

“Flipping the Classroom”: Using Innovative Techniques and Videos to Engage Students in Information Literacy Instruction

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SLU100 Introduction to the University Experience

- “This course provides a unique, collective, intellectual experience that helps to establish familiar and cooperative bonds among the student, the instructor, and the academic advisor. It provides a framework of effective academic and personal strategies to help the student succeed both in and out of the classroom.”
(Saint Leo Undergraduate Catalog)
- Library component

Project Rationale

Considerations for redesigning the SLU100 library component:

- Time limitations
- Staffing limitations
- Session uniformity
- Active learning experiences
- Positive connection to library

Literature review:

Instructional models and strategies

- Constructivism
- Discovery learning
- Problem solving
- Themes
- Analogies/stories
- Model/practice
- Cooperative learning
- Peer teaching
- Graphic organizer
- Concept map
- Mind map
- Worksheets
- Games
- Rewards
- Videos
- Role-playing

McREL:

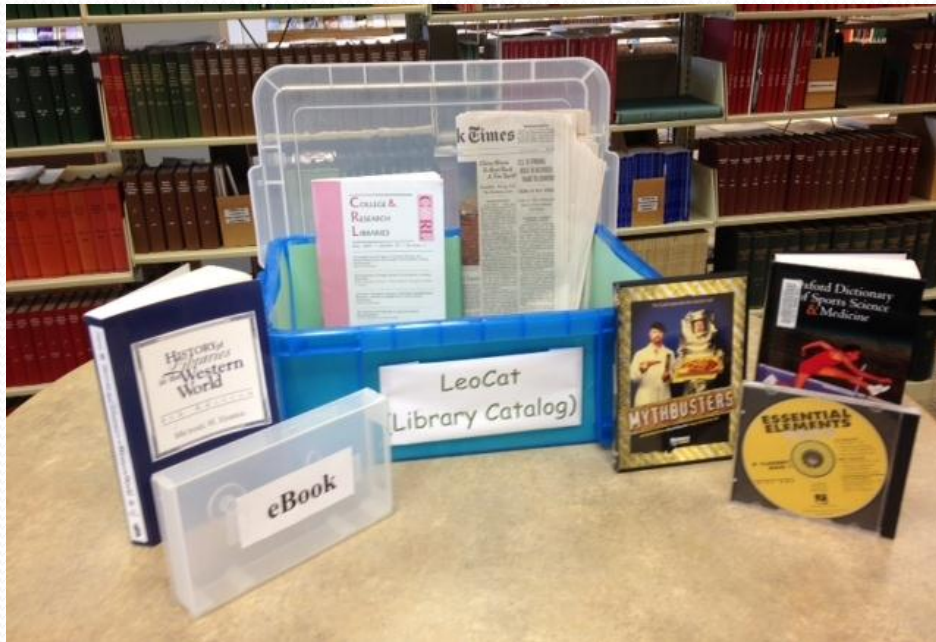
Mid-continent Research for Education and Learning*

Nine Essential Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- **Nonlinguistic representations**
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

