

Title: #Flops - Exploring the Challenges of Embedding Digital Literacy in a Flipped Classroom through an Application of the “Visitors – Residents” Model.

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Appreciate the challenges of embedding digital literacy into a flipped classroom.
- Critique the application of the “Visitors – Residents” Model as a research tool.
- Consider implications for professional training and development supports.

Session Outline

Digital Technology has made significant changes to the ways in which students learn. Learners navigate structured Virtual Learning Environments(VLEs) and have easier access to repositories of knowledge. Inevitably, the digital revolution has also impacted how lecturers design, deliver and assess. The National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL) has created the “All Aboard Digital Skills Framework” to support the continuing professional development of lecturers. Simultaneously, lecturers have been encouraged to embrace the concept of “flipping the classroom” (O’Flaherty & Phillips et al, 2015), using digital technology to encourage students’ engagement with content outside of the classroom, material that, traditionally, has been presented within the lecture hall or seminar room. Class time then focuses on creative and collaborative learning experiences increasingly using digital tools. Other pedagogical movements such as Universal Design for Learning (UDLL) sponsor the embedding of digital technology to support diversity in student-centred choice. How then can lecturers, more likely to be digital immigrants than natives (Prensky, 2001), transition to this digital dimension without falling flat on their professional faces? Without going viral as a fail or a flop.

This study explores how a cohort of lecturers delivering a Personal Learning and Development Module to First Year Business Students, assessed the risks of embedding digital literacy skills in a flipped classroom by applying the “Visitors – Residents” Framework tool (White & Le Cornu, 2011) to map their own use of social media and other digital platforms. The authors have researched a literature review and designed a qualitative methodology and an initiated data collection. The first stage has been an open call to the lecturing team to participate and to prepare by studying the directed learning materials provided by the National Forum (<http://www.allaboardhe.ie/visitors-residents/>) .

A facilitated workshop has been scheduled for June 2019 during which personal mappings will be produced and workshopped to identify themes and guidelines generated

Session Activities and Approximate Timings

The first 15 minutes of the 45 minute session will include a synopsis of the rationale, context and methodology of the action project then a summary of the themes and guidelines produced. This material will be presented in a powerpoint presentation supported by printed handouts.

The next 25 minutes of the 45 minute session will be a facilitated focus group to elicit peer feedback on the following questions:

- Do the themes captured reflect the experience/s of participants in their own field of practice?
- Should other/additional themes be considered?
- Consider the impact of lecturers changing their own practice to become active 'residents'.

The facilitated discussion will be implemented by splitting the participants into two sub-groups, each of which will be facilitated by one of the two presenters. The discussion will be organised using brainstorming and output will be captured by use of flipcharts, the intention being to create a mindmap to gather the contributions of participants for each question discussed.

The final five minutes of the 45 minute session will allow the facilitators to summarise captured feedback and acknowledge the contribution of their peers.

Preparation before session

Delegates participating in this paper discussion can access links on the "All Aboard Digital Skills Framework" available on the National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL) website
<http://www.allaboardhe.ie/visitors-residents/>

References

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