



Embedded but are we wedded?

Key Words

Embedding, Skills, Collaboration, Partnerships, Identities, 21st century learning, flipped learning,

Abstract

In this paper we will discuss our experience working within a multidisciplinary team, to deliver targeted academic skills support within a first and second year unit in the school of architecture. Both units adopted a flipped learning pedagogy, which involved going over the online learning content in the pre-seminar time and engaging in active learning opportunities to apply content and academic skills during the seminar time. Through the process of unit restructuring to deliver a flipped learning model, language and learning advisers worked within the team to develop and deliver library research and academic skills support, over the first four weeks of the unit. In a previous conference paper, Grossi and Wright-Neville (2015) drew on Briguglio (2014) to present a reflection on our early attempts to find the perfectly embedded relationship. In this paper, we continue with the relationship metaphor (Golding et al. 2015), to investigate what happens when language and learning advisers eventually do find a willing partner, but are then asked to take the next step and go outside the comfort of a one to one relationship. In other words, how do we present ourselves and how are we perceived, when asked to 'meet the family'? Are we the Brady Bunch or the Adams family? Are we viewed as a homogenous collection of perfectly matched insiders, central to the smooth operation of the wider family or are we perceived as more of a diverse set of FIFO visitors who happen to reside in the same village? We draw on Wood (2017) and a similar partnership described in Chanock (2012) to explore the current complexities of teaching academic skills in Higher Education. Our experiences in addressing these complexities are explored through a reflection on how language and learning advisers working in partnerships are required to adopt a range of identities in order to communicate our educational philosophies and pedagogical approaches to those outside of 'the learning adviser family' (Golding 2012). We consider the findings of this project in terms of how we can respond to the changing dynamics of twenty first century learning, and our desire to build truly embedded partnerships.

References

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