*Marzano, Pickering, and Pollock

Non-linguistic Representations

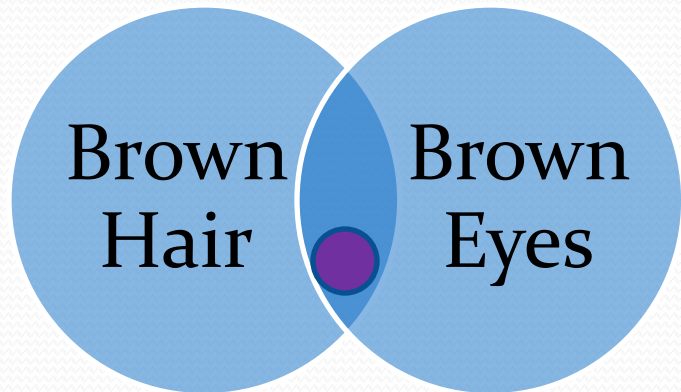


Physical Model

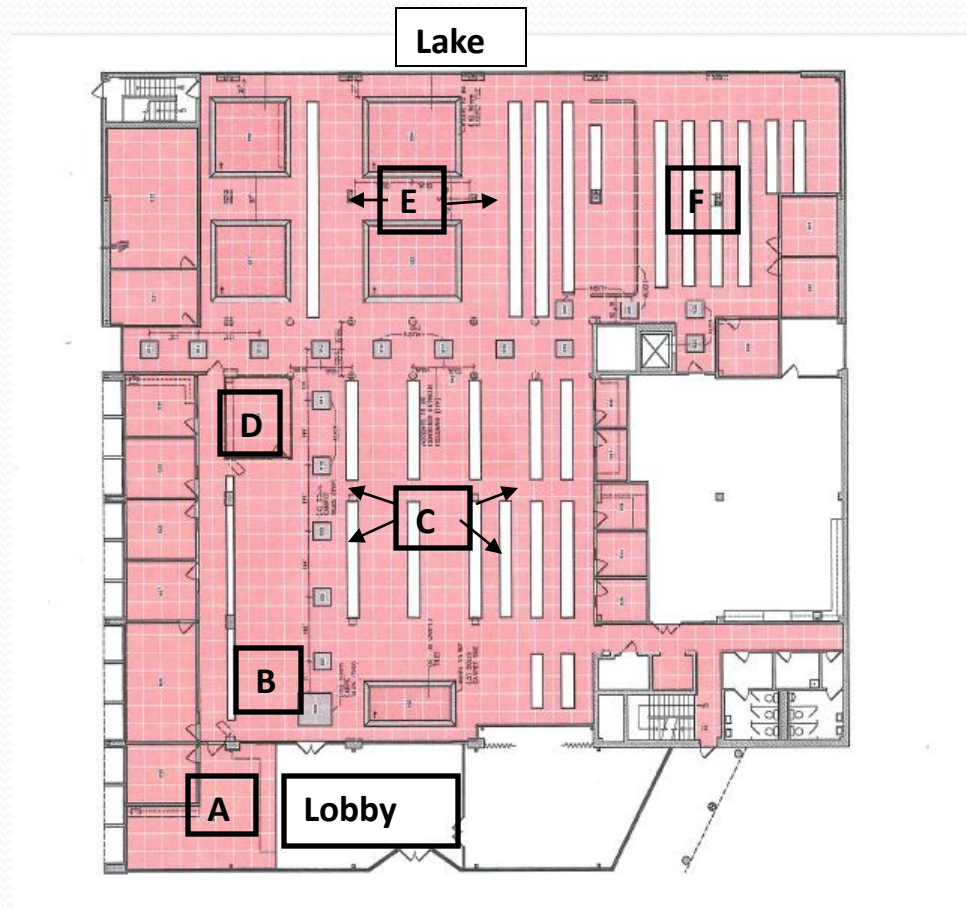
Graphic Image



NLR: Kinesthetic Activities



**AND, OR, NOT
(Boolean Terms)**



Library Map Activity

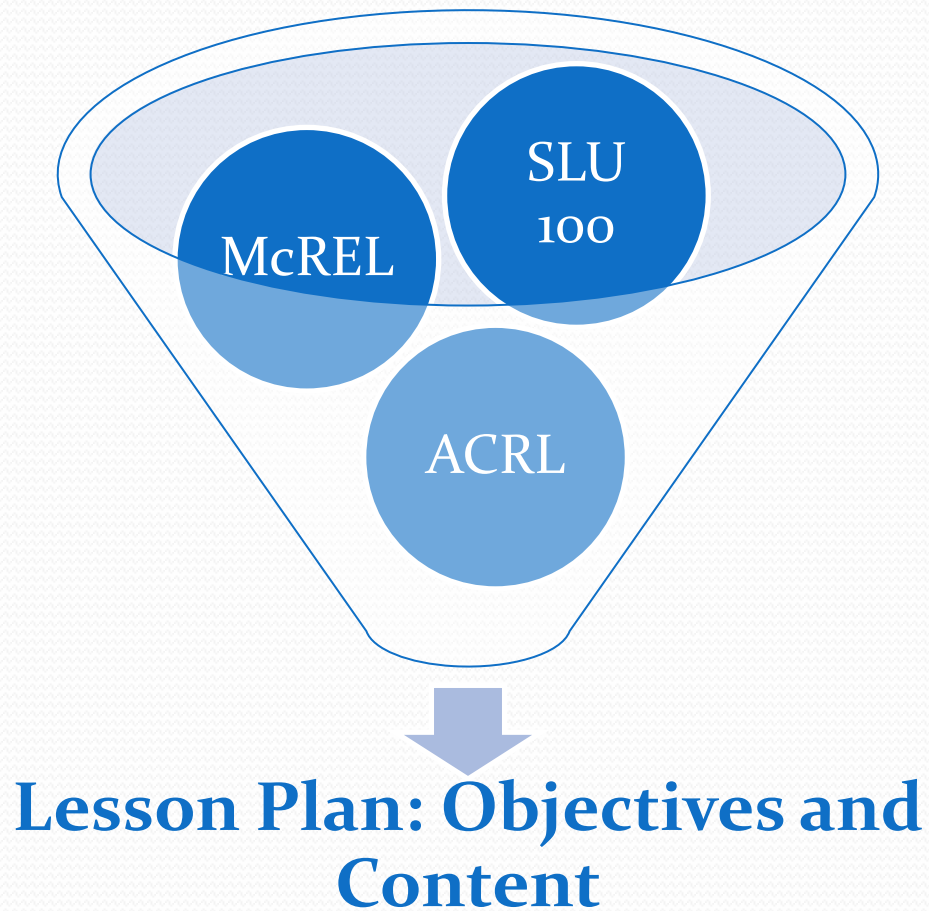
ACRL Information Literacy Standards*

An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

**ACRL Information Literacy Competency Standards for Higher Education*

Process:



Lesson Plan Design

Pre-Session Videos



In-Library Review



Active Learning Exercises

