The „inverted classroom" as a writing lab based on the course AWO – Academic Writing Online

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# Outline

I. The online course AWO

II. Inverted classroom model (ICM) and Blended Learning

III. The use of AWO within the inverted classroom model (ICM)

IV. Lessons learned

I. Seven modules

- **Scientific Work - Introduction**
- **Scientific Work – Advanced**
- **ICT-based Literature and Text Management**
- **Empirical Research in Business Administration**
- **Science Marketing in Business Administration**
- **Self-coaching for Students**
- **Successful Supervision of Students**

I. Seven languages
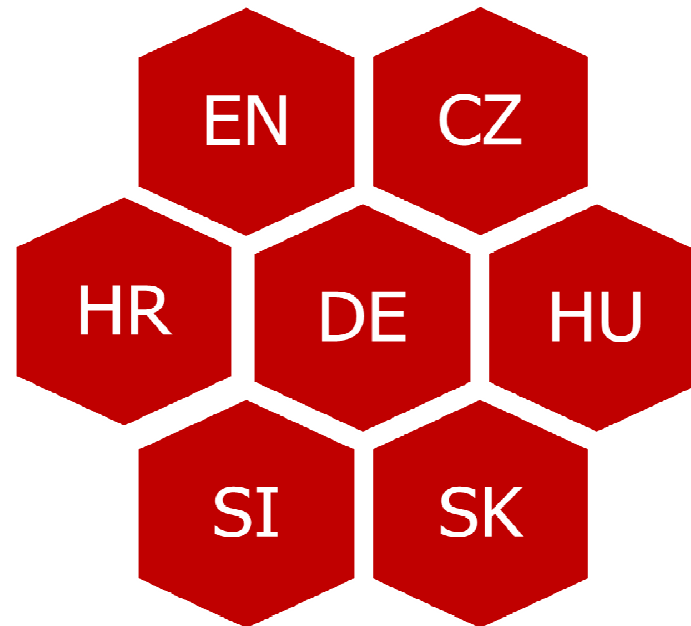
I. Composition of a module

- **15 lectures + 1 bibliography unit**
- **central text part of each lecture**
- **8 teaching videos (supporting material)**
- **self-check activities (self study)**
- **graphs and charts**
- **5 humorous illustrations**

Distance Learning or Blended Learning use

I. Text parts

- **precise selection of the lecture topics**
- **dense but clear language style**
- **no long extensions (no complex syntax)**
- **more active than passive voice**
- **no accumulation of nouns**
- **no complicated compounds**
- **consistent use of technical terms**
- **careful use of phrases or metaphors**

I. Videos

- **8 videos per module**
- **supporting or extending the lectures**
- **studio recording**
- **visualizing methods**
- **slow mode of speaking**
- **easy explanations**

1 Einführung in die Wissenschaft

Ihre Lektorin
Petra Hauptfeld

- Studium in Salzburg und Wien
- Ausland: Ungarn und Belgien
- 10 Jahre Trainertätigkeit

Wissenschaftliches Arbeiten unterscheidet sich von anderen Schreibformen darin, dass es gewissen Regeln und Konventionen folgt, die eingehalten werden müssen. Da es in der Wissenschaft um die systematische Gewinnung und Aufarbeitung von Daten geht, aus deren Verknüpfung der **Erkenntnisgewinn** – denn darum geht es im Wesentlichen – und damit Wissen entsteht, sind diese wissenschaftlichen Konventionen einzuhalten. Was meinen wir mit „Wissenschaftskonventionen"?

I. Self-check activities

- **short but concise activities**
- **not too general, not too detailed**
- **self-check via text or videos**
- **combination with exercises in class**

Example: Visit the Manchester Phrasebank:
http://www.phrasebank.manchester.ac.uk/

Look at each section on the left side (in total 11) of the page and choose five phrases from each section to be used in your next paper!

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I. Easy navigation on platform

- **switching between whole module or lectures**
- **check-in on the spot where module was left**
- **possibility for public or private feedback (to study degree office) after each lecture**
- **print-out version (PDF)**

http://awo.academy
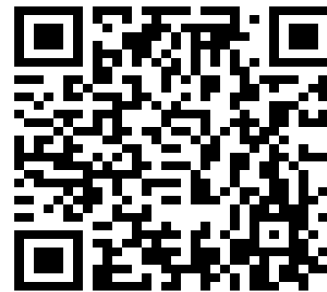
II. Inverted Classroom Model (ICM)

- **1993: Alison King**
  (teacher as coach)
- **1997: Eric Mazur**
  (peer-feedback)
- **inverted / flipped classroom**
- **use of videos, MOOCs**
- **Blended Learning**

From Sage on the Stage to Guide on the Side

Alison King

In most college classrooms, the professor lectures and the students listen and take notes. The professor is the central figure, the "sage on the stage," the one who *has* the knowledge and transmits that knowledge to the students, who simply memorize the information and later reproduce it on an exam—often without even thinking about it. This model of the teaching-learning process, called the transmittal model, assumes that the student's brain is like an empty container into which the professor pours knowledge. In this view

constructed—by each individual knower through the process of trying to make sense of new information in terms of what that individual already knows. In this constructivist view of learning, students use their own existing knowledge and prior experience to help them understand the new material; in particular, they generate relationships between and among the new ideas and between the new material and information already in memory (see also Brown, Bransford, Ferrara, and Campione 1983; Wittrock 1990).

instead of being the "sage on the stage," functions as a "guide on the side," facilitating learning in less directive ways. The professor is still responsible for presenting the course material, but he or she presents that material in ways that make the students do something with the information—interact with it—manipulate the ideas and relate them to what they already know. Essentially, the professor's role is to *facilitate* students' interaction with the material and with each other in their knowledge-producing endeavor. In the constructivist model the student is like a carpenter (or sculptor) who uses

A. King (1993): From Sage on the Stage to Guide on the Side. *College Teaching,* Vol. 41, No. 1, pp 30 - 35

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Self-study phase

transfer of knowledge via the course AWO plus
working on some tasks / watching the videos
→ ONLINE COURSE

Online phase

upload of tasks on interactive learning platform,
feedback via online classes, fora or mail
→ ONLINE TOOL

Contact phase

inverted classroom model where peers and
the coach give feedback on the texts of students
→ WRITING LAB

III. AWO within the ICM

- **Self-study phase: AWO module 2 lecture 5: write in paragraphs**

- **Online phase: upload on factline / 1st feedback from coach**

- **Self-study phase: revision of paragraphs and upload**

- **Contact phase: presentation in class and feedback from peers**

- **Self-study phase: final revision of paragraphs**

III. Teachers' voices on AWO & ICM

- **I am in the role of a coach – I have to like that!**

- **I have to guide students to give peer-feedback**

- **feedback in class takes a lot of time but students advance more**

- **Some students are not used to it – I have to introduce the method step by step**

- **It is highly individualized learning AND**

- **it is time-consuming in preparation**

III. Students' voices on AWO & ICM

- **feedback in class is very important: we profit from other texts: presentations are very helpful**
- **videos are very supporting; they are easy to understand**
- **no matter if we listen to the teacher in class or in the internet**
- **the course saves time**
- **repetition of lectures as often as necessary**

IV. Lessons learned

➡️ **The rise and fall of the ICM is depending on well developed online courses and materials**

➡️ **ICM is a profit for students but time consuming for teachers when starting**

➡️ **The ICM is rewarding once the design is done**