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Engage Students Through Flipped Instruction: A Lesson Creation Lab

Madeline Cohen
CUNY Lehman College

Alison Lehner-Quam
Lehman College (CUNY)

Robin Wright
Lehman College (CUNY)

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Engage Students Through Flipped Instruction: A Lesson Creation Lab

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

2015 SUNYLA Conference, June 3, 2015
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

[Diagram of Blooms Taxonomy: Traditional Model vs. Flipped Model]
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?

<table>
<thead>
<tr>
<th>Flipped Lesson</th>
<th>Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Provides context and background for Inquiry</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>Fosters communication and collaboration; Respect for diversity of opinions, perspectives; Wider range of questions; Flexibility; Provides support from teacher as coach; Formative assessment.</td>
</tr>
<tr>
<td>Follow-Up Assignments and Discussion</td>
<td>Opportunity to refine research questions; Go deeper using more advanced research methods; Follow different lines of inquiry; Accept research as an open-ended exploration.</td>
</tr>
</tbody>
</table>
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](http://libguides.lehman.edu/sunyla2015)

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