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

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The Information Literacy Flipped Classroom

Lesson Planning Workshop

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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.
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**
- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Students are responsible for homework in these levels of understanding. Teachers introduce new material to students.

**Flipped Model**
- New material is introduced to students outside of class as their homework.
- Students and teachers work together during the school day on these levels of learning.

**Bloom’s Taxonomy**

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
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](http://libguides.lehman.edu/flipped/GICIL2014)