

Double Live Gonzo!

Presented at LOEX 2013 by University of Tennessee at Chattanooga librarians

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[insert joke about The Nuge and conflicted reflection that "Strangehold" remains a good cut regardless of his crazytown politics]

In order to stay on the right side of current copyright legislation, all background images have been removed from this presentation.

Trust us, they were pretty awesome.



Also, we're not big on bullet points.

**So, these slides won't make a whole lot of sense
on their own. The conference proceedings are a
better bet.**

But, don't despair.



**In the meantime, we've added summary notes.
In PowerPoint, use View, Notes Page to see them.**

**P.S. We're just kidding about the parental
advisory. Sorry, we know it's a disappointment.**





Some context ...

FALL TOUR 2012

1,402 ENGL 1010 students
84 sections
6 librarians

UTC is the largest branch (FTE of about 12,000) of the UT system, second only to the main campus in Knoxville.

In Fall 2012, our instruction program hit 84 sections of ENGL 1010 (Rhetoric & Comp I or “Freshman English”). This reflects a 100% participation rate of course sections and represents 1,402 students (almost 70% of first year students). Our Reference and Instruction team at the time comprised of six librarians – which is to say that ENGL 1010 and its second semester counterpart, ENGL 1020, play a major role in our instruction efforts. We generally refresh or overhaul the curricula for these sessions every year or so.

WHAT MOVES US

Our five core principles include:

1. Engagement
2. Critical Thinking
3. Active Learning
4. Relevance
5. Transferable Skills

These are principles we discussed and codified as a department and serve as the bedrock of our instruction efforts. More mission statements and things that will hit you right in the library feels are available on our instruction page:

<http://blog.lib.utc.edu/instruction/what-drives-us/>.

THE WAY WE WERE

Various iterations of our last major ENGL 1010 curricula overhaul go back to Fall 2010. Deployed through a class LibGuide, we developed a simple but effective keyword worksheet that students completed before coming to the library for one-shot instruction. Looking back, this was a toe in the water of the flipped classroom but, at the time, we simply wanted to get students thinking about their research questions and trying to generate some keywords before class so that the classroom experience would be more relevant.

Here's how the previous curriculum broke down with estimated time allotments:

1. Pre-class worksheet
2. In-class pre-test assessment (5 min)
3. Librarian welcome (5 min)
4. Clicker game (Google vs. Library – 15 min)
5. Intro to library website (5 min)
6. Omnifile demo video and live demo (10 min)
7. Time to search (5)
8. Post-test assessment (5 min)

In other words, A LOT OF STUFF FOR A 50-MINUTE SESSION! We were pretty happy with this.

THE CHANGE-UP

BUT ...

We value evolution (and, honestly, consider biting the cyanide pill after watching the same 3 minute OmniFile demo video for the billionth time), so we decided to redesign the curriculum for ENGL 1010/1020.

REHEARSAL

So here's what we did Summer 2012 ...

FOCUS GROUPS

- **More theory**
- **More time to search**
- **A worksheet**
- **Retention**

May 2012: Invited ENGL 1010 instructors to focus group meetings
Hours of discussion.

Four “wants” rose to the top:

1. More conceptual stuff
2. More time for free search...20 minutes, to be exact. (This, out of a 50 minute class period!)
3. They loved the old worksheet and wanted to keep it going
4. Better retention from ENGL 1010 to ENGL 1020. (The ENGL 1010 instructors also teach ENGL 1020 in the Spring)