Pre-Session Video

- Real-life Situation (SERVE trip)
- Video Components
 - Library home page orientation
 - Library catalog (LeoCat)* overview
 - Database introduction*
 - Mock reference interview
 - Library tour

*Video guide/graphic organizer

Videos: Resourcefulness In Practice

Can be used repeatedly

Save time in class

Efficient use of faculty

Preview library concepts

Visual and oral presentation

Appealing to digital natives

Research on Videos

Students are accustomed to and expect technology

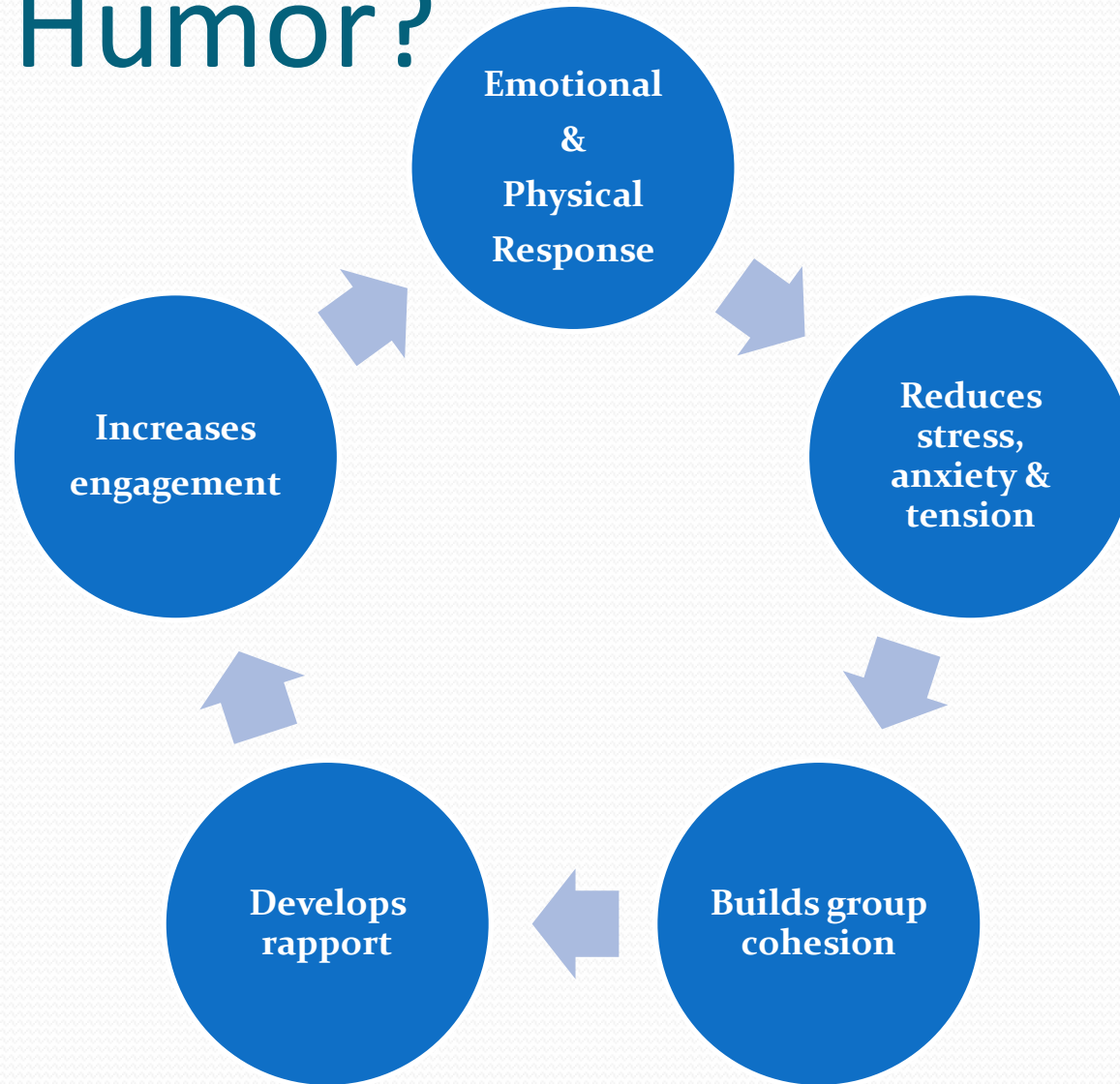
Strong element for attention, learning & memory

