



Re-imagining our curriculum  
Consolidating the First Year Experience

Prototype Project Updates:

January 2016

<b>General Details</b>	
<b>Project Title</b>	<b>"Flipping the Classroom" – Introducing and Integrating Professional Practice in Humanities.</b>
<b>Name of Main Applicant</b>	Aoife Prendergast
<b>Position Held</b>	Lecturer
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<b>Names of any co-applicants (&amp; colleges they are based in):</b>	
<b>Signed</b>	Aoife Prendergast
<b>Date</b>	27th January 2016
<b>TU4D Theme (Please tick)</b>	
<input type="checkbox"/> Induction/early orientation <input type="checkbox"/> First 5,6 or 7 weeks; <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Assessment and feedback; <input type="checkbox"/> Graduate Attributes <input type="checkbox"/> Students/ autonomous self-directed learners, <input type="checkbox"/> Learning spaces – virtual & physical <input checked="" type="checkbox"/> Alternative Curriculum models	
<b>Summary of Prototype project</b> (max 200 words)	<p>This project primarily explores and engages the concept of the "flipped" experience for traditional first year humanities students who enter third level education.</p> <p>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)</p> <p>This project aims to explore the transition and the complex difficulties, with the aim of potentially identifying the means of overcoming the challenges, specific to this group of learners using the flipped learning approach.</p> <p>Specifically, this project aims to provide participants with practical engagement with the "flipped classroom" approach specific to their discipline in humanities e.g. an introduction to professional practice in social care and early childhood care and education. Firstly, an identification of critical barriers and relationships in humanities and professional practice for transformative higher education in Ireland will be provided. Secondly, a flipped exercise will be central to the success of this project. The learners will engage with this activity and evaluate and reflect afterwards. It continues by exploring the processes involved in reconciling the "flipping", leading to its success or failure.</p> <p>This project will address the presence of developing a strong</p>

	academic identity in the flipped classroom from both the perspective of the academic and that of the student. Ultimately, it will support, enhance and innovate the first year experience at ITB.
<b>Project dates</b>	Semester 1 2015
<b>Main proposed original project outputs for the TU4D</b> (max 100 words)	<p>Firstly, it links with the TU4D foundation theme “Re-imagining our curriculum” by explicitly supporting and enhancing the first year experience.</p> <p>It aims to provide a unique and sustainable educational opportunity for first year humanities students that it flexible to the learners needs, research informed and practice-based.</p> <p>It is a career relevant curriculum design – professional practice is a pillar of both the curriculum and is critical to the overall development of competent and autonomous professionals throughout humanities.</p> <p>The basis and fundamental aspect of this project is to shape and mould a pedagogy that is sustainable for each learner throughout the duration of their course of study and to instil attributes such as autonomy, critical thinking and independence at the earliest possible stage in the first year experience.</p> <p>Another outcome of this project is these new and innovative learning and teaching practices complement student engagement within the context of changing learning environments and equip students with the capacity and motivation to adapt successfully to change using problem-solving skills.</p>
<b>Project outputs including any evaluation data</b> (max 300 words, data to be included in an appendix but can be summarised here)	<p><i>Assessment and feedback</i> – This project encouraged a change in current assessment and feedback – the assessment and feedback were ongoing for the duration of the project. It also encouraged students to feedback at regular intervals which was a strong feature of the implementation. The project could not have been implemented without this feedback from participants.</p> <p><i>Students as autonomous self-directed learners</i>- The students utilised the “flipped classroom” to overcome difficulties clearly identified by students themselves. Rather than seeking direction and instruction from a Lecturer, they were empowered to direct their own problem solving and solutions.</p> <p><i>Alternative Curriculum Models</i> - 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)</p> <p>This project utilised this alternative curriculum models the flipped learning approach. Specifically, this project provided participants with practical engagement with the “flipped classroom” approach specific to their discipline in humanities.</p> <p>Firstly, an identification of critical barriers and relationships in humanities and professional practice for transformative higher education in Ireland was provided.</p> <p>Secondly, a flipped exercise will be central to the success of this project. The learners engaged with this activity and evaluated and reflected afterwards. It continued by exploring the processes involved in reconciling the “flipping”, leading to both successes and</p>

	failures.
<b>Lessons Learned</b> (max 200 words)	<p>The project was not without difficulties and challenges. To embrace the true and authentic pedagogical approach of “flipped learning”, intense preparation was required. Students needed to engage with and commit to each session to reap the benefits of this pedagogical approach. A contract signed by the participants may be useful in this regard to ensure commitment and accountability.</p> <p>For future planning, extra sessions regarding effective reflection will be crucial to ensure the sustainability and success of the project. This would provide a foundation for future learning and indeed for development of skills such as ethical reflection and critical thinking for later modules in the undergraduate curriculum.</p>
<b>Next stage</b> (max (max 200 words)	I plan to evaluate the “student experience” of this project in the coming months using a qualitative approach. I will endeavour to complete post -project semi-structured interviews in the coming months and compare the responses to the pre-project semi-structured interviews.
	I hope to utilise my experience and learning from this prototype project in future undergraduate modules if possible.