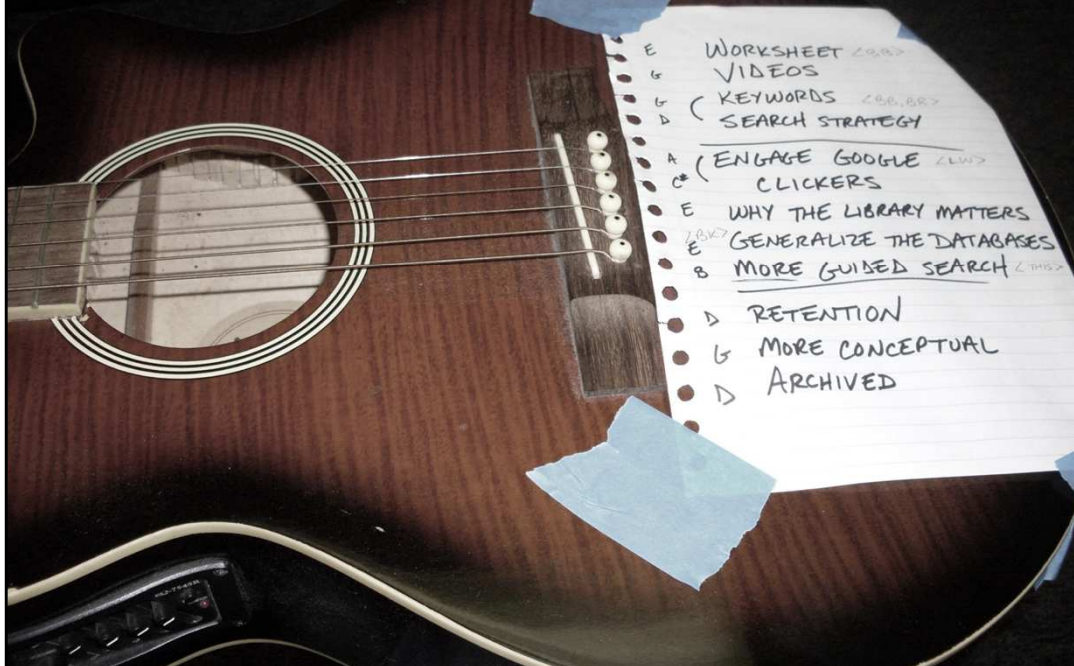
LIBRARIAN INPUT

- Retention
- Toolkit
- More points of contact
- Improved worksheet
- *More active learning*

Based on previous assessment, the librarians had five “wants.”

1. Better student retention including making the content in ENGL 1010 fit better with the ENGL 1020 content
2. An online toolkit or archive of all of our instructional materials
3. We wanted to maintain many points of contact with students
4. We wanted to build on the previous year’s worksheet
5. We wanted more active learning

LEARNING OUTCOMES



A bunch of stuff we wanted, taped to the beater guitar in my office.

KEEPING TIME

We wanted all of this

But we still had only 50 minutes

DISORDER?

Structure vs. free-search
Theory vs. mechanics

Two areas of tension arose between competing demands.

On the one hand, instructors wanted lots of structure, on the other hand they wanted 20 minutes of free search

Also, they wanted conceptual stuff, but we still had to teach them where to click (so to speak)

FLIP IT!

We decided to flip the classroom
(though, we didn't yet realize that that's what we were doing)

FLIP IT?

The traditional definition of a flipped class is:

- Where videos take the place of direct instruction
- This then allows students to get individual time in class to work with their teacher on key learning activities.
- It is called the flipped class because what used to be classwork (the "lecture" is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class.

(The above is from Sams, A., & Bergmann, J. (2013). Flip your students' learning. Educational Leadership, 70(6), 16-20.)

WHAT IT AIN'T

The Flipped Classroom is NOT:

- A synonym for online videos. When most people hear about the flipped class all they think about are the videos. It is the interaction and the meaningful learning activities that occur during the face-to-face time that is most important.
- About replacing teachers with videos.
- An online course.
- Students working without structure.
- Students spending the entire class staring at a computer screen.
- Students working in isolation.

