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Flipped Library Sessions: Customized Instruction that Prioritizes Applied Information Literacy Learning

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Flipped Library Sessions:

Customized Instruction that Prioritizes
Applied Information Literacy Learning

<http://libguides.unco.edu/webber/2018FLA>



UNIVERSITY OF
**NORTHERN
COLORADO**

Nicole Webber, Library Faculty
Stephanie Wiegand, Library Faculty

Discussion

- Have you invited a librarian to participate in any of your courses?
 - If so: In what way? How has this gone?
 - If not: Why? Would you consider it?
- What are the research components of your course(s)?
- Which research skills do students struggle with most?



Case 1: Variety Fare

Scenario

- Public speaking course with lecture and lab components
- Approx. 180 students, freshman to senior
- Informative and persuasive speeches with references
 - Wide range of topics
 - Low source type restrictions
- 11 50-minute lab sessions

Flip 2.0

- Pre-session:
 - Librarian introduction video
 - 2 modules (bias & evaluation)
 - 2 refresher videos (APA citation & databases)
- Face-to-face session:
 - Hands-on lab
- Post-session:
 - Consultations
 - Survey

Successful Research for Speech Delivery

PART I: LIBRARY SUPPORT FOR COMM 100/101

Choosing a Topic

1. Examine your potential topic by **brainstorming** its various aspects, subtopics, categories, or related subjects as is applicable to your unique topic (examples: history, impact, types, and many more). Be thorough! You might make use of mind mapping tools (see reverse side).
2. Determine whether your initial idea is **too broad, too narrow, or just right**. A topic that is too broad will be overwhelming to research and tough to fit into your allotted speech time. In contrast, it will be difficult to find sources for or determine enough main points for a topic that is too narrow.
3. **Stay fluid!** You may not know whether the scope or angle of your topic is appropriate until you begin searching. It is okay to make adjustments during the research process.

Finding Sources

- It's likely that you'll be able to find many of the sources you need using a library tool called **Summon**. For your informative speech, try filtering your content types to: Reference (such as encyclopedias), Book / eBook, and Magazine or Newspaper Articles.
- **Government information** is also useful, especially if your topic relates to tourism, the environment, education, health, international studies, and more. Try searching Google for domains that end in .gov (example: "site:.gov american sign language").
- **Association and organizational websites** can offer freely available resources, publications, and data. This might include nonprofits and groups of professionals. Examples: World Health Organization, Disabled American Veterans, and the Academy of Nutrition and Dietetics.

Identifying Bias¹

Bias occurs when a source reflects a partiality, preference, or prejudice for or against a person, object, or idea. The author may convey a particular feeling or attitude using only a selection of facts, slanted choice of words, or charged tone. It may omit or dismiss other viewpoints entirely or treat it unfairly.

Look for the following red flags:

- The author oversimplifies and/or over generalizes a topic
- The author presents a limited view of the topic
- The author uses extremes in making statements or appeals more to emotion than logic

What's Next?

Bring a completed **mind map** of your topic to the next library session for this class, which will occur during lab with your TA on **February 7 or 8**. We'll be looking for sources for your informative speech during that time. Contact a librarian if you need help:

Nicole Webber

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970-351-4318

Michener Office 108

Kim Kaufman

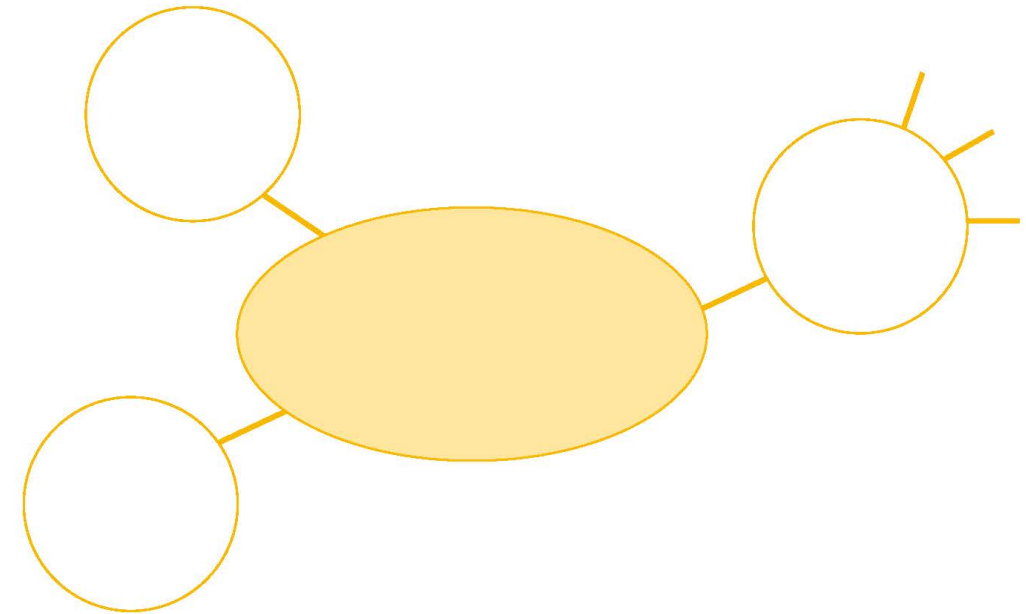
Kimberly.Kaufman@unco.edu

970-351-1533

Michener Office 109

<http://www.unco.edu/library/>

¹ Adapted from "[How to evaluate Information Sources: Identify Bias](#)" from the New Jersey Institute of Technology



