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

Jcaclyn Bryan, Reference and Instructional Services Librarian
Elana Karshmer, Instruction Program and Information Literacy Librarian

Saint Leo University, Cannon Memorial Library

Higher Education Teaching & Learning Conference, January 2013
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)
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: Objectives and Content
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?

- Emotional & Physical Response
  - Reduces stress, anxiety & tension
  - Builds group cohesion
  - Develops rapport
  - Increases engagement
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

Video Rating

*Items rated on a 1 - 4 scale*

*1 - Strongly Disagree; 4 - Strongly Agree*

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find Books</td>
<td>3.66</td>
</tr>
<tr>
<td>Find Articles</td>
<td>3.59</td>
</tr>
<tr>
<td>Library Tour</td>
<td>3.58</td>
</tr>
</tbody>
</table>
Pre-and Post-Test Results

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

<table>
<thead>
<tr>
<th></th>
<th>Not Visual</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>3.76</td>
<td>3.75</td>
</tr>
<tr>
<td>POST</td>
<td>5.03</td>
<td>5.24</td>
</tr>
</tbody>
</table>
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


Berk, R. (2012, April). Humor and multimedia to engage the net generation. Session presented at the International Conference on College Teaching and Learning, Ponte Vedra, FL.


Contact Information

Jacalyn Bryan
- Reference & Instructional Services Librarian
- 352/588-7437
- jacalyn.bryan@saintleo.edu

Elana Karshmer
- Instruction Program & Information Literacy Librarian
- 352/588-8412
- elana.karshmer@saintleo.edu

Saint Leo University, Cannon Memorial Library
P.O. Box 6665, MC2128
Saint Leo, FL 33574
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