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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. 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

FLIPPED

Lecture

Lecture

Homework activities

Classroom activities

Identification of sources - How do you find your sources? Use the 5W's and discover others.

Three Myths about Plagiarism

- Mistaken identity
- Mistaken identity
- Mistaken identity
- Mistaken identity
- Mistaken identity

Conversion from various style into APA

The CRAPPy Song (aka, the C.R.A.P. Test Song)

Popular vs. scholarly sources video (James Madison University)

Are sources found scholarly, reliable, or popular?

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.

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).
- Popular vs. scholarly sources video (James Madison University).

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.

Selected references


Contact information (all from University of Calgary):

- Jennifer Lee, Librarian for Chemistry, Computer Science, Environmental Design, Libraries and Cultural Resources, jlee@ucalgary.ca
- Susan Beatty, Librarian, Learning Services, Undergraduate support, liaison (Interim) Communication and Culture, Taylor Family Digital Library, sdbeatty@ucalgary.ca
- Patrick Feng, Assistant Professor, Faculty of Arts, pfeng@ucalgary.ca
- Nadine Hoffman, Natural Resources, Energy & Environmental Law Librarian, Libraries and Cultural Resources, nhoffman@ucalgary.ca
- Brenda McDermott, Supervisor, Student Accessibility Services Exam Centre (formerly Coordinator, Writing Support Services), bemcderm@ucalgary.ca

Ethics approval granted for survey and publication.