(The above is from Bergmann, J., Overmyer, J., & Willie, B. (2013). The flipped class: Myths vs. reality. The flipped class: what it is and what it is not. Retrieved from <http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>)

WHAT IT IS

The Flipped Classroom IS:

- **A means to INCREASE interaction and personalized contact time between students and teachers.**
- An environment where students take responsibility for their own learning.
- A classroom where the teacher is not the "sage on the stage", but the "guide on the side".
- **A blending of direct instruction with constructivist learning.**
- A classroom where students who are absent due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind.
- **A class where content is permanently archived for review or remediation.**
- **A class where all students are engaged in their learning.**
- A place where all students can get a personalized education.

(The above is from Bergmann, J., Overmyer, J., & Willie, B. (2013). The flipped class: Myths vs. reality. The flipped class: what it is and what it is not. Retrieved from <http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>)

STAGECRAFT

Here's how we began conceptualizing our flip ...
There were three major strings of logic from which we worked:

OUR LOGIC

1. THE SET-LIST MATTERS

The timeline or order of activities has to make sense in terms of: the flow of the research process, the flow of our curriculum, and the flow of where we insert ourselves in the semester timeline.

For example:

We didn't want to teach databases pre-class, then teach concepts related to keywords and topic formulation in-class

We didn't want to deploy our pre-test assessment a month before class, but rather a week before

OUR LOGIC

2. THE MEDIUM MATTERS

We also abided by a logic of the media and activities we used.

For example:

We felt that a discussion about the nature of academic research, the relevance of the academic library, and so forth had to be an in-person discussion rather than a pre-fab presentation due to the unique concerns and questions of each individual class and, really, each student

Alternately, we agreed that pre-class material needed to be guided and grounded in a concrete activity in order to encourage critical thinking and completion

OUR LOGIC

3. THE DELIVERY MATTERS

Finally, the organization and delivery of pre-class material absolutely had to be intuitive, complete, and just make sense.

Faculty Buy-In: easy for faculty to integrate in whatever course management *they* use (BlackBoard, email lists, Facebook, etc.); also aid delivery with announcement verbiage or instructions that faculty can cut-and-paste into their class announcements, emails, etc.

Student Completion: easy for students to understand with clear instructions and expectations

THE SHOW

Here are the specifics of what we did ...

**SET 1:
PRE-CLASS**

A KILLER WEBSITE

We knew that whatever happened with the pre-class module, we needed a clear, easily-accessible point of entry in order to make a good first impression and make sure faculty and students understood what to do before class.

UTC Library Instruction

[About Us](#)[Schedule](#)[Portfolio](#)[Worksheets](#)[Contact](#)

Welcome!



[Return to Main Library Website](#)

UTC Library Instruction

 Proudly powered by WordPress.

We went with a WordPress site (<http://blog.lib.utc.edu/instruction/>) to serve as a home for our department. It allowed us to run with a very simple and clear presentation (way friendlier than LibGuides). We added a specific course page for ENGL 1010 to serve as a one-stop for the pre-class module (<http://blog.lib.utc.edu/instruction/engl1010/>) where we could embed any media or downloads we wanted to use. An added bonus to this approach made the pre-class module Google-able (we tried various combinations of “utc engl1010 library”). To make things easier, we used a custom shortened URL in all of our communication with faculty and students: bit.ly/engl1010.

WORKSHEET & VIDEOS

Our pre-class module comprised two concepts/activities: iterative search strategies and concept mapping. Each activity integrated a brief video and an activity for students to complete on a worksheet.

UTC Library Instruction

[About Us](#)

[Schedule](#)

[Portfolio](#)

[Worksheets](#)

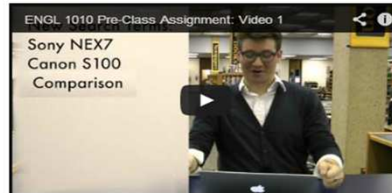
[Contact](#)

ENGL 1010 Pre-Class Assignment

STEP 1 – [Take Survey](#)

STEP 2 – [Download Worksheet](#)

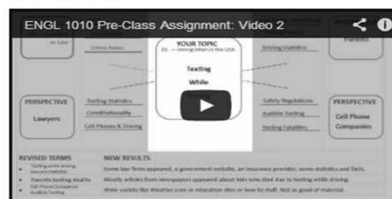
STEP 3 – Watch Video



STEP 4 – Complete Part 1 Of Worksheet

- Write on worksheet, or electronically fill it out.

