



The Alliance: Curriculum, Literacy and Research. Blending curriculum content, academic literacy and library research skills using active learning strategies and student centered learning across educational partnerships and pedagogical frameworks in a flipped learning structure.

Key Words

Flipped learning; blended learning; collaboration; curriculum renewal; embedding

Abstract

This workshop presents research findings emanating from the collaborative partnership between architecture academics, an educational pedagogue, two language and learning advisers and an architectural liaison librarian who developed and delivered the implementation of two undergraduate flipped learning structures for SRA143 (Art and Society) and SRA215 (Utopian Ideals in the Modern World) - respectively first and second year core architecture units - in Trimester 1, 2017 at Deakin University. Drawing on Bram (2013) who reports on the significant gains for students who experience flipped pedagogical models of learning as opposed to traditional frameworks, this workshop presents the process and outcomes of work undertaken by collaborative partnerships involved in the planning, delivery and evaluation of the flipped modes of learning in these architecture subjects. Previously, the units have been delivered via the conventional transmissive pedagogical model whereby the face-to-face context presented a lecture, seminar/tutorial, and homework pedagogical structure. These units have had large numbers of student enrolments, necessitating multiple tutors for seminars. Consistency between seminars has been an issue, as has student comprehension, retention, attendance and engagement. In addition, the attainment of practical academic skills such as research, information sourcing, writing and presenting have been longstanding issues. The aims of this research project were multifocal, including unit re-structuring and the renewal of curriculum delivery alongside embedding academic literacies and implementing library research skills such as academic integrity and digital literacy to better assist students with their learning journey and developing academic capabilities. Drawing on case studies by Fairbairn (2013) and Reidsema (2014) that present exemplar practice models, our research team worked collaboratively, planning and designing the flipped classroom model - the pre-seminar, seminar and post-seminar structure of the units. Course content was managed by academics while LLA's and the liaison librarian staff designed 'skills acquisition' material focusing on the unit's curriculum and assessment tasks. The research and academic writing material were delivered at each seminar during the first four weeks and uploaded into the unit's website for student access. In weekly tutor meetings, the 'skills acquisition' material was discussed in relation to the curriculum content and assessment tasks. This further enabled informed understanding, clear expectations and fostered open dialogue between tutors and students. The aim of this workshop is to present a snapshot of experiences and outcomes from each different partner, report on the overall results emanating from the evaluations of student feedback and comment on the lessons learnt from partnerships in action.

References

Brame, C. (2013). Flipping the classroom. Vanderbilt University Center for Teaching. Retrieved from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

Fairbairn, A. (2013). A Flipped Classroom Case Study: An integrated approach to designing and delivering courses using active learning pedagogies, engagement strategies and technologies for the flipped classroom. The University of Queensland, Teaching and Educational Development Institute, Retrieved from <http://www.uq.edu.au/teach/flipped-classroom/docs/cs-fairbairn.pdf>

Reidsema, C. (2013-2105) A Case Study Summary: Using the flipped classroom model to ensure students are immersed in authentic problem-based learning activities to prepare them for professional practice. The University of Queensland, Teaching and Educational Development Institute. Retrieved from <http://www.uq.edu.au/teach/flipped-classroom/docs/cs-reidsema.pdf>