Traditional instruction reformed with flipped classroom techniques

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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.
- Students: hold responsible for learning.
- 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

3: Source evaluation
- Distinguish between scholarly, reliable, and popular sources
- The CRAPs Song (aka, the C.R.A.P Test Song) (https://youtu.be/CRApsK2wI)
- Popular vs. scholarly sources video (James Madison University) (http://www.lib.jmu.edu/resources/connect.aspx?id=3247)

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 (n=33)

- 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...

Agree (n=33)

- ability to use library resources to find information for a research project 94%
- 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 83%
- ability to write an annotated bibliography 79%

Instruction increased likelihood of future behaviors: *Since attending, I am likely to...

Agree (n=33)

- apply the strategies for summarizing to my future assignments 94%
- use library databases in my research 91%
- annotate sources while reading 67%

Selected references


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*Ethics approval granted for survey and publication.