STEP 5 – Watch Other Video




STEP 6 – Complete Parts 2 & 3 Of Worksheet

STEP 7 – [Celebrate](#)

STEP 8 – Bring Printed Worksheet To Library Instruction Class

The activities were presented in a very linear and clear step-by-step manner. Videos were hosted on YouTube and embedded in the page.



ENGL 1010 LIBRARY WORKSHEET

PT 1— SEARCH TERMS

1. Google your topic a few times, using different keywords.
2. Under "Terms" (see right) enter the words you used to search.
3. Under "Results" describe the first page of search results (ignore paid or sponsored results).

TERMS

- EX. — Immigration
- _____
- _____
- _____

RESULTS

- EX. — U.S. government websites; news about immigration issues; Wikipedia; lawyer's website
- _____
- _____
- _____

PT 2— CONCEPT MAP

1. Write your topic in the middle.
2. Brainstorm different perspectives on your topic and write them in the smaller boxes.
3. In the lines next to the smaller boxes, write search terms you would use to find more info on each Perspective.

PERSPECTIVE

EX. — Lawyers or Law

EX. — Law

EX. — Punishment

EX. — Crime Rates

PERSPECTIVE

YOUR TOPIC

EX. — Immigration in the USA

PERSPECTIVE

PERSPECTIVE

PT 3— MORE SEARCH TERMS

1. Using your new search terms, Google your topic again.
2. Describe these new results.

REVISED TERMS

- _____
- _____
- _____

NEW RESULTS

- _____
- _____
- _____

INSTRUCTOR: _____

EMAIL: ask-a-librarian@utc.edu

CALL: 423-425-4510


IM: utcref

Likewise, we developed a new worksheet and made it an electronically-fillable file so students could complete the pre-class module without having to print anything if they chose. We also added redundant instructions on the worksheet to help keep students on task without having to constantly go back to the corresponding videos for clarification on what to do.



**AW YEAH, SON
CHECK IT**

Have a look at the worksheet and the vids for yourself:
<http://blog.lib.utc.edu/instruction/engl1010/>



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PERSPECTIVE

PERSPECTIVE

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Ideal student outcomes from the pre-class module:

Completion of some broad background research on research topic

More sophisticated understanding of topic and relationships to broad perspectives such as law, public policy, economics, etc. as well as specific groups of stakeholders

Complication of pro/con, agree/disagree, good/bad binary arguments

Multidimensional keywords (instead of one broad term followed by three synonyms and random gobbledygook like "the" or "pro")

Understanding that research is a process of refinement and multiple lines of inquiry rather than one generic search

Transfer of common real-life inquiry and internet search skills to academic research

Other things we like about it:

Self-paced (would not translate as well to 50 minute one-shot)

Does not bog students down with library tools and jargon in order to work through theoretical issues

ASSESSMENT

Another part of the pre-class module is our pre-assessment – revised from our earlier iterations to capture student affect/behavior/performance in regard to library usage. Includes a mix of open-ended, Likert scale, and multiple choice questions and deployed via Survey Monkey (linked from class page).

The pre-test generated ~900 completed responses.

The post-test tested the same skills and was deployed 2-3 weeks after library instruction via faculty reminders.

SET 2: IN-CLASS

What happens in class needs to be carefully crafted to both leverage what the students learned from the pre-class video and activities and to help them assimilate, think, and begin to use these new skills and ideas.

We divided our 50 minute session into 3 sections:

- A clicker activity to address conceptual issues
- An active-learning database exploration to learn about infrastructure commonalities and learn how to do some basic finding of sources
- At least 20 minutes reserved for students to find sources for their own research questions

WHAT'S GOOGLE?

