Traditional instruction reformed with flipped classroom techniques

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Traditional instruction reformed with flipped classroom techniques
Jennifer Lee, Susan Beatty, Patrick Feng, Nadine Hoffman, Brenda McDermott

Flipped classroom techniques  |  Multiple sessions  |  First-year interdisciplinary course

The traditional vs. the flipped classroom
- The flipped classroom moves away from a traditional lecture-then-homework model.
- Pre-class: students prepare by watching short content-based videos or doing readings. Assessment may also be included.
- In-class: content and learning is reinforced with in-class activities. Assessment results can be used to inform in-class work.
- Students: held responsible for learning, increased attendance, engagement.
- Instructors: less traditional lecturing, more facilitation.

Library & writing learning goals
1: Plagiarism, Citations, and Citation Searching
- Read a citation and identify its major components
- Identify the type of resource from a citation
- Cite a resource

2: Research Process and Accessing Information
- Choose, and search a database by combining search terms
- Use database features: full-text links, emailing references
- Use databases to generate synonyms and other terms

3: Source evaluation
- Distinguish between scholarly, reliable, and popular sources
- The CRAPTest (aka, the C.R.A.P. Test Song): https://youtu.be/CRAPtest
- Popular vs. scholarly sources video (James Madison University): http://www.lib.jmu.edu/resources/connect.aspx?id=3247

4: Writing/Annotated Bibliography
- Read and summarize a source and assess it in relation to your research
- Video by the Student Success Centre: reading for abstractions, annotating, and paraphrasing
- Practice annotating and paraphrasing a student-supplied paper

Pre-class activity and quiz
- Customized, interactive video on quotations and citations
- Created by the Student Success Centre
- Created with Articulate software

In-class activity
- Refine search terms – search a database, then use results to discover new terms
- Compare database content and search features
- Convert references from various styles into APA

The course: Science, Technology, & Society 201
- Inquiry-based learning
- Semi-flipped: only library and writing sessions used flipped techniques
- ~50 students
- Incorporated library and writing sessions in course design
  4 sessions, each a week apart, alternating with instructor lectures
- First Writing Centre Library collaboration within a course
  Assessment: 25% of final grade
  10% Pre-class quizzes
  15% Summative assessment (in-class)

Reflections and Findings
- Students benefit: instruction is linked to the skills needed for assignments
- Time-intensive: course goals, sequencing, content prep, grading
- Decreased workload: resource sharing for overlapping areas: citation and plagiarism
- Tip: ensure detailed written instructions (step-by-step is not too much)

Library resources
- Use databases: full-text links, emailing
- Compare database content and search features
- Convert references from various styles into APA

Selected references