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.

TRADITIONAL

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<tr>
<th>Lecture</th>
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FLIPPED

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<tr>
<th>Lecture</th>
<th>Classroom activities</th>
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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
- Convert references from various styles into APA

3. Source evaluation
- Distinguish between scholarly, reliable, and popular sources
- The CRAPsy Song (aka, the C.R.A.P. Test Song)

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

Pre-class activity and quiz

- Customized, interactive video on quotations and citations
- Created by the Student Success Centre
- Created with Articulate software
- Search exercise/tutorial of the library homepage

In-class activity

- Refine search terms – search a database, then use results to discover new terms
- Compare database content and search features

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)

What did students think about the flipped classroom?*

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<th>Agree (n=33)</th>
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First Writing Centre-Library collaboration

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)

Inquiry-based learning

Semi-flipped: only library and writing sessions used flipped techniques

~50 students

In-class exercises were helpful to reinforce the content of the research

Instruction increased students’ confidence in completing assignments
- Since attending, how confident are you in your...?
- Are sources found scholarly, reliable, or popular?

Selected references


Are sources found scholarly, reliable, or popular?

Answer options: Scholarly, Reliable, Popular, Not sure, Unable to judge

* Ethics approval granted for survey and publication.