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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

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Agenda - What We're Going to Do Today

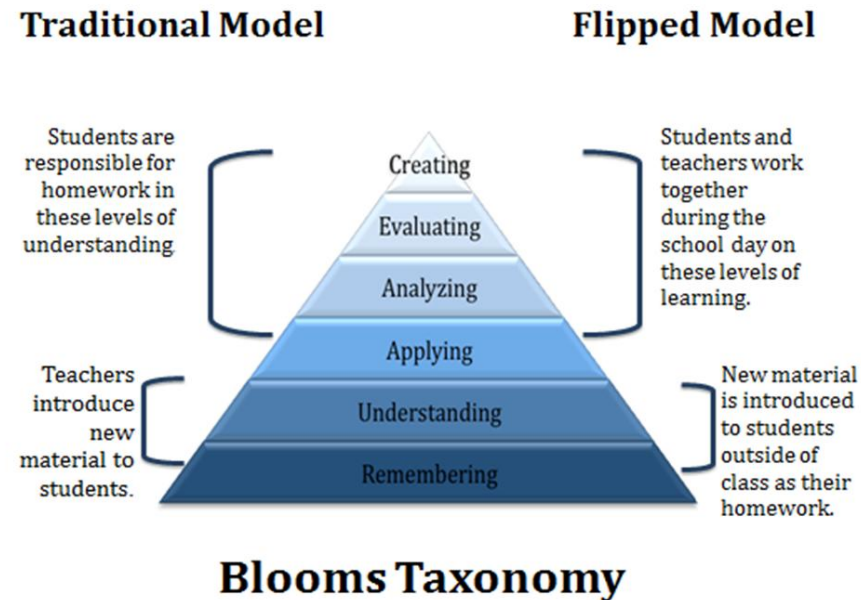
- ▶ Flipped Classroom & ACRL Framework Overview
- ▶ Workshop Learning Outcomes
 - ▶ Develop your own flipped classroom lesson plan
 - ▶ Walk through the process of breaking down a Frame into abilities and habits of mind, and activities to teach these
- ▶ Group Activity: Plan Your Lesson
- ▶ Sharing
-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



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>

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