The first activity in our ENGL1010 class is a clicker activity designed to challenge and complicate the way students think about Internet searching, about the Library, and about the research process. We created a slideshow that poses 3 questions:

What's in Google?

What's in the Library?

What is Research?

To give you the flavor of it, we'll quickly walk through the What's in Google? slides.

WHAT'S IN GOOGLE?

3 images – we ask students to vote with clickers on the image that represents what they find on the internet.



Students use clickers to vote on which image represents to them what they find on the Internet using a search engine like Google.

Once they've voted the librarian displays how the vote went on screen. He or she and the students discuss why one image or another seemed best to represent what they find with Google.

Some of the common themes are:

1. Google can answer any question
2. Google has people/opinions from everywhere (it's social)
3. Everything is free in Google



The librarian then begins to complicate things for the students.

1. It seems like Google has all the answers (and all the information) but as huge as it is, it is only accessing the tip of the information iceberg. Briefly mention the kinds of information that just aren't well represented in Google results.
2. Has people/opinions from everywhere (it's social), but pay attention to whose opinions!
3. It's free information, sometimes. But have you ever hit a paywall?

THE ZIG-ZAG

Next up in class is an introduction to searching library databases. Because we want our students to be fearless in exploring all our databases, we wanted to move away from a focus of “here’s a great database and here is how you use it” to “let’s explore a couple of databases and see what tools we should look for in any database”. Among ourselves we called this exercise the zig-zag because we bounced back and forth between a couple of multisubject databases.

This is a hands-on learning exercise. Using one of the students’ topics and search terms as an example, the instructor leads the students through

- finding articles in one database
- learning to filter by date, source type
- find full text with the link resolver
- email, print, and cite
- figure out which articles are scholarly

Then we let our students lead us through the same process in another database – finding the same kinds of features but using a different interface.

TIME TO SEARCH

We reserve the last 20 minutes of class time for independent searching on their own topics. It's so tough to carve out this much time in a 50-minute slot, but this is where the students begin to truly assimilate and learn. You know yourself, until you have to do something on your own, you don't really know if you can. Students work independently but with their professor and the librarian ready to answer questions, guide efforts, redirect if necessary. This is where, if we laid the foundation properly, we all hit pay dirt.

AFTER THE SHOW

The band may have left the stage, but you've still got a little bit left to do.
You'll probably want to stop by...

THE MERCH TABLE

We made worksheets, videos, games, and other content easily available for any students and faculty after class.

AUDIENCE REACTIONS

“it was fun”

“not boring”

“very informative”

**“the lady staff is doing
a great job”**

“well-organized and well purposed”

**“this will really help in the
future”**

**“I liked that it was
hands-on instead of
lecture”**

“really awesome”

