

TERTIARY PREPARATION PROGRAM

Embedding a reflective learning paradigm



Collaborative Space - LMS



Personal Space - Portfolio

Learning How to Learn

Becoming a self-directed and enquiring learner

Foundational Knowledge

Consolidating skills and information

Caring

Engaging with fresh interests and values

Application

Thinking critically, creatively and practically

Human Dimension

Knowing self and building relationships

Integration

Connecting ideas, people and real life

LMS

PORTFOLIO



Engage

Within the collaborative space of the LMS, student voice is central to the design brief. Consistent with research indicating its high positive effect on learning engagement (Hattie, 2012), student videos, images and shared stories build community with 'people like me'.

The personal space of the e-portfolio is introduced via a scaffolded and student-led orientation to PebblePad within the LMS and supported with fun animations. Transformation through learning is presented as a journey into new territory.



Reflect

The integration of a reflective learning paradigm influenced by Fink (specifically the Human Dimension – learning about self and others) is the key structural principal of this design. The activity associated with the reflection icon may include one or a range of the following: response to a targeted question, forum discussion or journal entry.

Subject design explicitly incorporates a customised paradigm: engage, reflect, create, connect, progress. The goal is to develop a reflective, committed, independent learner (Levine et al., 2008). A subject workbook in the portfolio 'mirrors' the LMS learning activities. Reflection is identified as key to transformation.



Create

Formative activities consolidate and build on new learning. Activities are constructively aligned and offer real world contexts in which students can make sense of new concepts and knowledge. Students may be asked to solve a problem, make a decision, evaluate a text or situation or create a response or artefact.

Each LMS book links to a customised reading and research template and journal (in portfolio). The Pebblepad portfolio workbook provides a scaffold for each assessment so unique responses can be delivered in planned stages. Students are encouraged to synthesise specific responses to guided questions into the larger assessment piece as the subject progresses.



Connect

Connection occurs through online discussion forums, peer learning experiences and subject focused zoom sessions; creating digital learning communities. Connecting and sharing with peers is the point at which learning is reinforced and learners are socially as well as academically endorsed and rewarded.

Learning community
Opportunities are provided to students to connect with the learning community. In all connect activities, students review their personal portfolio responses and actively contribute to learning community discussion. Key to connecting is reviewing the response of a peer. This enacts Fink's human dimension of learning about oneself and others and integrating ideas and people with real life.



Progress

Progression is identified as a space of shared understanding. At this point the bridge to the next page or stage of the learning journey can be crossed. To reinforce the understanding that progress happens at the student's own pace, the final page direction reads: 'When you are ready, let's move on'.

Existing learner resources are embedded and synchronous and asynchronous Zoom instruction is provided. This scaffolding supports progress through learning. This is key to the transformational element of a learning space which is predicated not simply on providing basis for entry to university but on a principle of lasting change.



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