Models behavior that students should practice

Captures ideal instruction session

Allows opportunity for humor

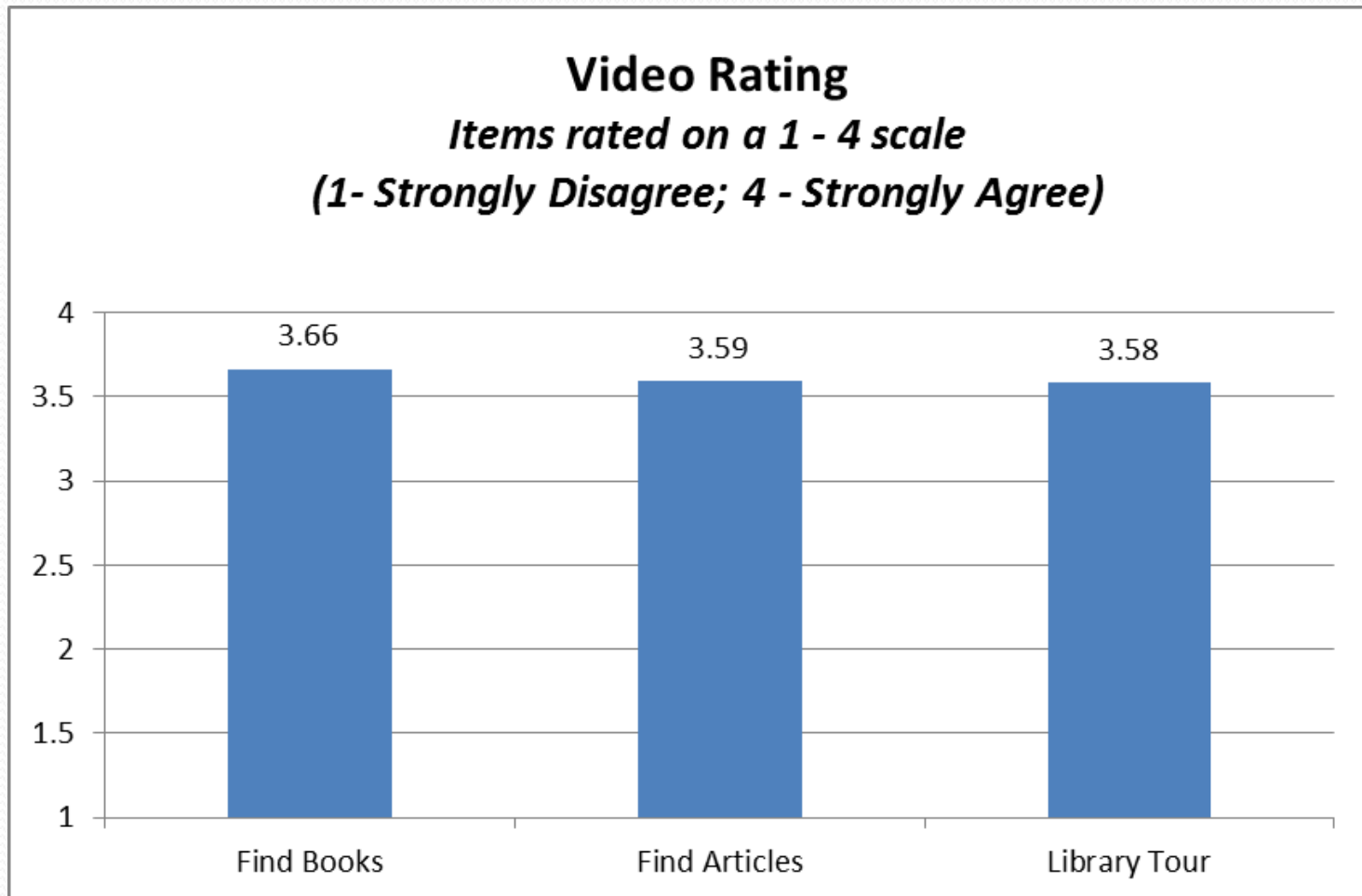
Why Humor?



