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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. Assessment results can be used to inform in-class work.
- Students: held responsible for learning.
- Instructors: less traditional lecturing, more facilitation.

Library & writing learning goals

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

In-class activity
- Customized, interactive video on quotations and citations.
- Created by the Student Success Centre.
- Created with Articulate software.

Practice annotating and paraphrasing a student-supplied paper.

What did students think about the flipped classroom?

Pre-tests were helpful in preparing for the research skills sessions: 79%

Instruction increased likelihood of future behaviors:
- Since attending, I am likely to apply the strategies for summarizing to my future assignments: 94%
- Since attending, I am likely to use library databases in my research: 91%
- Since attending, I am likely to annotate sources while reading: 67%

Selected references
Femer, E. 2012. Working together: library and writing center collaboration. Reference Services Review. 00(0):0-0.