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

Flipped classroom techniques | Multiple sessions | First-year interdisciplinary course

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
- Save search results and use them for later searches
- Distinguish between scholarly, reliable, and popular sources

3: Source evaluation
- The CRAPPy Song (aka, the C.R.A.P. Test Song)
- Popular vs. scholarly sources video (James Madison University)
- Learn more about databases

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
- Three Myths about Plagiarism
- Customized, interactive video on quotations and citations
- Created by the Student Success Centre
- Created with Articulate software

In-class activity
- Search exercise/tutorial of the library homepage
- Refine search terms – search a database, then use results to discover new terms
- Compare database content and search features
- Convert references from various styles into APA

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?
- 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 find appropriate scholarly sources: 94%
- ability to evaluate resources: 91%
- ability to properly cite sources: 82%
- 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... apply the strategies for summarizing to my future assignments: 94%
- use library databases in my research: 91%
- annotate sources while reading: 67%

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Selected references