Session Evaluation

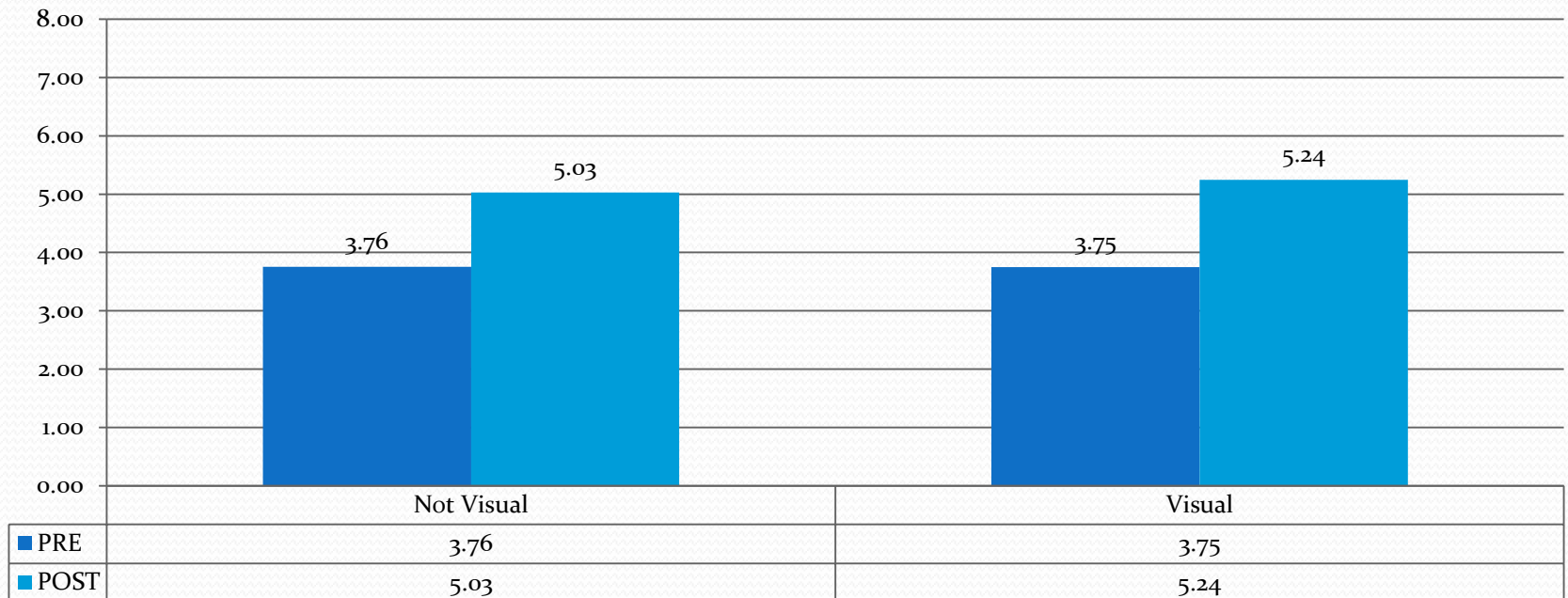
- Library Session Student Evaluation Form
 - Quantitative/Qualitative
 - Overall impression
 - Video rating
 - Library activities
 - Skills
 - Usefulness
 - Comments
- Instructor Evaluation form
 - Compliance with pre-session video instructions
 - Questions on content
 - Suggestions

