Cultivating Engagement & Planting Seeds of Knowledge

Adapting IL Instruction for a Fun Flipped Classroom

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tinyurl.com/uc2hw8ku

Introduction

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Breeann Austin
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California State University Channel Islands

- Founded in 2002
- 5,000 undergraduate students
- Hispanic-Serving Institution
- 60% of students are Hispanic/Latinx
- 60% of students are first-generation
- 12 librarians (7 full-time)

Agenda

- What is the Flipped Classroom Model? (~10 min)
  - Stage 1: Canvas Research Modules
  - Stage 2: Using & Adapting the FCM
- Active Learning Exercises (~10 min)
  - Don't Stop There! Working with Primary Sources
  - Scandalous Celebrity Background Check
  - Benefits of Humor in Learning
- Workshop (~15 min)
  - Adapting lesson plans
  - Present ideas
- Conclusions & Questions (~5-10 min)

What is the Flipped Classroom Model?

- "Flips" passive lecture with homework
  - Hybrid course design
  - Active learning

- How it works
  - <u>Before class</u>: asynchronous lessons
  - <u>In class</u>: active learning exercises

([EDUCASE](#))

Pros & Cons

- Benefits
  - Active learning benefits
  - More flexibility in instruction design
  - Successful across disciplines & with IL skills

- Critiques
  - Benefits not universal
  - Time consuming

(Al-Samarraie et al., 2019; Baig & Yadegaridehkordi, 2023; Gómez-García et al., 2020)

Our Original

- Upper Division One-Shots
  - Information overload
  - Little time for consultations
  - Transfer / returning students

- Objectives
  - Canvas Research course
  - Supplement IL instruction

- Goals
  - Assign sections before class
  - Class focuses on advanced skills

The Plan

- Maintain control

- Easily customizable

- Universal Design

canvas

Library Research Module
for Professor Jalil's HIST 300

This Page Goes Over:

- The Layout of the Module.
- Learning Goals of the Module.
- How to Navigate the Module.

Module Overview

About this Module:

Thank you for enrolling in this library research module. This session is designed to introduce you to the librar
and the research process. The module is broken up into three main sections:

- Welcome and Getting Started
  - Orientation Overview
  - Self-Check: Navigating this Module
- Introduction to the Library and Research
  - Navigating the Library Website, Services, and Partners
  - Introduction to Research
  - Developing a Topic & Finding Search Terms
  - Search Tips and Tricks
  - Searching the Library Catalog (OneSearch)
  - Finding & Searching Library Databases
  - Finding Sources the Library Doesn't Own
  - Evaluating Sources
  - Citations & Plagiarism
- Types of Sources
  - Popular vs Scholarly Sources
  - Reference Sources and Wikipedia
  - Primary vs. Secondary Sources
  - Finding and Evaluating Primary Sources
- Conclusion
  - Library Module Self-Check Quiz
  - Congratulations!

Maintain Control

Library Course-Specific Research Modules ⚴

Welcome Students!

You are here because your instructor assigned you a library module to complete and/or review. These microcourses are designed to introduce you to the library and the research process.

These microcourses were developed by **Breeann Austin** for Broome Library at CSUCI. You can (and should!) contact me with any questions about this module, your research, or anything else you might need during your research process.

When you are ready to get started follow the steps below:

1. Begin the Library Course-Specific Modules,
2. Select the option to **"Enroll in Course"**,
3. Select **"Go to Course"**.
4. From the homepage, **find the link for your professor's course.**

Course-Specific Library Research Modules

Welcome students! These microcourses were designed for your specific courses to help you navigate the library's resources and introduce you to the research process. Your instructor has assigned you a specific module in this course. To learn a bit more about me, check out the "Meet your Librarian" information below. **When you are ready to begin**, go to the drop down menu below for **Course-Specific Research Modules** and click on the link for your professor and course.

Meet your Librarian

Welcome Students! My name is **Breeann Austin** and it's a pleasure to meet you virtually. I am the Instruction and Assessment Librarian here at CI. You can (and should!) contact me if you have any questions about this module or research in general. The easiest way to reach me is through email (breeann.austin@csuci.edu) or scheduling a one-on-one appointment here ⤴.

