Critical Intersections: the 12th Biennial Conference of the Association for Academic Language and Learning, University of Wollongong 25-27th November 2015
An attempt at embedding academic support in a blended format in a 2nd year literature unit

Strathfield Campus, 2014
Outline

• Defining
• Contextualising
• Experimenting
• Assessing
• Reflecting
Defining

- Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter
  
  (Flipped Learning Network 2014)

- Flipped learning is not simply a question of logistics but implies a focus on student engagement within the learning process and on the type of learning that eventually occurs (Talbert 2014)
Defining

• not a new form of instruction

• shift from:
  ▪ ‘teacher to student, [...]’
  ▪ content to experience and [...]’
  ▪ technologies to pedagogies’

( Oliver & Tigwell, cited in Torrisi-Steele 2011, p. 366; Oliver & Tigwell, cited in De George-Walker & Keefe, 2010)

• cultural shift for all involved
Contextualising

• challenge to find an approach that leads to positive results  
  (Torrisi-Steele & Drew, 2013)

• attempt to ‘move away from a passive teacher-centred approach’  
  (Garrison & Vaughan, 2008)
Experimenting

- 2nd year literature class
- 20 participants
- 6 weeks, 3 videos, 3 activities, 3 questionnaires, 1 reflection/narrative
- questions:
  - video content/connection with activity
  - knowledge of specific skill/working with peers
  - video usage/learning process
- support focus:
  - thesis statement
  - quoting, paraphrasing and summarising
  - commenting on poetry
Experimenting

Online video

• Learners familiarise themselves with specific skill(s) explained in a short video
• Learner - Content interaction
• Literal/factual learning
• Video accessible a week prior to in-class activity on subject’s LMS page
• In-class activity made available on subject’s LMS a week prior to f2f session (3rd time only)

In-class activity

• Learners process video content in pairs in f2f activity related to video content
• Learner - Learner interaction
• Knowledge construction: application and assimilation
• Facilitator on stand-by to clarify task

Evaluation

• Learners evaluate learning process
• Feedback informs potential review of the model
Sample video
Sample activity and questionnaire:

**f2f Activity**

**Thesis statement – Drafting your essay**  
**Session 2**  
**Activity**

_Suddenly a terrible feeling of isolation wells up inside me. I can’t get back, I’m locked out; however much I might plead, however much I try, nothing moves, and I sit there as wretched as a condemned man and the past turns away from me. At the same time I am frightened of conjuring it up too much because I don’t know what would happen then. I am a soldier. I have to cling to that._

_Extract from E.M. Remarque’s _All quiet on the western front_ (p.119)._  

Summarise the above extract in no more than one sentence. Briefly comment on what the extract tells you about Paul Bäumer within the context of the novel.

**Evaluation questionnaire**

**Thesis statement – Drafting your essay**  
**Session 2**  
**Evaluation**

- Did you find you knew enough about summarising to work on the task? Why/Why not?

- You were also asked to write a brief comment about the extract. How did exchanging ideas with peers help you further clarify this aspect of a literary essay?

- Any other comment(s)?
Assessing

- preparation for f2f activity
- communication via subject page on LMS
- upload and present activity prior to f2f session
- clear, helpful, useful and accessible videos
- readiness to reconsider learning method
- flipped learning too unsettling
- issue with lack of guidance from adviser during f2f activities
Assessing

• whole class feedback session after activity
• f2f interactions and collaboration with peers: improvement of learning process
• differences in levels (+ / -)
• evaluation questionnaires helped reflection on learning process
• support ‘economically presented and seamlessly integrated in learning process’ (participating lecturer)
• focus group discussion recommended (participating lecturer)
Reflecting

• suitability of the FL approach
• is ICT synonymous with successful learning?  (De George-Walker & Keeffe 2010)
• FL implies a cultural shift teachers and students may not be willing to adopt  (Mazur & Martin, cited in Berrett 2012)
• more flexible adherence to the precepts of flipped learning
• carefully paced approach to change
• formative approach to the provision of support
Reflecting

- addition of interactive component in videos to measure performance
- (online) community of practice
- digital literacy
References


