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The Information Literacy “Flipped Classroom” – A Lesson Planning Lab

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The Information Literacy Flipped Classroom

Lesson Planning Workshop

Prof. Madeline Cohen

Prof. Alison Lehner-Quam

Prof. Robin Wright

Leonard Lief Library, Lehman College, City University
of New York

Georgia International Conference on Information Literacy, Oct. 11, 2014

Who Are We?

- ▶ Library faculty of the Leonard Lief Library, Lehman College, CUNY, Bronx, NY
- ▶ Madeline Cohen
 - ▶ Assistant Professor, Head of Reference
- ▶ Alison Lehner-Quam
 - ▶ Instructor, Education Librarian
- ▶ Robin Wright
 - ▶ Assistant Professor, Health and Human Services Librarian

Workshop Pre-Assignment Writing Activity - Discussion

- ▶ Reflect on the following questions:
 - ▶ What do you know about flipped classrooms?
 - ▶ How might a flipped approach enhance or improve your teaching?
 - ▶ What possibilities do you see for your classes?
 - ▶ What are your doubts about the flipped classroom?
 - ▶ Where do you think challenges or problems might arise?

Madeline Cohen - Research

- ▶ Taught 7 one-shot IL sessions for Business Management course as Flipped and Control groups
 - ▶ Why Business Management? Lecture/demo was not effective.
 - ▶ Learning Objectives: Students will be able to search 5 business databases for articles and data on companies.
 - ▶ Homework Assignment: Watch video on Lexis-Nexis Company Dossier and answer questions on worksheet.
 - ▶ In-Class Activities: Groups worked together on searching 4 databases using “Step-by-step” worksheets to answer questions on companies.
 - ▶ Assessment: On the spot Q&A; Pre-and Post Tests for research analysis of learning.

Madeline Cohen - Research

- ▶ Lessons Learned
 - ▶ Objective and assignment must be crafted with clear purpose and method
 - ▶ Let students start with hands-on activities
 - ▶ Answer questions as students do activities
 - ▶ Follow-up class, chat session or consultation will solidify learning

Alison Lehner-Quam - Research

- ▶ Why flip? Get to searching faster; Assess learning early and often in order to make adjustments to instruction
- ▶ Fall Semester, 2013: Social Studies Education
 - ▶ Learning Objective: Students will be able to articulate how the inquiry process might enhance a MS/HS student's understanding of Social Studies.
 - ▶ Homework Assignment: View 4 videos (inquiry, public library, academic, and city school archives and databases), find a resource for a MS or HS Social Studies lesson, think about how this resource could be used in a lesson
 - ▶ In-Class Activities: Work in small groups to create expanded lessons based on the resources
- ▶ Video Assignment included the following video:
- ▶ <https://www.youtube.com/watch?v=FkiW-1ph588>

Alison Lehner-Quam - Research

- ▶ Research: Spring 2014: Teaching English as a Second Language Education; Fall 2014: Science Education
 - ▶ Learning Objective: Participants will be able to identify the stages of inquiry and apply them to their own research; Participants will be able to assess search results and determine most appropriate next steps to limit or expand their results
 - ▶ Homework Assignment: Inquiry process video, inquiry and search strategy worksheet
 - ▶ In-Class Activities: Pre/Post test; using search strategies with partners
 - ▶ Note: For Science Education—Homework assignment turned in 3 days prior to class; instruction developed from homework assignment responses.
- ▶ Lessons Learned
 - ▶ Homework Assignment: Less is more
 - ▶ Include assessment in assignment to inform instruction

Robin Wright - Research

- ▶ Taught 2 one-shot IL sessions piloting the Flipped classroom for MPH History & Philosophy of Public Health Fall 2013 and Fall 2014
 - ▶ Why Public Health? Great relationship between Public Health and Library
 - ▶ Public Health has scaffolded IL skills acquisition throughout the program
 - ▶ Lecture/demo not effective; not enough time for students to master skill
 - ▶ Learning Objectives: Students will be able to search PubMed (2013) / ProQuest Public Health (2014) for articles for annotated bibliography
 - ▶ Pre-Class Assignment: Watch 4 videos on keyword searching; conduct database searches on topic selected; complete guided worksheet
 - ▶ In-Class Activities:
 - ▶ 2013 Activity based on student demonstrated search followed by Library faculty demo on different database.
 - ▶ 2014 Quiz and discussion of concepts in video; Library faculty demo'd searches; worked with students individually on worksheets

Robin Wright - Research

▶ Lessons Learned:

- ▶ Faculty buy-in and collaboration are critical
 - ▶ Course Instructor created annotated bibliography for this pilot which provided powerful incentive for students to complete pre-class assignment
- ▶ Pre-class assignment introduced key concepts
 - ▶ Student understanding demonstrated in quality of worksheets

▶ Next Step:

- ▶ Demonstrate that learning in flipped classroom will be improved with pre-and post-test assessment.