Not sure what a librarian can do for you? Here a just a few ways we can help. Librarians can:

- Help you navigate and understand our library services.
- Help you navigate the millions of resources in the library's collection and online.
- Help you choose and search what database best suits your topic and interest.
- Help you understand how to find, use, and evaluate primary sources.
- Help you determine the scope of your research topic.
- Help you learn how to evaluate your sources (both academic and popular).

▼ Course-Specific Research Modules

These modules will help you with your research and assignments. They are designed with multiple learning pathways (reading the information or watching a video). You can explore these modules on your own or it's possible your professor has assigned you to complete one or more of these modules. To begin, simply click on the link below that matches your professor and course.

Online Student Success Program

ANTH 105, 345, 443, 489, 499 (**Professor Olsthoorn**)

ANTH 445: Seacoast through Time (**Professor Delaney**)

ENGL 105: Composition and Rhetoric (**Professor Sarig**)

ENGL 105: Composition and Rhetoric (**Professor Vose**)

Easily Customizable

Accessibility and Universal Design

Choose your own Learning Adventure

Searching Databases — Interactive Image | Text | Video — Engage

Searching Databases — Interactive Image | Text | Video — Read
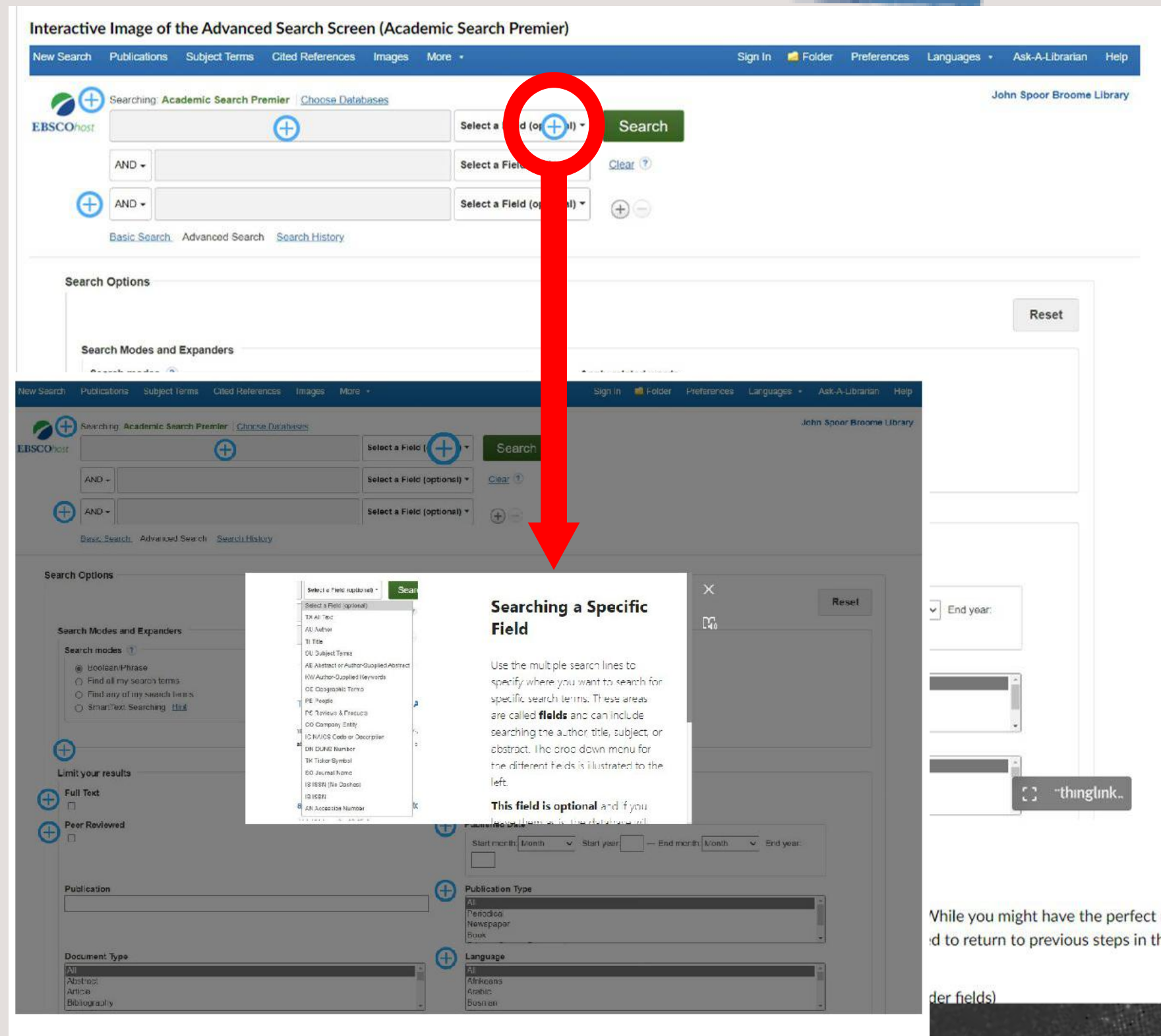
Searching Databases — Interactive Image | Text | Video — Watch

