



Aalto University

# Supporting Academic Writing Through Expanded Blended and Flipped Approaches: The Student Perspective

Signe-Anita Lindgrén, PhD &amp; Diane Pilkinton-Pihko, PhD

Language Centre, Aalto University, FI-00076 Aalto, Finland



## Target Group

**Master's students**  
School of Art, Design and Architecture

**Multiple** first languages

**Variation** in cultural background and online experience

## Problem

**Scheduling conflicts** e.g., field work, courses, work and life demands

**Variation** in academic writing knowledge, skills and experience

## Assessing Course Redesign

How do Master thesis writers perceive the newly designed blended, flipped course on academic writing in English?

## Investigation: Four Questionnaires

1. Initial needs analysis (n=55; 34% reported previous online or flipped-classroom experiences (mainly positive) underlining flexibility but also pointing out distractions with computers)
2. Mid-term, non-anonymous (14 open-ended questions; 1 Likert-scale statement; 2 yes/no; 1 multiple choice; n=31)
3. End-of-course, non-anonymous (11 open-ended questions; n=31)
4. End-of-course, anonymous (18 Likert-scale statements; 8 open-ended questions; n=32)

### Theme: Forms of Working

Peer- and group work (discussion, feedback)

- in-class F2F (physically or remotely)
- out-of-class online

Individual work (guided assignments, various e-tivities)

## Course (3 ECTs)

### A. Previous

36h F2F + 45h independent work; (10 Workshops), 5 weeks

### B. Redesign

**Come learn more in our poster or talk to us during the conference!**

### Both A & B

Peer-peer feedback session (2h)

Teacher-student small-group feedback (1/2 h per student text)

### Tools

Learning platform: MyCourses (Moodle: discussion forum, quizzes etc.)

Migrated tools: Etherpad Lite, Mentimeter, Padlet, Panopto, TurnItIn, Zoom

Recording software: Panopto

## Selected Feedback/Student Voices

**FIND OUT FROM OUR POSTER**  
Friday, August 30th, 2019, Session 2, Poster 5,  
talk to us during the conference, or email us.

...helps...improve...  
benefits...

...I can ...

...useful...

...understand better...

I hate... I wish...

The course fit  
my schedule  
easily (n=32)

I like... I am facinated fascinated...

**How many % agreed (or disagreed)?**  
**Guess! Then come see our poster!**

*The findings indicate no immediate urgent need for changes. They, however, pinpoint areas to improve and further develop.*

## Next Steps

### Scheduling Considerations

- Keep the redesigned option
- Further develop a fully online version and a full-semester version (instead of intensive one-period courses)

### Further Develop Online Materials

- On explaining graphical data, deciding the thesis type, considering different rhetorical modes
- Create mini-lectures and e-tivities on those topics

### Working Methods

- Keep student-centered learning activities but add further justifications to better motivate students with less experience of peer-peer feedback and process writing
- To enhance learning, keep the re-cap of the previous workshop as the initial activity
- Re-evaluate the structure of the materials in the learning platform
- Add more self-assessment e-tivities to enhance learning presence

## Request Questionnaires

firstname1-firstname2.lastname at aalto dot fi or  
firstname.lastname1-lastname2 at aalto dot fi

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Signe-Anita Lindgrén, Matthew Billington