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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

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 increased attendance, engagement
- Instructors: less traditional lecturing, more facilitation

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>FLIPPED</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture</td>
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<tr>
<td>Homework activities</td>
<td>Classroom activities</td>
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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

3: Source evaluation
- Distinguish between scholarly, reliable, and popular sources
- The CRAPtest (aka, the C.R.A.P. Test Song) ([https://youtu.be/CMaLgec2XWY](https://youtu.be/CMaLgec2XWY))
- Popular vs. scholarly sources video (James Madison University) ([http://www.k8.yms.edu/resources/connect.aspx?id=3437](http://www.k8.yms.edu/resources/connect.aspx?id=3437))

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)

- 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 (% agree)

- Since attending, how confident are you in your…
- Ability to write an annotated bibliography 79%
- Ability to properly cite sources 91%
- Ability to paraphrase sources while avoiding plagiarism 82%
- Ability to evaluate resources 94%
- Ability to find appropriate scholarly sources 94%
- Ability to use library resources to find information for a research project 94%

Instruction increased likelihood of future behaviors (% agree)

- Since attending, I am likely to…
- Use library databases in my research 91%
- Practice annotating and paraphrasing a student-supplied paper 91%
- Apply the strategies for summarizing to my future assignments 94%
- Ask the librarian for help with library-related issues 87%
- Submitting in-class assignments 91%
- Pre-class quizzes 100%
- Assessment: 25% of final grade
- 10% Pre-class quizzes
- 15% Summative assessment (in-class)

Selected references


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Students:

- In-class: resource sharing for overlapping areas: citation and plagiarism
- Pre-class: Pre-tests were helpful in preparing for the research skills sessions 79%