Interactive Image of the Advanced Search Screen (Academic Search Premier)

Searching a Specific Field

Use the multiple search lines to specify where you want to search for specific search terms. These areas are called **fields** and can include searching the author, title, subject, or abstract. The drop down menu for the different fields is illustrated to the left.

This field is optional and if you...

Were We Successful?

"This was great! **Everyone should know about these resources.**"
(Anthropology 345, Fall 2023)

"I thought it was really helpful and I **learned a lot of things that I didn't know I needed to know.**"
(English 105, Spring 2023)

"This module was a **great additional resource for getting ready** to draft a paper."
(Sociology 305, Spring 2024)

"It was really pleasant, and **the different ways to learn the knowledge was really thoughtful.**"
(Sociology 202, Fall 2023)
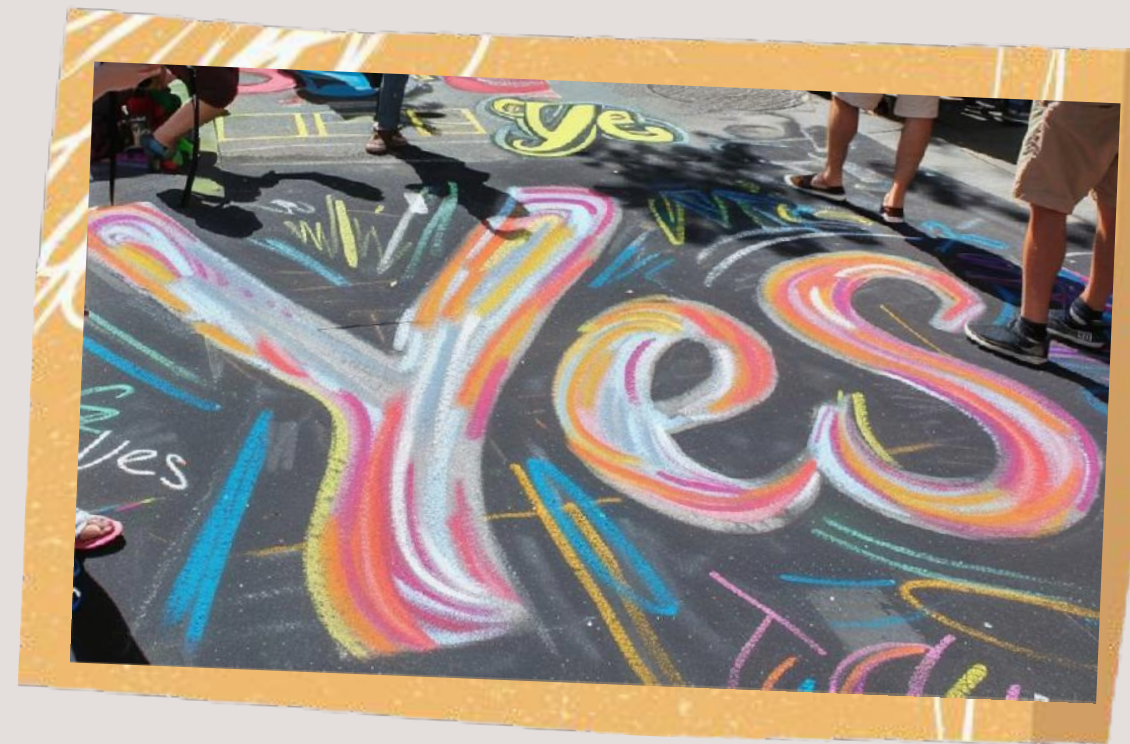
- Research Modules
  - Basic & advanced research skills
  - Library & database tutorials
  - Primary sources
  - Evaluating sources...
- Embedded into 16 Courses
  - Online Student Success Program
  - Anthropology, Dance, English, History, Psychology, Sociology

Yay! We're Done! ...

