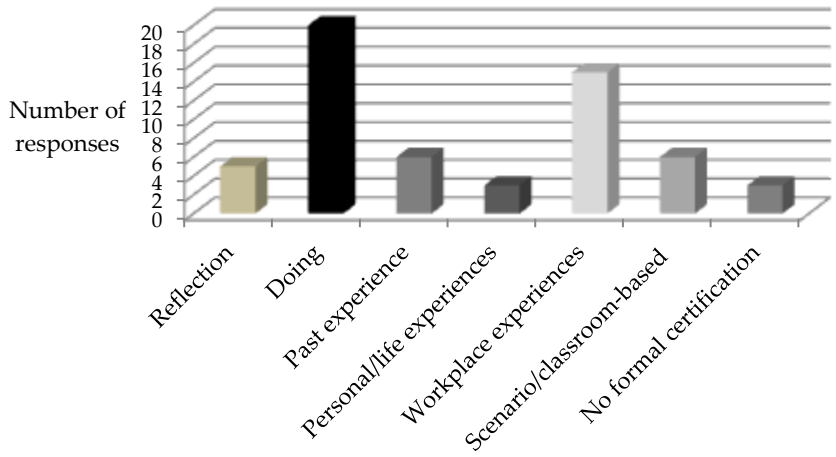

FIGURE 1: How respondents described experiential learning

Figure 1 reports the responses to the question "what is experiential learning?" (Q2) Most responses firmly connected experiential learning to actively *doing*, reinforcing the term's association with work-based learning and the flipping style of delivery. The second largest response, 'work-place experience' reiterates experiential learning's strong associations with learning by experiencing through work activities. References to work-based learning were also included in some of the other responses around 'reflecting' and 'looking back' to learning that had already occurred. Detailed responses ranged from, "All learning derived from experience, distinct from, but not excluding formal teaching and learning. Maybe self-study, work experience, life experience" (Respondent 14, U1[2]), to, "I have not heard this specific phrase before, is it: Learning in a more creative, exploratory way?" (Respondent 7, U2) Some survey respondents tied learning outcome and process together with 'relevance',

[2] U1 North-East University; U2 South-East University

"a process of knowledge acquisition that involves practical experience directly relevant to the learning content" (Respondent 6 U2), many referred to the 'reality' of the situation, "This must happen in the 'real world', not an academic learning environment" (Respondent 8, U1) and also the action involved, "the students aren't passive receivers, they have to be pro-active learners and consciously think and analyze" (Respondent 8, U1).

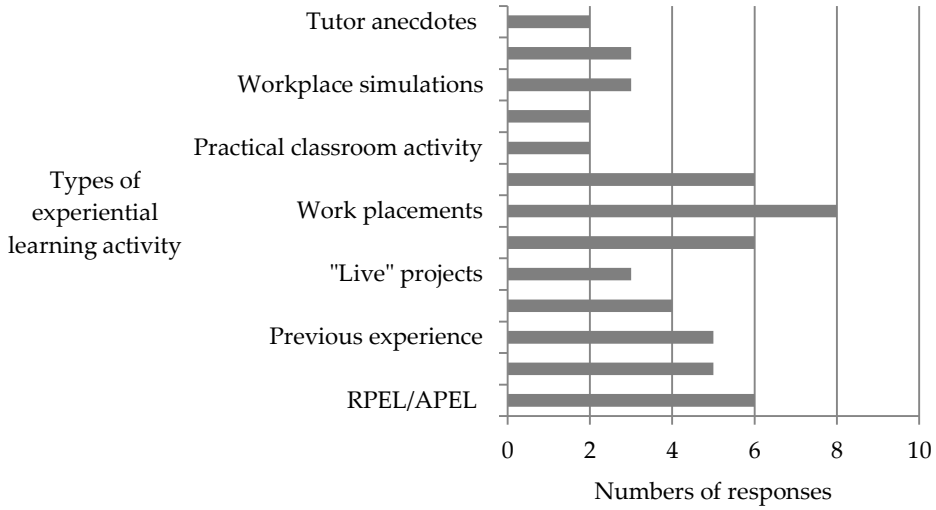

FIGURE 2: Where respondents are integrating experiential learning into their academic programs

