Traditional instruction reformed with flipped classroom techniques

Lee, Jennifer; Beatty, Susan; Feng, Patrick; Hoffman, Nadine; McDermott, Brenda

http://hdl.handle.net/1880/50494
Other

http://creativecommons.org/licenses/by-nc-nd/4.0/
Attribution Non-Commercial No Derivatives 4.0 International
Downloaded from PRISM: https://prism.ucalgary.ca
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 CRAPPy Song (aka, the C.R.A.P. Test Song) (https://youtu.be/CMaLgec2XWY)
- 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

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

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)

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

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 CRAPPy Song (aka, the C.R.A.P. Test Song) (https://youtu.be/CMaLgec2XWY)
- 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

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

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?

Agree (n=33)

Pre-tests were helpful in preparing for the research skills sessions 79%
In-class exercises were helpful to reinforce the content of the research skills sessions 70%

Instruction increased students’ confidence

Since attending, how confident are you in your...

ability to use library resources to find information for a research project 94%
ability to find appropriate scholarly sources 94%
ability to properly cite sources 91%
ability to paraphrase sources while avoiding plagiarism 82%
ability to write an annotated bibliography 79%

Instruction increased likelihood of future behaviors

Since attending, I am likely to...

use library databases in my research 94%
annotate sources while reading 91%

Selected references