Workshop Learning Objectives

- ▶ Participants will learn methods of implementing the flipped classroom in IL classes:
 - ▶ What is the flipped classroom?
 - ▶ How to set learning objectives
 - ▶ How to design productive homework assignments linked to learning objectives
 - ▶ How to structure classroom activities so that students become active learners
 - ▶ Learn about using technology for homework, feedback and group activities

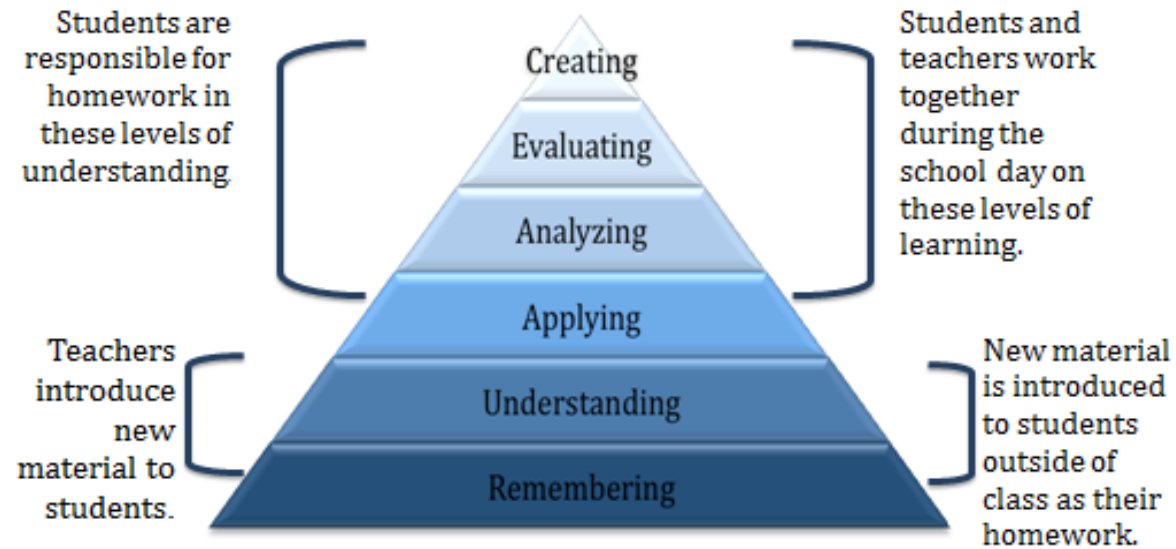
What is the Flipped Classroom?

- ▶ Flipped classroom involves 3 essential parts:
 - ▶ 1) Pre-class work
 - ▶ 2) In-class: students practice applying their knowledge—feedback from instructor and peers—social learning environment
 - ▶ 3) After class: students continue to test their learning and extend their learning (homework and practice)
- ▶ Focus on learning goals through each part
- ▶ Formative assessment through each part

Bloom's Taxonomy Applied to Flipped Learning

Traditional Model

Flipped Model



Blooms Taxonomy

Image: Williams, Beth (2013). How I flipped my classroom. NNNC Conference, Norfolk, NE.

Assessment Tools

- ▶ Pre-Assignment/Homework: Turn in online or print
- ▶ BlackBoard or other LMS: students send homework or activity worksheets, test forms, group projects to LMS.
- ▶ Instructors return comments; students make adjustments and resubmit.
 - ▶ Creative Assessment—students demonstrate work
 - ▶ Zero is not an option—students can always repeat assessment test to do better.
- ▶ Smaller formative assessments: Polls, Clickers, Pre- and Post-Tests

What is Flipped Learning?

- ▶ More than Homework and Class Activities
- ▶ To engage in Flipped Learning, instructors must incorporate the
- ▶ **Four Pillars of F-L-I-P™** into their practice:
 - ▶ Flexible environment
 - ▶ Learning culture that is learner-centered
 - ▶ Intentional content
 - ▶ Professional educator
- ▶ See *Four Pillars of F-L-I-P* <http://www.flippedlearning.org/definition>
 - ▶ http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf

Group Activities

- ▶ Class Selection
 - ▶ Document your activity with markers and large paper
- ▶ Learning Objective
 - ▶ Select one from the list in the handout

Activity #1: Mapping Skills to Homework and In-Class Activities

- Identify skills and concepts that support the learning objective
- Rank them (easy/hard)
- Design homework assignment to achieve skills and concepts that are ranked as “easy”

Activity #2: Homework Design

- ▶ Design homework assignment to achieve skills and concepts that are ranked as “easy”
 - Are skills/concepts “building blocks” needed to advance to more complex work?
 - Do skills/concepts adapt well to homework assignment? (independent learning)
 - Is there an incentive for students to do homework?
 - Is the assignment medium accessible to everyone in my class?

Activity #2: Homework Design

- Decide on *type* of activity and *media* for delivery
 - High or Low-Tech (print or online)
 - Video (your own or someone else's)
 - Enhanced video (insert questions, notes, explanation)
 - PowerPoint (or Slide deck) Tutorial
 - Worksheet with Guided Steps (Q&A; Annotations)
 - Online Collaboration (BlackBoard, Google Docs)

Activity #2: Homework Design / Technology

[see <http://libguides.lehman.edu/flipped/GICIL2014>]

- ▶ Learning Management System (software)
 - ▶ BlackBoard: “Adaptive Release” lets instructor release content to students at stages of readiness
- ▶ LMS Free software:
 - ▶ Edmodo
 - ▶ Google classroom
 - ▶ LiveBinder
 - ▶ Schoology
 - ▶ Moodle (Mastery settings for incremental learning)

Activity #2: Homework Design

Enhancing Video and other content

[see <http://libguides.lehman.edu/flipped/GICIL2014>]

▶ Screencasting:

▶ Free tools:

▶ Screencast-O-Matic

▶ Screenr

▶ Camtasia is “the Gold Standard”

▶ Add Voice Over to PowerPoint

▶ Take an existing video and add to it:

▶ Ed.ted.com

▶ Edpuzzle.com

Activity #3: In-Class Activities Design

- Develop in-class activities that target “hard” skills and concepts
- Pair skills/concepts with an active learning strategy
 - Task Worksheet with Questions
 - Group assignment/presentation
 - Group discussion
 - Brainstorming
 - Role-Playing
 - Debates, Games and more

Sharing Class Designs & Discussion

- ▶ Report back from each group

Q&A / Discussion

- ▶ Workshop slides will be posted on Research Guide
- ▶ <http://libguides.lehman.edu/flipped/GICIL2014>