Educational Level:
First year

Subject Area(s):
Creative Writing, Literature

Time required:
30 minutes

Genre Fiction HyFlex Activity – Application of Style

Overview

In this hyflex activity, students will express their understanding of the writing style of a popular genre (in this case Young Adult Fiction) via a writing task in an online, asynchronous forum, prior to a real-time lecture. They will then apply the specialised knowledge from the lecture to refine their writing task through application of writing style and conventions for that genre and also develop possible directions for their own creative work within this genre through a second writing task run post-lecture. This work will then be brought to a real-time tutorial and used as a starting point for discussion and writing exercises in that space.

Upon completing this activity, students will be able to articulate an informed understanding of the subjects and conventions of a popular fiction genre, in order to frame their creative work within the genre and/or their critical readings of key texts. This activity uses a hyflex, blended format to allow students to construct their knowledge through individual, reflective writing tasks and to then apply and refine this knowledge through real-time discussion and exercises in lecture and classroom spaces. These asynchronous writing tasks introduce key themes and questions ahead of the lecture and are used to bridge the gap between lecture and tutorial in the weekly learning structure, helping students to link theory and critical perspectives with their own creative practice. Completing these writing tasks in an online space will help to maintain engagement across the teaching week and allow students to share their views and approaches ahead of direct discussion in the tutorial, which will help to enhance collaboration and peer feedback in the classroom.

Before embarking on this project, you should consider the model of blended learning employed in your unit (in particular, whether there is a discussion space available for
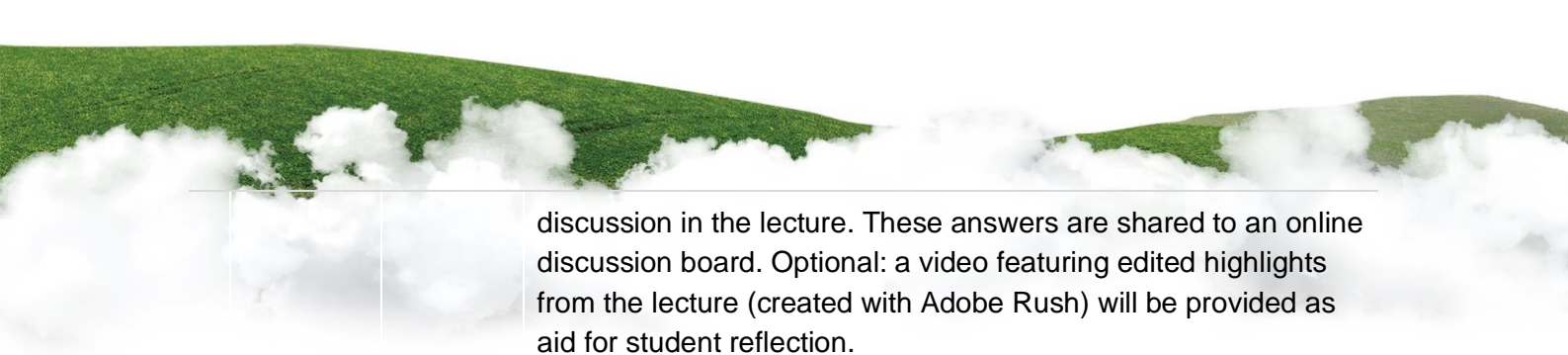
students to share their written responses). Additionally, there should ideally be a gap in the teaching schedule between the lecture and tutorials to allow enough time for students to complete the second task after the lecture before they attend the tutorial. Additionally, it is helpful to provide edited hightlights (via Adobe Rush) from the weekly lecture in a digital format when introducing post-lecture writing activity, for the benefit of students who may not have been able to attend the lecture or those who need a reminder on the discussion.

Supporting Tools and Resources

- Adobe Rush

Outline

	Step	Time	Description
1	Create	15 min	Students write an answer two questions about the week's topic and post the responses to the unit's discussion ahead of the weekly lecture. The questions are intended to engage the students with the week's topic and should not require additional research to answer. Example:
			In the Week 9 Guest Lecture dedicated to Young Adult (YA) literature we will discuss what makes a YA book, what sets it it apart from books aimed at children ('MG'/middle grade) or adults.
			'Reply' to share your response to the question 'What makes a YA book YA'? <u>as well as</u> a related question: 'What kind of story would you write for this readership?'
			Please complete this Activity by 11am (AEST) on 3 October (Monday).
2	Learn	60 min	Students attend the weekly lecture.
3	Evaluate	15 min	Students write answers to two additional questions post-lecture, which encourage them to reflect upon how their initial understandings may have shifted or developed based on the

discussion in the lecture. These answers are shared to an online discussion board. Optional: a video featuring edited highlights from the lecture (created with Adobe Rush) will be provided as aid for student reflection.

| 4 | Share | 120 min | Students attend the weekly lecture where they will use the understandings they have iteratively developed through the asynchronous writing tasks to inform their discussion, peer feedback and exercise work. |