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

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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
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

I hate... I wish...

The course fit my schedule easily (n=32)

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

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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

Selected Feedback/Student Voices

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

...I can ...

...useful...

...understand better...

I like... I am fascinated...