

ACTIVE LEARNING IN A BLENDED ENVIRONMENT: FLEXIBLE DELIVERY TO SUPPORT STUDENT DIVERSITY

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ABSTRACT

Active learning is often used as a mechanism to increase student engagement in face-to-face learning environments and instructor motivation for implementation can be driven by dissatisfaction with the near ubiquitous student-teacher paradigm. We have implemented a number of student-centred active learning strategies borne from our involvement with the ALIUS (Active Learning in University Science) project. This project, funded by the Australian Learning and Teaching Council, has developed a capacity for leading change in curriculum design and pedagogy in large chemistry classes across Australia.

Process Oriented Guided Inquiry Learning (POGIL) was chosen as a model student-centred active learning strategy and its success has led to extensive uptake in chemistry at Curtin University. Here we will explore how an active learning pedagogy such as POGIL can be supported by a suite of blended learning strategies that promote flexibility of access to the content and accommodate diversity in the needs of our student population. We will detail the student perception of these strategies and how they reflect on their own learning to improve their understanding and performance.

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