Answers to the question 'how can experiential learning be integrated into students' learning experience' (Q2a) are shown in Figure 2. Again, 'looking back' and 'reflecting' were dominant answers; many HE courses can only acknowledge experiential learning retrospectively, calibrating it against existing program learning outcomes and level descriptors to judge whether or not it is credit-worthy, and usually, in the UK at least, utilizing the recognition of prior learning (RPL) process, "Appropriate learning acquired through experiences outside formal educational settings which is assessed (after the fact) and given credit" (Respondent 1, U1). Humans *look back*, and examine the past in order to learn from what happened, to understand and enhance meaning, and perhaps to not repeat mistakes. This is what Schön (1983) terms *reflection-on-action*. Learning does not only emerge from looking back, however; we also learn from current and on-going activity, what Schön named *reflection-in-action*. Reflection in the midst of action without interrupting the activity is truly developmental, "Our thinking serves to reshape what we are doing while we are doing it" (Schön, 1987, p. 26).

Asked about work-related activities in their curriculum (Figure 3), popular answers were "the work-placement" and "opportunities built into curriculum by design" (Respondent 1, U2). Students are sent to a pre-arranged placement opportunity, usually with a company that has an established relationship with the university. Whilst this represents a real workplace opportunity to the student, it is also a controlled situation. Genuine work-based

learning experience is harder to arrange and monitor; the majority of survey respondents strive to offer some multiplicity, "placements, live projects, simulations, case studies, real work scenarios, practical labs".

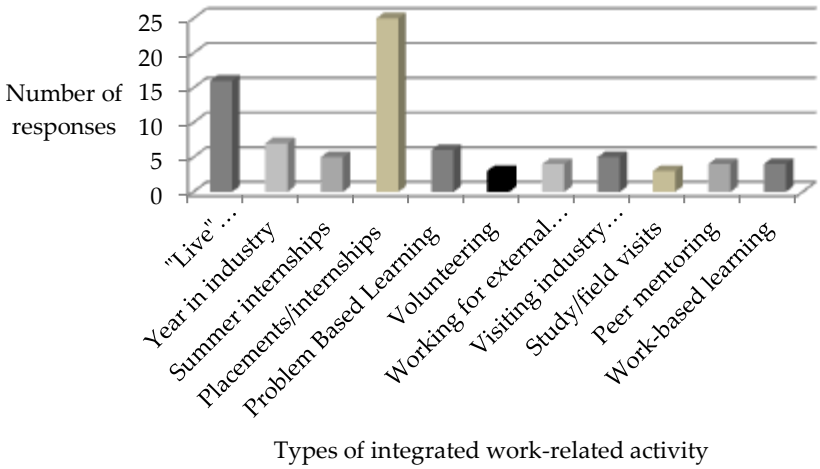

FIGURE 3: The range of workplace opportunities introduced into academic programs by the respondents

Flipping the classroom

No survey respondents associated the flipped classroom with workplace learning experiences, or experiential learning. The concept of *flipping* is not new, but interest slowly appears to be growing within HEIs. Forty-seven percent of survey respondents knew the term, with 56% (14) having tried the idea in their own teaching practice. Colleagues identify early applications:

> I adopted this approach with my teaching at [University] in the 1990s. Most of the information for the modules was available before classes on an early VLE [virtual learning environment]… the contact time was spent going through examples of questions and testing the knowledge gained by students independently. Evaluation was positive once the shock of having to participate in lecture time was overcome! This approached works well with small to medium sized cohorts. I now provide lecture notes and instructions in Livescribe and some notes and lectures on You Tube (Respondent 2, U1).

> In the 1980s I translated the introductory chemistry course for science students into a workbook, available to them for self-study, dispensed with lectures, and spent contact time with individual students or groups working on problems - an early example of the 'flipped classroom' in operation (Respondent 2, U2).

Flipping is then a disruptive, but potentially democratizing, mechanism. The usual order of things is challenged, and learning becomes usefully non-linear. Introducing new ways of undertaking familiar tasks can seem threatening, but without sometimes feeling discomfort that learning will not take place. Universities must re-think the extent and nature of learning undertaken outside the classroom and the role of the university teacher.

One survey respondent compared work-based learning and the flipping concept:

> ….work-based learners have already got a good deal of knowledge and expertise when they enter higher education (HE), so could be seen to be disrupting the 'correct order of things', they don't sit in the classroom like empty vessels - they bring learning with them and the tutor facilitates the articulation, and if appropriate, accreditation of this learning; similarly 'flipping' might send students away to learn /study away from the class then return to the class to discuss what they have found out/know - rather than the teacher 'teaching' them something - it is a more active and iterative process (Respondent 3, U1).

