Engage Students Through Flipped Instruction: A Lesson Creation Lab

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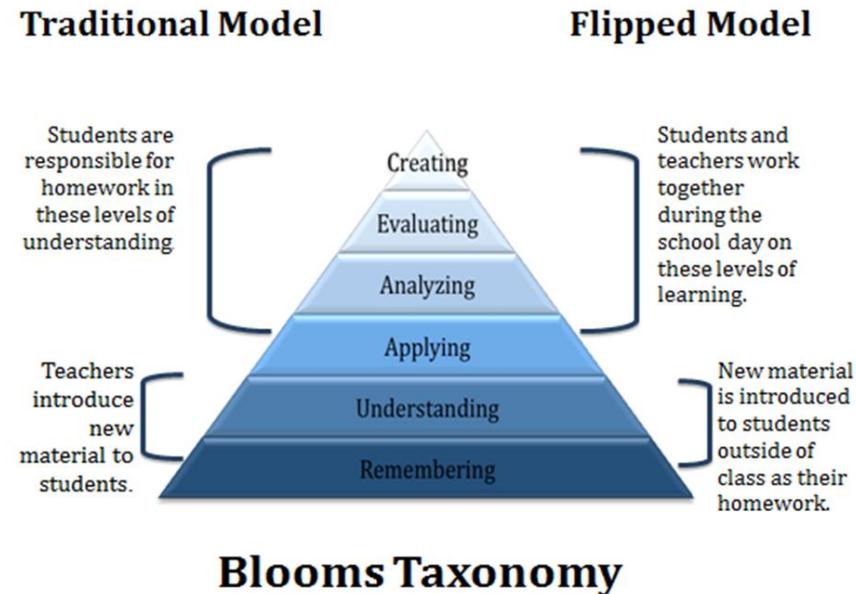
Agenda - What We're Going to Do Today

- Flipped Classroom & ACRL Framework Overview
- Workshop Learning Outcomes
  - Develop your own flipped classroom lesson plan
  - Walk through the process of breaking down a Frame into abilities and habits of mind, and activities to teach these
- Group Activity: Plan Your Lesson
- Sharing
- Q & A / Discussion

Opening Discussion

- Reflect on the following questions:
  - What do you know about flipped classrooms?
  - What do you know about the *ACRL Framework for Information Literacy for Higher Education*?

What is the Flipped Classroom?

- Flipped classroom involves:
  - 1) Pre-class work
  - 2) In-class: students practice applying their knowledge—feedback and support from instructor and peers—social learning environment
  - 3) After class: students continue to test and extend their learning

Traditional Model   **Flipped Model**

Students are responsible for homework in these levels of understanding

Students and teachers work together during the school day on these levels of learning.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Teachers introduce new material to students.

New material is introduced to students outside of class as their homework.

Blooms Taxonomy

Lessons Learned

- Faculty buy-in and collaboration are critical
- Pre-class Work
  - Design with clear objective, purpose and method
  - Focus on fundamental concepts
  - Assess before class to find out what students have learned
- In-class Activities
  - Activities should be designed to allow for active learning
  - Librarian and discipline faculty provide context, coaching and formative assessment
- Follow-up class, chat session or consultation will solidify learning

ACRL Framework

▶ Six Frames – Each frame consists of a concept central to Information Literacy, a set of Knowledge Practices and a set of Dispositions

  ▶ Authority Is Constructed and Contextual

  ▶ Information Creation as a Process

  ▶ Information Has Value

  ▶ Research as Inquiry

  ▶ Scholarship as Conversation

  ▶ Searching as Strategic Exploration

  ▶ "each library…will need to deploy these frames to best fit their situation, including designing learning outcomes." (*ACRL Framework*)

Research as Inquiry

- "Research as Inquiry: Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop questions or lines of inquiry in any field." (*ACRL Framework*)

- Knowledge Practices: Demonstrations of the ways in which learners can increase their understanding of information literacy concepts.

  - Learners who are developing their information literate abilities

    - Use various research methods, based on need, circumstance, and type of inquiry

    - Synthesize ideas gathered from multiple sources

Research as Inquiry

- Dispositions: Ways to address the affective, attitudinal or valuing dimension of learning.
  - Learners who are developing their information literate abilities do the following
    - Consider research as open-ended exploration and engagement with information
    - Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process

How does the flipped model support the *ACRL Framework?*

Flipped Lesson	Framework
Homework	Provides context and background for Inquiry
In-Class Activities	Fosters communication and collaboration; Respect for diversity of opinions, perspectives; Wider range of questions; Flexibility; Provides support from teacher as coach; Formative assessment.
Follow-Up Assignments and Discussion	Opportunity to refine research questions; Go deeper using more advanced research methods; Follow different lines of inquiry; Accept research as an open-ended exploration.

Group Activities

- Class Selection
  - Document your activity on the templates
- Learning Objectives
  - Select one from Knowledge Practices and one from the Dispositions listed in the handout

Example: Frame: Scholarship as Conversation

▶ Knowledge Practice

  ▶ Cite the contributing work of others in their own information production

  ▶ Brainstorming Component Abilities

    ▶ Understand how the work of others impacts their ideas

    ▶ Learn how to use the work of others

    ▶ Understand the concept of authorship

    ▶ Understand the importance of giving credit

Example: Frame: Scholarship as Conversation

- Easy –
  - Understand the importance of giving credit
  - Learn how to use the work of others

- Hard –
  - Understand how the work of others impacts their ideas
  - Understand the concept of authorship

Activity #1: Brainstorm Component Abilities and Habits of Mind

➤ Identify component abilities and habits of mind that support the learning objective

➤ Rank them (easy/hard)

Activity #2: Homework Design

- Design homework assignment to achieve component abilities and habits of mind that you've ranked as "easy"
  - Example:
    - Guided video tutorial with accompanying tasks

- Decide on *type* of activity and *media* for delivery
  - See page six of the Handout

Activity #3: In-Class Activities Design

- Develop in-class activities that target "hard" components
- Pair components with an active learning strategy
  - See page seven of the Handout

Poster Session: Sharing Class Designs & Discussion

- ▶ Report back from each group

Q&A / Discussion

Discussion Questions:

- How do these lesson plans differ from how you usually teach?

- Do you notice differences between in-class activities and homework as far as knowledge practices and dispositions?

- What do you notice about Bloom's taxonomy in your class design?

Q&A / Discussion

- What is the librarian's role in an active classroom?

- How might you apply what you did today?

- Workshop slides will be posted on the Research Guide
    - http://libguides.lehman.edu/sunyla2015