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WORKSHOP

Enhancing Teaching Practice through Hybrid Delivery

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WORKSHOP MODE

The workshop will be delivered in person at AAEE2024.

OVERVIEW OF WORKSHOP

Current university environments are seeing a need for reduction in teaching time and resources, as well as reduced student engagement in traditional teaching activities due to increased competition for their time from employment and other commitments. Student learning preferences have also significantly changed, along with a greater diversity in student backgrounds and skillsets. In this workshop we will investigate hybrid delivery options for engineering courses and develop course delivery models that will engage students and enhance their learning experience. The workshop will cover both theoretical and practical courses and aims to develop practical skills that educators can use in their own teaching careers.

ACTIVITIES

1. A short presentation outlining a case study (or multiple case studies?) of a course delivered in hybrid mode, and the resulting student experience. The design of the course will be presented in detail.
2. Participants will work in groups to develop an outline of a hybrid course structure (can be an existing or new course), including content development and delivery, assessment, and content creation methodology. AI and other developing tools will also be considered. Each group will prepare a poster showing their proposed course outline and how it fits into the student experience.
3. A discussion session where groups present their proposed courses and the wider audience comments and suggests changes and improvements.

TARGET AUDIENCE

This workshop will be suitable for all engineering educators, particularly those who are looking for alternative delivery strategies or keen to explore hybrid delivery, flipped classroom, or other techniques.

OUTCOMES

Participants will develop skills in hybrid course design, and a course structure that can be used in future course development. This course design will focus on maximising student engagement within financial and resource constraints.

KEYWORDS

Blended learning, hybrid delivery, flipped classroom, curriculum development.

PRESENTERS' BACKGROUNDS

The presenters are all from the School of Engineering and Built Environment at Griffith University, with a background in and strong passion for innovation in engineering education. They have experience in developing flipped classroom and other forms of hybrid delivery. The presenters have received grant funding and won education awards for their work in this area.