Fall 2012 Video Results



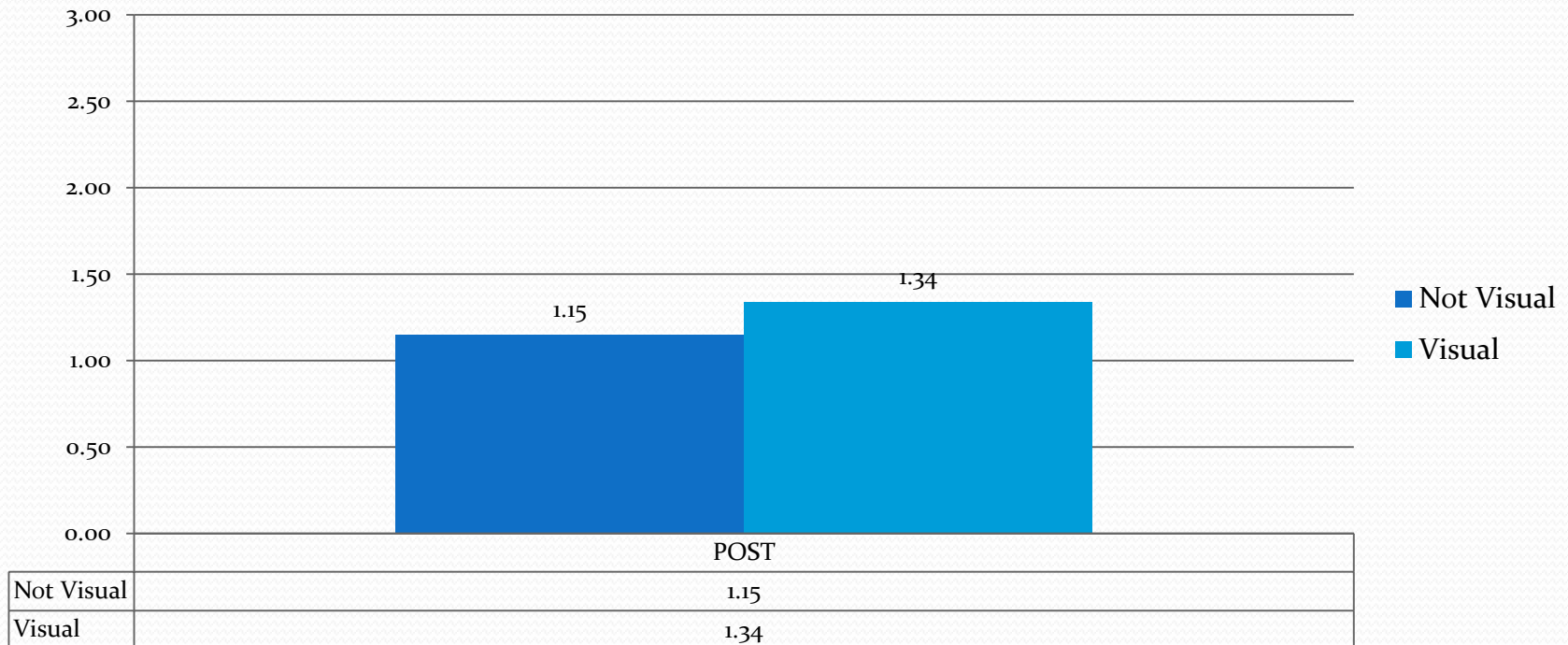
Pre-and Post-Test Results

**Overall Mean Scores
Compares Pre to Post
for Visual and Non-Visual Training**



Post-Test Visual Items

**Overall Mean Scores
Compares Post Scores on 3 Items
for Visual and Non-Visual Training**



Suggestions for Instructional Redesign

- Consider whether current techniques are successful
- Explore different pedagogical strategies to determine applicability (literature review)
- Develop learning objectives to guide lesson plan design
- Incorporate various assessment/evaluation tools
- Revise design based on assessment results

References

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Flipping the Classroom

• Pros

- Efficient use of time; scaffolding information
- Active learning opportunities
- Students can review materials multiple times
- Increased time for student discussion and collaboration
- Ability to integrate videos and other technologies into traditional classroom setting

• Cons

- Difficulty ensuring student compliance
- Increased prep time for instructors
- May require instructors to develop new skills
- Format may require learning curve for students
- Students may not see value of “flipped” lessons