Is blended/flipped learning and teaching culturally responsive?

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Overview

- Context
- Rationale for research
- Method
- Key Themes
  - Maori Focus Group
  - Pacific Focus Group
  - Comparison
- Conclusion
Context

- Unitec’s transformation journey
- Blended / Flipped learning
- Bachelor Health & Social Development (BHSD)
- Te Kura Whanui (TKW)
  - Common Semester
  - Interdisciplinary - 8 programmes (varying teaching approaches)
Rationale

*Kua tawhiti ke to haerenga mai kia kore e haere tonu*
*He tino nui rawa ou mahi kia kore e mahi nui tonu*

*We have come too far not to go further*
*We have done too much not to do more*
Method

Kaihautu, Maori, Pacific, Hui, Cultural, Thematic Ethics, Collaborate, Consult, Independent, Focus-group, Research, Facilitation, BHSD, Experience, Transcribe, Koha, TKW
## Key themes

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Maori Focus Group
Manaakitanga
Clear expectations

“So once you’re in your class you know you’ve got to, you should’ve done the activities. You’ve got to do all the work up to it, you know, and then you have to be really involved when you get to your class. So I think yeah, it’s really valuable”.
Multiple learning opportunities

“I liked how we had videos on Moodle coz I’m a visual person. Like I could read heaps and heaps and heaps and heaps of text, but then once I watch the video, oooh, it all sinks in with the video. So I reckon the video’s really helpful”.
Learner style and needs
Maori as resilient and adaptive learners

I don’t do well by myself. I’m a muck around, I will procrastinate and procrastinate until I have to do something and then I’ll do it. But now that we’re getting to the end of this semester I actually have found I can do it now.

Yeah, and because I’d always be stressed. I’d be stressed for ages, but now that I’ve actually figured out and adjusted I’m like oh (laugh), actually -

In the end, coz you know, you have a tutu for a while so then you figure out that’s how I can find it quickly.
Environment
Multiple learning opportunities

“And it all interlinks and so it does give you, like doing it at your own pace, but then you’ve got that work to go back on and go, okay, yep, that’s going to help me do this, then I need to refresh myself from that and get, and so yeah, it does, the online learning”.
Collaborative learning and collective thinking

“As Pacific Islanders I think, because we all have that same mentality - I have to do my work so that everyone else, ‘cos it’s going to affect everyone else, you it would be much easier. But with all the different, like the diversities and all these different ethnicities that we had in our different groups, like everyone had different, like lots of miscommunication, lots of different interpretations of what was expected”
Fanau
Paradigm shift

Fanau

Student

Teaching staff
Comparison of Themes
Comparison of themes

Cultural difference:

- Role of the teacher had variation in cultural expression
- Role of the environment played a more central role for Pacific students (this may reflect the level of cultural connectedness and/or impact of urbanisation)

Common themes:

- Adaptive & resilient learners
- Flexibility suited the cohort
- Multiple learning opportunities
Conclusion

Is the model culturally responsive?

- External factors influence the effectiveness of the flipped/blended model
- Ideas around social capital and ako remain important within the context
- Maori and Pacific are HETEROGENEOUS
Final whakaaro

Another essential element is to merge Māori epistemology and tikanga with technology. Instead of viewing this with incredulity and scepticism, we need to look at this as a challenge that is attainable and exciting. Kaupapa Māori has both unchangeable and changeable elements that allow us to remain authentic to ahuatanga and tikanga Māori as well as participate in the modern world. (Ohia, 2006)