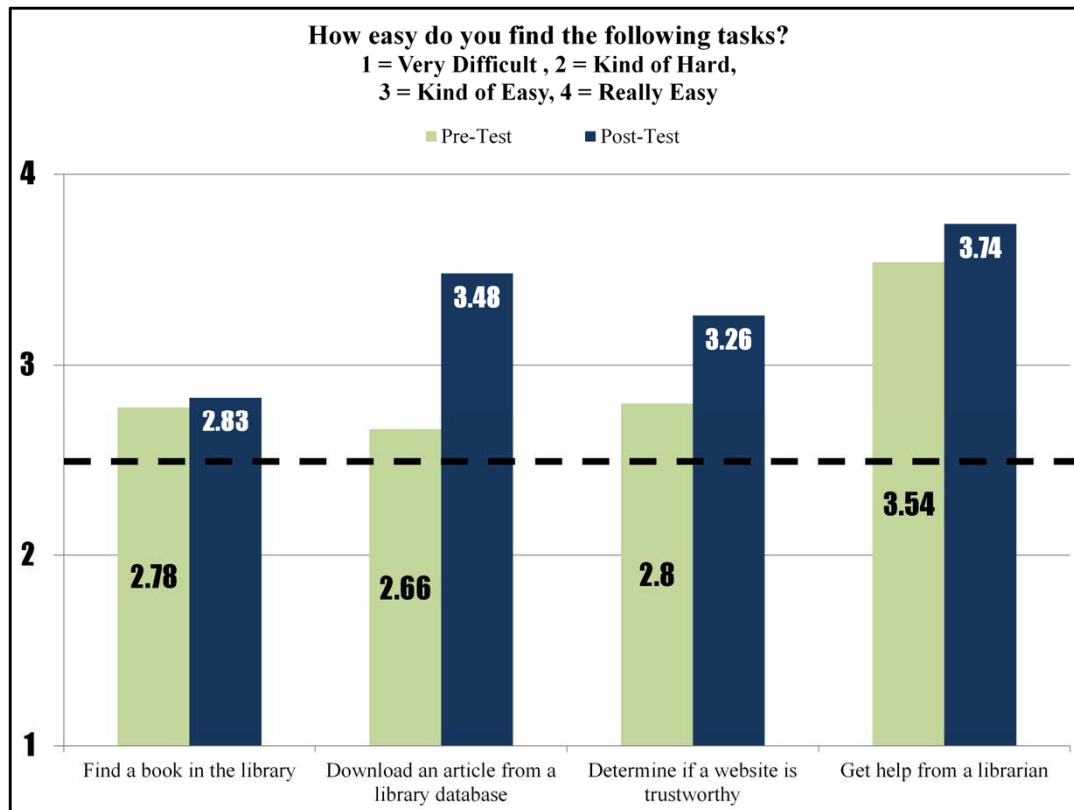
**“I don’t remember if I
went to a library
session!”**

