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
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)

Online video

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

Experimenting
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