This echoes Waid (2013) who argues:

> I think we still cling to the false belief that the teacher has some innate knowledge that students can't get anywhere but from them…everything a student wants to know is already on the internet. The teacher must stop thinking of her/himself as the giver of knowledge. What the teacher needs to focus on is …how to get the students to use the information they've learned in ways that are conducive to more learning.

Survey respondents could see the potential of flipping, but have fears and misgivings:

> Yes, I tried this a long time ago, I encountered two related problems - the students still saw lectures as the real essence of teaching and learning (and so I confess did I). I am a much more didactic teacher than I really should be and I have always found it hard to let go of this (Respondent 3, U2).

And:

> Although we are promoting the use of dialogic, transactional, conversational approaches (…) and using Guided Learning to pre-load students with content via online structured, scaffolded learning blocks, online reading material, video, audio etc. most academics still find it a huge challenge to let go of what they are comfortable with (Respondent 4, U2).

Massive Open Online Courses (MOOCs)

MOOCs, even more than flipped and work-based learning rely on motivated and self-driven students. They challenge further concepts of experiential and prior learning with suggestions of constant, all-encompassing learning processes, "When looking at the shift in learning which is happening as a result of the rise in social media, ubiquitous cloud computing, and new technologies, a MOOC complements all these changes…" (de Waard et al., 2011, p. 18). The cloud mentality also connects to increasing expectations of availability and convenience. Only 7% (3) of survey respondents had experience of MOOCS. Despite initial fears reported in the press that MOOCs may render more traditional university delivery redundant, current literature suggests that this may not be the case (Daniel, 2012). MOOCs offer an interesting and potentially valuable alternative to *not* attending university, rather than an alternative *to* attending. They will probably attract a different type of cohort, including many different types of university students and lifelong or leisure learners using the freely available content in a supplemental way. MOOCs do not suit every learner and are less attractive to students aiming to achieve a certificated award. Their great draw is that they are genuinely open and free to the user, but such policies could change. Survey respondents quoted their students' reactions to MOOCs, ranging from "confusing" and "remote" to "they keep asking for more content, I can't keep up!"

The survey's final question focused on reasons for curriculum change. The results in figure 4 show that the survey respondents overwhelmingly felt that the largest impact in recent years came from the increasing focus in HE on graduate employability and the workplace. These changes link to an increased need for innovative delivery mechanisms and initiatives:

> Growing numbers of higher education institutions are incorporating some kind of work placement within their programmes, or occasionally adding an internship scheme at the end of the programme, to further assist unemployed graduates with the benefits of experiential learning (Helyer & Lee 2014, p. 349).

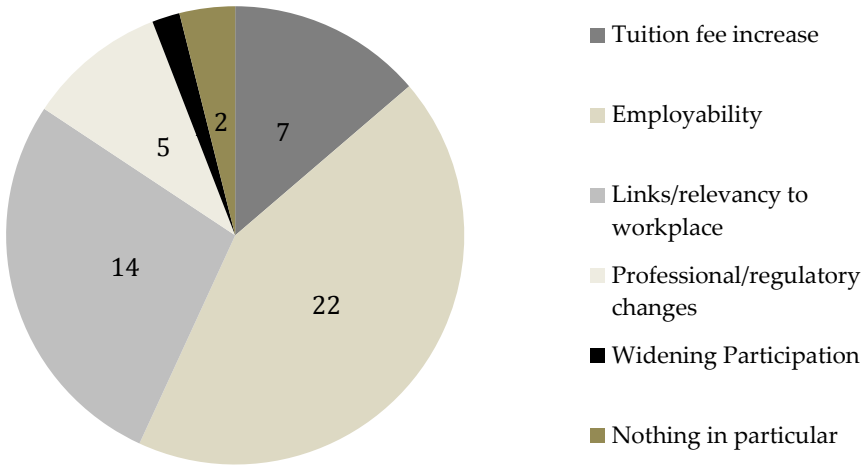

FIGURE 4: Factors influencing curriculum change in higher education

CONCLUSION

The findings of this small-scale study suggest that there are clear parallels between work-based and experiential opportunities for learning. What follows summarizes the comparisons between these areas:

- Hybrid, flexible and multi-faceted; more likely to be individually relevant,
- Non-linear; activities and learning are accepted as not coming in any neat order,
- Potentially more cost-effective than giving large lectures in big buildings, a good deal is achieved online, in the workplace and in other off-campus venues,
- Capable of encompassing many learning styles and attracting under-served potential students (widening participation),
- Valuing and prioritizing active learning, 'learning and doing cannot be separated and therefore to use knowledge to its fullest potential it must be implemented, performed and enhanced as part of a synergy' (Helyer, 2010, p. 21),
- Accepting that what is being 'learned' can happen elsewhere and can be usefully 'worked through' in class,
- Offering mentorship and facilitation – the student is not totally alone,
- Generating what Boud (2001, p. 47) coined a *learner-centered approach*

- Creating reciprocal learning – the student, university and student's organization all benefit,
- Capable of functioning at many academic levels,
- Relevant to students' lives and work, and
- Both need reflective skills to maximize.

