Traditional instruction reformed with flipped classroom techniques

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

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

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.
- **Students**: held responsible for learning.
- **Instructors**: less traditional lecturing, more facilitation.

### Library & writing learning goals

<table>
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<tr>
<th>1: Plagiarism, Citations, and Citation Searching</th>
<th>Pre-class activity and quiz</th>
<th>In-class activity</th>
<th>Reflections and Findings</th>
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<tr>
<td>• Read a citation and identify its major components</td>
<td>• Customized, interactive video on quotations and citations</td>
<td>• Refine search terms – search a database, then use results to discover new terms</td>
<td><strong>Students benefit:</strong> instruction is linked to the skills needed for assignments</td>
</tr>
<tr>
<td>• Identify the type of resource from a citation</td>
<td>• Created by the Student Success Centre</td>
<td>• Compare database content and search features</td>
<td><strong>Time-intensive:</strong> course goals, sequencing, content prep, grading</td>
</tr>
<tr>
<td>• Cite a resource</td>
<td>• Created with Articulate software</td>
<td>Convert references from various styles into APA</td>
<td><strong>Decreased workload:</strong> resource sharing for overlapping areas: citation and plagiarism</td>
</tr>
</tbody>
</table>

### Pre-class activity and quiz

- **Three Myths about Plagiarism**:
  - Myth: I can’t be accused of plagiarism because I’m just summarizing someone else’s words.
  - Myth: I can’t be accused of plagiarism because I’m paraphrasing someone else’s words.
  - Myth: I can’t be accused of plagiarism because I’m annotating someone else’s work.

- **Poplar vs. scholarly sources video**: [James Madison University](http://www.lib.jmu.edu/resources/connect.aspx?id=3247)

### In-class activity

- **In-class activity**: Cite a resource
  - **Identify the type of resource from a citation**
  - **Read and summarize a source and assess it in relation to your research**

### Reflections and Findings

**Instruction increased students’ confidence**

- Since attending, how confident are you in your... (n=33)
  - ability to write an annotated bibliography: Agree 79%
  - ability to paraphrase sources while avoiding plagiarism: Agree 82%
  - ability to properly cite sources: Agree 82%
  - ability to properly cite sources while avoiding plagiarism: Agree 83%
  - ability to use library resources to find information for a research project: Agree 94%
  - ability to find appropriate scholarly sources: Agree 94%
  - ability to evaluate resources: Agree 91%
  - ability to properly cite sources: Agree 82%

**Instruction increased likelihood of future behaviors**

- Since attending, how likely are you... (n=33)
  - to apply the strategies for summarizing to your future assignments: Agree 94%
  - to use library databases in my research: Agree 91%
  - to annotate sources while reading: Agree 67%

### Selected references