Flipping

Expressing Wiradjuri: an i2 resource for self study


“Using technologies and digital learning resources to 'flip' the classroom to improve the effectiveness of face-to-face time”

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The flipped classroom

The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates. (Vanderbilt University, Center for Teaching).
scope

• the text;
• the pedagogy – a blended methodology – present, practice, produce
• The flipped bit
• Developing Expressing Wiradjuri – Demonstration
• Mapping the flipped bit onto the pedagogy
• The benefits for the student, the teacher and the university.
Giilang marrama-rra Biladuran-dhi
The Platypus creation story

The genre approach

1. Building the field – what is the text about?
   • learning the pronunciations of words,
   • Learning the vocabulary

2. Deconstruction – how does the text work?
   • cultural configuration – social purpose
   • contextual configuration – field, tenor and mode
   • Grammar at sentence, group and word level

3. Joint Construction – making meaning together
   • Listening and speaking activities
   • Reading activities
   • Writing activities

4. Independent constructions – making meaning independently
   • Writing your own Just So Story.
Blending modes of delivery for skills development...

• Presentation – of new phonemes; lexicon; grammatical patterning...
• **Practice** (Deconstruction) – online; self-study
• **Production** (Construction) – in class; interactive; dialogic
2. Deconstruction – how the text works

- cultural configuration – social purpose what genre? **Just So Story**
- contextual configuration – field (what), tenor (who) and mode (how) – the platypus creation story, teacher/student, spoken mode (storytelling register)

  - Pronunciation and phonology - pronunciation of phonemes in the vocabulary of rivers, river animals and environment, (a geography lesson on Wiradjuri Country and a window into creation), and the phonological changes to nouns and verbs through affixation

- Grammar at word, group/phrase, sentence and text level, group and word level
The learning teaching cycle

a) The sound set – listening and saying
   Learning Activity A
b) Sounds in combination – listening and saying
   Learning Activity B
c) Syllables and words – listening and saying; identifying syllable in words, saying words
   Learning Activity C1 counting the syllables
   Learning Activity C2 dividing up words into syllables
d) Words and phrases – identifying, and saying allomorphs
   Learning Activity D1a and b listening for the word-final sound
   D2 selecting the correct LOC suffix on nouns
   D3 selecting the correct Actor suffix on nouns
   D4 selecting the correct ABL suffix on nouns
   D5 selecting the past tense suffix on verbs
... if we flip the ‘practice’ piece of the methodology, then...

1. Teachers can set up the rote/skills based learning either through online or face to face teaching. (presentation)
2. Students can do the ‘rote’ learning in their own time; (practice)
3. Students can come to face-to-face class with language and linguistic skills developed ready to ‘produce’ dialogue (production)
4. Valuable classroom interaction time is utilised for authentic, staged dialogue
5. Rote learning can be a pre-requisite to classroom production
Mandaang guwu

Thank you