... Or So We Though

- It all started with Bigfoot...

- LOEX 2023: Kate Wimer, George Fox University
  - BEAM method + Bigfoot
  - Fun and fantasy topics

(*Ask the Better Question: Using Bigfoot to Introduce Constructive Approaches to Authority*)

Research Modules Meet the Flipped Classroom

- The "New" Problem
  - Loved the exercise
  - Inspired
  - No time

- But wait a minute … we have research modules!

  Research Modules

  + Fun Exercises

  = Flipped Classroom

Adapting the Flipped Classroom

- Our Reality:
  - Used what we had
  - Brief review
  - Active learning exercise

- How Did We Start?
  - Outreach: known professors, "trust us"
  - Pilot: Dance 101 (Prof Castillo) - Bigfoot

Let's Discuss Two of Our Lesson Plans

- Don't Stop There! Working with Primary Sources

- Scandalous Celebrity Background Checks

Don't Stop There! Working with Primary Sources
Overview

- Overview
  - Students review a series of primary sources related to the 1968 Black Power Salute at the Mexico City Olympics
- Walkthrough
  - Research Modules
    - Primary vs Secondary Sources module
    - Evaluating Primary Sources module
  - Group Activity
    - Evaluate and discuss a primary source
    - Present source to class
- Learning objective
  - Understand *why* you need to triangulate primary sources

Norman, Smith, and Carlos on the medal dais, Mexico City, 1968. Photograph by John Dominis. Courtesy of Time & Life Pictures / Getty Images.

Don't Stop There! Working with Primary Sources Quotes

"...I came to **truly appreciate why we should triangulate our sources**. This workshop did a great job at showing the importance of identifying bias and as well as tracking other sources that cover the topic/date/context."
(History 300, Fall 2023)

"The exercise was unique and interesting."
(History 499, Fall 2023)

"Thanks for an interactive session it makes you get into the rhythm of things."
(History 499, Fall 2023)

Norman, Smith, and Carlos on the medal dais, Mexico City, 1968. Photograph by John Dominis. Courtesy of Time & Life Pictures / Getty Images.

Scandalous Celebrity Background Checks Overview

- Premise
  - The library is hiring!
- Task
  - Perform applicant background checks
- Goal
  - Find a scandal before we hire them!

- Initial Learning Objective
  - Background Information vs. Research

Scandalous Celebrity Background Checks Walkthrough

- Research Modules
  - Developing a topic & Finding Search Terms
  - Searching the library catalog
- Group Activity
  - Break class into groups
  - Gather background information from Wikipedia
  - Look for scandal
  - Find library source on scandal
  - Present hiring decision

Scandalous Celebrity Background Checks
Fine-Tuning

- Gale Biography → Wikipedia
- Removed authored question
- Choosing applicants
  - Avoid triggers
  - Avoid sex scandals
  - Liked unknown applicants
  - Liked topical scandals
  - Understand we might not be "cool"
- Deadlines
  - Enforce deadline for searching catalog

Scandalous Celebrity Background Checks
Celebrities

- Martha Stewart

- Delia Owens

- Anne Perry

Martha Stewart

Delia Owens

Anne Perry

Scandalous Celebrity Background Checks Quotes

- "I honestly really enjoyed the library lecture, **I had not yet met the librarian but I am glad that now I know who they are**. From now on **I will feel much more comfortable with reaching out to them** if I ever have any questions and **I feel more confident in looking for different resources through the library database**." (English 105, Spring 2024)

- "I thought the library lecture was very interesting as well as very informative. **I had no idea how many resources our library had until that lecture** … I loved the group work we did, it allowed me to meet a new classmate, as well as **engage in conversations with classmates that I would not normally be able to talk to.**" (English 105, Spring 2024)

- "I really liked the library lecture. I found all of their information very helpful and resourceful. **There was a lot of resources I didn't know about before so I really appreciated this lecture.** I liked the group work activity as well. I thought it was a **really intriguing project and it was a lot of fun**."
(English 105, Spring 2024)