Sample student responses

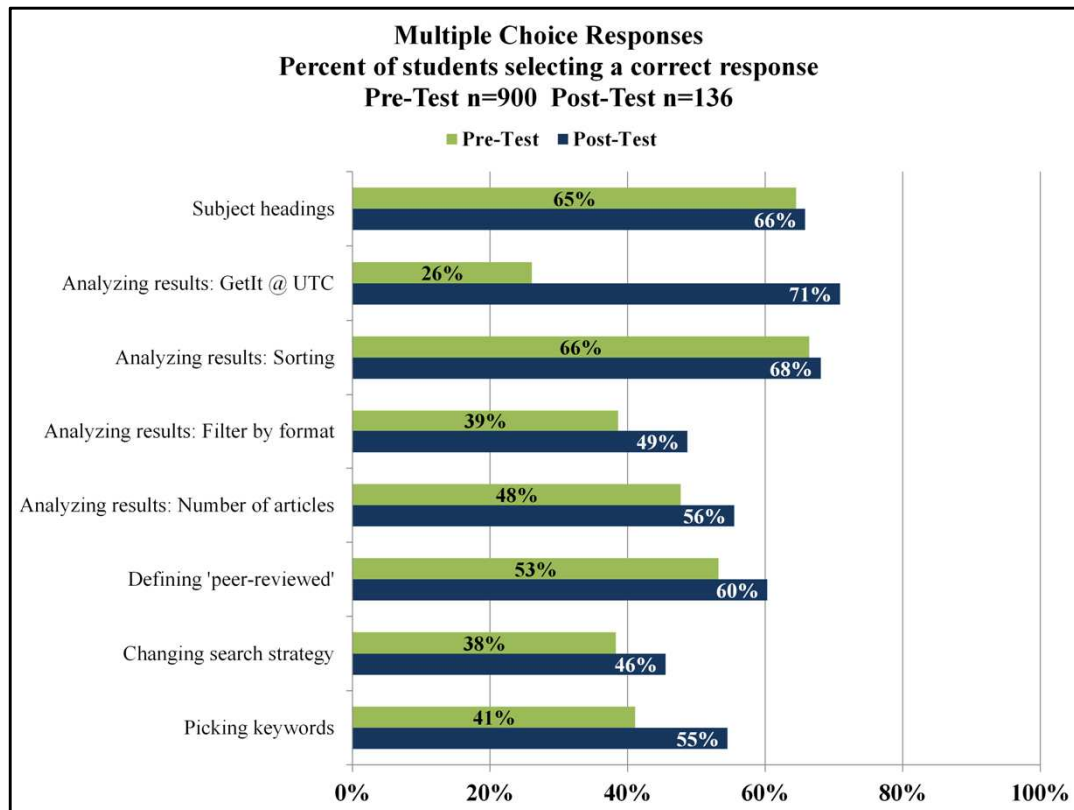
AUDIENCE REACTIONS

55% more likely to check out a book
92% more likely to use a database

Based off of the post-test questions: "How likely are you to (check out a book/use a database) in the future?" With available options of "More likely" "Less Likely" "No idea"



Students were asked to rate their comfort levels with respect to four common behaviors. The black line represents the neutral position between finding a task easy and difficult. The first and fourth questions showed little improvement; the first because we didn't teach much about finding books and the fourth because they already came in with a positive attitude towards getting help. The second and third behaviors showed a statistically significant jump.



Though survey data indicates improvement across all performance indicators, the margin of error was +/- 6% on the post-test values so several indicators should be ignored.

FACULTY REACTIONS

“★★★★”

“very effective”

**“the free time is
very helpful”**

“a good balance”

**“very helpful in getting the
research process started”**

**“the worksheet
helps them to be
more engaged”**

“BRUUUUUCE!!!”

Comments from a faculty survey at the end of the semester.

WHAT THE ROADIES SAID

Roadies, a.k.a. instruction librarians. ;-)

LEVERAGE THE FLIP

Using a flipped classroom model really involves three big areas for consideration:

1. Designing the instruction itself
2. Technical considerations
3. Getting buy-in from your faculty

If you are thinking about using flipped learning you can ask yourself a couple of questions:

- Decide where in the learning cycle your students need you most face to face. Is it when you're introducing subject matter or when they've taken it in and are trying to understand and apply it?
- Using technology, what can I remove from class to increase the value of face-to-face time?

Flipping your classroom is not "just" about shifting content outside of class or creating videos and pre-class activities.

Creating pre-class stuff is only part of the equation. You ALSO need to create a higher quality of interaction in the class time itself. In other words, don't flip the classroom and then carry on as usual in class. Think about how flipping the classroom opens opportunities in-class.

One of the things we consistently hear in our faculty focus groups is that the #1 thing we do is sell ourselves as librarians. Flipping the class gives students more time to interact with us.

TECH SUPPORT

Best Practices / Suggestions for out-of-class module design:

Rock it with what you have or what you're comfortable with – you don't need a fancy studio

Get out of "tutorial land" and use your own voice and presence – we knew we wanted students to see us at the reference desk rather than just listen to us deliver an impersonal PowerPoint or screencast

No 10 minute guitar solos -- keep it short and focused (just like in-class, out-of-class time is precious)

Distribution must be easy and intuitive for both your faculty partners and students

FACULTY BUY-IN

Finally, it pays to keep in mind that—within the world of library instruction—a flipped classroom won't work without the cooperation and support of the teaching faculty. For a wide variety of reasons (time, FERPA, etc.) librarians are simply unable to *force* students to participate in pre-class activities. We need our faculty partners to provide the necessary motivation, whether it's attaching a grade to the pre-class activities, covering the modules during classtime, or something else entirely. In a sense, the flipped classroom is as much about the English faculty as it is about the librarians.

Liner notes

Wrap-up



RECAP

Summary of presentation

THE FUTURE



The flipped classroom model was a useful device for a number of reasons already enumerated and we will continue using the flipped model of library instruction into the future.



You can view our ENGL1010 Pre-Class Module here:

blog.lib.utc.edu/instruction/engl1010

See our Reference list for the Flipped Classroom model here:

tinyurl.com/doublelivegonzo