Recycling the First-Year One-Shot Workshop: Using Interactive Technology to Flip the Classroom

Crystal Goldman & Tamara Rhodes
UC San Diego Library
The Environment
The Course
What is a flipped classroom?
The Assignment
The Flip
The Results
Conclusion
The University of California - San Diego

- Public, Research I University
- 33,735 students (2015)
- 6 undergraduate colleges
Making of the Modern World (MMW)

- Eleanor Roosevelt College (ERC)
  - “Developing world citizens through scholarship, leadership, and service.”

- Core curriculum for transfers
  - a 2-course sequence integrating humanities and social sciences

- MMW 121
  - The University-level requirement in English composition takes place in MMW 121 and MMW 122.
  - Will receive intensive instruction and practice in writing on subjects drawn from course materials.
What is a flipped classroom?
The Flipped Classroom...

1. Replaces teachers with videos
2. Takes a lot of time to develop
3. Is a specific teaching method
4. Doesn’t work for every situation or discipline
The Flipped Classroom is...

A method whereby activities that would normally take place inside the classroom are completed outside the classroom, particularly using technology to facilitate the outside learning (Lage, Platt, & Treglia, 2000)
The Flip
MMW 121 Assignments

Writing assignments:

- Critical Reading Assignment
  - 2 pages
- Comparative Source Analysis
  - 4–5 pages
- Analytical Essay
  - 5–6 pages

Learning Objectives

Students will:

- Refine their critical reading and analytic reasoning skills
- Refine their research skills
- Learn the standards and expectations for academic integrity in scholarship
- Demonstrate increased global literacy
The Original Classroom

Library Workshop

The Flipped Classroom

Online Tutorial

Workshop

Consultations
Online Library Tutorial

Week 7 of Fall Quarter

- Students assigned a database search strategies tutorial
- Required to locate and cite at least 2 refereed sources on their research topic
- Required to explain how their sources provided different perspectives on their topic

Learning Objectives

Students will be able to:

- Match database descriptions to relevant research topics
- Use appropriate database search strategies to locate at least 2 peer-reviewed sources on a topic of their choice
Library Workshop

Week 8 of Fall Quarter

- Students attended 50-minute workshops
- Required to bring their 2 peer-reviewed sources to workshop
- Librarians assisted in creating a level 3 research question

Learning Objectives

Students will be able to:

- Identify and compare main claims of 2 refereed sources
- Create an open-ended research question on a topic of their choice
The Consultations

Week 9 of Fall Quarter

- Monday & Tuesday following workshops
- 2 hours per day
  - Scheduled just before and after course lecture times
- Further assist students with finding sources and/or creating a research question
What is a level 3 research question?
Level 1: Questions that can be answered with knowledge you have right now

Level 2: Questions that can be definitively answered with scholarly research

Level 3: Open-ended questions to which an answer can be *proposed* based on scholarly research but that *cannot* be answered definitively

Level 4: Questions that cannot be addressed with scholarly research, either because of a lack of evidence or because they ask something that cannot be answered by citing evidence
Which level am I?
Level Up!

- **Level 1**: Questions that can be answered with knowledge you have right now
- **Level 2**: Questions that can be definitively answered with scholarly research
- **Level 3**: Questions to which an answer can be proposed based on scholarly research but that cannot be answered definitively
- **Level 4**: Questions that cannot be addressed with scholarly research, either because of a lack of evidence or they ask something that cannot be answered

- When was Germany re-unified?
- Which religion is more violent: Christianity or Islam?
- How do Asian philosophies shape and inform modern Western medical practices and methodologies?
- What was the difference between German and Italian fascism?
- What is the meaning of life?
The Results
How much time did it take to complete the online tutorial?
Did they find refereed sources?

- Yes: 65%
- No: 35%
What types of sources did they find?

- Scholarly articles: 373
- Scholarly books/chapters: 122
- Popular sources: 125
- Primary sources: 16
- Reference sources: 14
- Trade sources: 8
- Conference proceedings: 4
- Book reviews: 3
- Films: 2
How confident were they after completing the tutorial?

<table>
<thead>
<tr>
<th>Task</th>
<th>Confidence</th>
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<tbody>
<tr>
<td>select a database</td>
<td>3.7</td>
</tr>
<tr>
<td>identify/use subject headings</td>
<td>3.7</td>
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<tr>
<td>identify related articles</td>
<td>3.7</td>
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<tr>
<td>use times cited/article bibliography</td>
<td>3.6</td>
</tr>
<tr>
<td>identify/use limits</td>
<td>3.6</td>
</tr>
<tr>
<td>use Boolean operators</td>
<td>3.6</td>
</tr>
<tr>
<td>use truncation</td>
<td>3.4</td>
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</table>
Overall, librarians, the MMW coordinator, course instructors and TAs liked the flipped model:

- Beneficial to writing program and the library.

Future changes:

- More emphasis on peer-reviewed sources in the tutorial.
- Have a TA in the library workshops.
- Rearrange when the library interactions take place.
Conclusion

- Further implementation
- Next steps and new ideas

Crystal Goldman   clgoldman@ucsd.edu
Tamara Rhodes    tlrhodes@ucsd.edu
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