- "The group work was very engaging because finding out if our person was qualified to be hired as a librarian was cool. **It felt like we were detectives investigating them. When I found out our person was a possible murderer, it made the research even more exciting**. The group work helped me understand how to use databases, so it was very informative and fun at the same time."
(English 105, Fall 2023)

- "The in-class exercise (to investigate a pop-culture scandal using library resources) was **so fun and the students seemed excited while learning search strategies and how to evaluate sources. It was a great way to connect with them!**"
(Professor Ronit Sarig, English 105)

Make 'Em Laugh

- Eliminates stress and anxiety

- Creates sense of bonding

- Information retention

- Builds a desire to continue learning

(DiCarlo, 2009; Lucardie, 2014; Savage et al., 2017; Walker, 2006)

Workshop Exercise

How would you adapt either exercise for your IL sessions?

Directions

- Pick an activity
- Review lesson plans & surveys
- Discuss with your group how you'd adapt your activity to your school, library, and/or IL class
- Share with the workshop (if comfortable)

Prince Harry
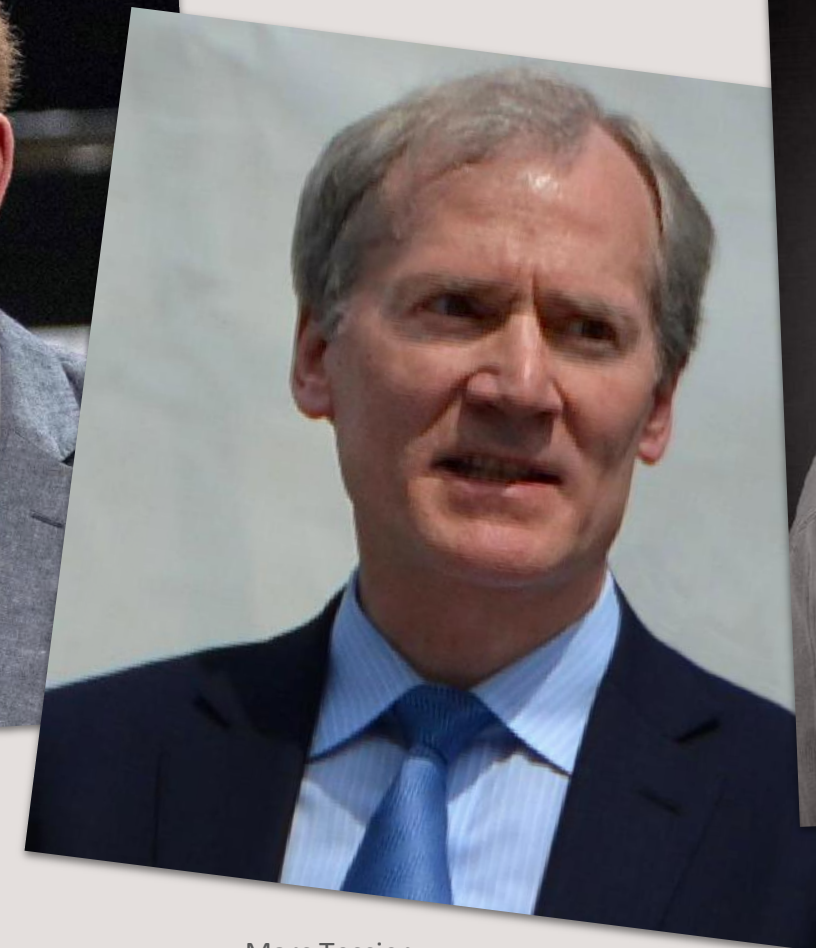
Marc Tessier-Lavigne

Greg Mortenson

tinyurl.com/uc2hw8ku

Conclusion

- Flipped classrooms are a great instruction tool
  - Benefits outweigh the concerns
  - Adapt it for your library's abilities
  - It's not all or nothing, borrow what you need
  - Can lead to more faculty collaboration

- Introduce fun into your exercises
  - Fun = retention and engagement
  - Students are laughing and comfortable
  - Encourages later contact with the library

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- Librarian Kate Wimer (George Fox University)
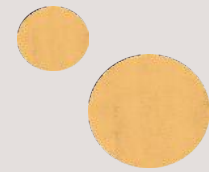

Denali

Questions?

- Contact
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  - allison.williams@csuci.edu

- Google Drive with Slides and Lesson Plans
  - URL: tinyurl.com/uc2hw8ku

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