There are also overlaps, some of which may encompass flipped learning opportunities.

Answers from the survey respondents made clear connections between these different areas of activity, and their shared benefits for learners. Beyond these, further research is also required into the following questions:

- How does learning occur? How do we know?
- How do we facilitate and capture learning?
- What are the differences between learning which occurs naturally, such as in a workplace, and learning from a formal education institution?
- What is the impact on learning if an HEI *forces* the learning by sending a student out into industry?
- If there are differences in types of learning, do they matter if the student is still learning and developing?

Work-based learners often learn from solving problems at work. Several respondents commented on the reality of the work situation. If these problems are created, or faked, for non-employed students to learn how does that learning compare? The insinuation is that there are correct answers which could have been taught, whereas a problem arising from work might have no answer, or many answers, and be very complex. A problem in the workplace can come from anywhere, whereas the work experience of a placement has more control, encompassing a formal structure and limits. More research around the sliding scales of control and formality, questioning who is actually driving the experience is key here.

Small-scale research projects have acknowledged limitations, but the data gathered here confirms the need to investigate this subject further. The diversity in the translation of terminology was very apparent, with many respondents associating experiential learning only with the past, and looking back, rather than its potential to be dynamic, current and on-going. There were strong ties of the experiential and the physical, with several respondents stating the need to physically experience something. Further research questions link to this, including asking whose experience it needs to be and can students learn from somebody else's experiential learning? Several respondents suggested that they can, directly contradicting other answers. As students' learning in a flipped classroom are partially guided and are usually sent away to prepare for a future class or tutorial, some respondents likened them much more to placements than to work-based learning. The next steps for this research project are to widen its scope to include more institutions and to explore the differences between arranged and non-arranged, spontaneous work-based learning.

Limitations of the scope of the study notwithstanding, the findings have served to support the notion that the burgeoning growth of different types of experiential learning, together with the multitude of ways in which learning can be accessed and facilitated, away from the classroom, is contributing to the more accepted environment of the academy being altered, even redefined. The conventional world of the university may yet be turned upside down.

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APPENDIX A

Survey questions

1. At which University do you work? - North-East University/South-East University
2. What do you understand by the term "experiential learning"?
   a) How do you integrate experiential learning into programmes/courses? (multiple answers are allowed)
   (Or if you do not teach, what examples do you know of?)
3. List the different ways in which you offer workplace experiences for students during your programme/course. (Or if you do not teach, please give examples that you know of)
   Do the workplace experiences listed above carry credit for the programme/course? Yes/No/Some
4. Are you familiar with the term "flipping"? Yes/No
5. If you answered "yes" to Question 3, have you ever used the "flipping" concept in your teaching? Y/N
   If yes, please describe what you did/what happened; whether you developed the idea further, and whether you evaluated the outcome in any way.
   (or if you do not teach, please comment on anything you may have observed) (Optional)
6. Have you had any experience of delivering (or observing delivery of) MOOCs? Yes/No
   If yes, how is the delivery of MOOCs different from any other form of online delivery?
7. Please indicate which of the following, if any, have triggered changes to curriculum content and/or delivery in the past three years?
   - increase in tuition fees
   - employability
   - integration of workplace activity
   - none of the above
   - Other (please specify):
8. If you would like to discuss the survey or any of the questions please supply contact details
9. If you are happy to be interviewed please supply your contact details

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About the Journal

The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work Integrated Learning/Education (WIL).

In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs should have clear linkages with, or add to, the knowledge and skill base of the academic program. These programs can be described by a variety of names, such as cooperative and work-integrated education, work-based learning, workplace learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning.

The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

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Research reports should contain; an introduction that describes relevant literature and sets the context of the inquiry, a description and justification for the methodology employed, a description of the research findings-tabulated as appropriate, a discussion of the importance of the findings including their significance for practitioners, and a conclusion preferably incorporating suggestions for further research.

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