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Madeline Cohen  
*CUNY Lehman College*

Alison Lehner-Quam  
*CUNY Lehman College*

Robin Wright  
*CUNY Lehman College*

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# Engage Students Through Flipped Classroom Strategies: A Lesson Planning Guide

Prof. Madeline Cohen, Head of Reference

Prof. Alison Lehner-Quam, Education Librarian

Prof. Robin Wright, Health and Human Services Librarian

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

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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 3 essential parts:
  - ▶ 1) Pre-class work
    - ▶ Bloom's Taxonomy: Students do the lower levels of cognitive work (gaining knowledge and comprehension) outside of class
  - ▶ 2) In-class: students practice applying their knowledge—feedback and support from instructor and peers—social learning environment
    - ▶ Bloom's Taxonomy: Focus on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class
  - ▶ 3) After class: students continue to test their learning and extend their learning (homework and practice)

# 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

## ▶ 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

# Activity #2: Homework Design

- 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

- ▶ Workshop slides will be posted on Research Guide
  - ▶ <http://libguides.lehman.edu/flipped/CT2015>
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