You can also create free mind maps on the following website: <https://coggle.it/>

COMM 101 Library Lab 1 Checklist

Search the internet or a library database to find a *biased* article on your topic

1. Title/Source: _____
2. Explain why you consider this article to be biased:

Create a RefWorks Account

1. Go to University Libraries Homepage: www.unco.edu/library
2. Click on "Databases A-Z"
3. Select "R" and Select "RefWorks (New Version)"
4. Use your unco.edu or bears.unco.edu email account to create a RefWorks account

Username: _____ Password: _____

Search Summon for Reference Source on your topic (Background information)

1. Go to University Libraries Homepage
2. Make sure Summon is selected next to the search box
3. Enter your search terms and click on "search"
4. In the left column under Content Type select "More..."
5. Scroll down and click on "Reference" and then click on "Apply" at the top of the column
6. Select a reference source that may be helpful for your topic

Check Reference Source for Bias

- Does it over-simplify a complicated topic? Yes___ OR No___
- Does it present a one-sided or limited view of the topic? Yes___ OR No___
- Is its language polarizing or emotional? Yes___ OR No___

*Remember: Reference sources are meant to be introductory—this does not necessarily equate to oversimplification or presenting a limited view in the same way that may signal bias

Save/Export Reference Source to RefWorks

1. From the Summon results page, find the title that you want to use
2. Click on the three dots next to the title
3. Select "Export to RefWorks"
4. In the window or tab that pops up, select "Export to the New RefWorks"

Search Google for a Source from Professional Association or Government Websites

1. Go to www.google.com
2. Enter search terms relevant to your topic and then type *site:.gov* in the search box, and initiate search to find government websites - **OR** -
3. Enter search terms relevant to your topic and then type *site:.org* in the search box, and initiate search to find websites from organizations
 - a. Tip: add "association" to your search to increase your chances of finding websites from professional associations

Check Website for Bias

- Does it over-simplify a complicated topic? Yes___ OR No___
- Does it present a one-sided or limited view of the topic? Yes___ OR No___
- Is its language polarizing or emotional? Yes___ OR No___

Manually Import Website to RefWorks

1. Go into your RefWorks account
2. Click on the + on the top-left portion of the page
3. Select "Create new reference"
4. In the form, select "Web Page" in the drop-down list
5. Complete the form with information from the website
6. Click on "Save" at the top of the form

Compare the biased source with the other two sources that you found today

1. Which might be best to use in your informative speech and why?

Create a Bibliography using RefWorks

1. In your RefWorks account, under Last Imported, select the references that you want to use for your bibliography (you may create a folder for these if you like)
2. Click on the quotation marks at the top of the page
3. Select "Create bibliography"
4. Make sure that APA Style is selected at the top of the page
5. Click on "Copy to Clipboard" and paste your references into your word processing document

Have a librarian or TA check your bibliography and initial here: _____

Case 1: Variety Fare

- Giving students more flexibility in their learning, depending on their:
 - Library experience
 - Information literacy skills
 - Topic needs
- Tools: videos, modules/tutorials, exercises
- Techniques: Active Learning
- Take-aways:
 - Sessions develop over time
 - Planning ahead is key

Case 2: Death by Repetition

Scenario

- Nutrition and food science courses required to write a paper based on findings from primary research articles
- Approx. 80 upperclassmen in 4 courses
- Evidence-based practice
 - Requires both higher concepts and basic searching skills
 - Some obscure topics
- 75-minute sessions

Flip

- Pre-session:
 - 3 videos (research articles – primary and secondary and quality of evidence)
 - 1 pre-assignment (differentiating types of articles)
 - 2 database step-by-step walk-through instructional sheets
- Face-to-face session:
 - Hands-on lab
- Post-session:
 - Completion of lab
 - Librarian consultations

Before Class

- Videos
- Database search step-by-step instructions
- Identifying exercise



In Class

- Review and Q&A (15-20 min.)
- Hands on facilitated searching (55-60 min.)
- Emphasize librarian consultations and office hours



Case 2: Death by Repetition

- Reduces repetition of materials for majors enrolled in more than one course taught by this instructor
- Allows conceptual material to be introduced prior to the session
- Students are hands-on before the session and bring problems to class

- Tools: lecture, exercises
- Techniques: inductive learning, active learning, collaborative learning
- Take-aways: collaboration, follow-up

Case 3¹: So Many Students, So Little Time

Scenario

- Introductory biology course
- 700 students per semester
- Annotated bibliography and presentation assignment
- Curriculum change meant no more time for 50-minute library instruction

Flip

- Pre-session:
 - 6 online modules (35 minute videos and/or text summaries)
 - Accompanying quizzes with multiple choice and short answer questions (auto-graded with edX Edge)
- Face-to-face session:
 - 10-minute assignment introduction by librarian
- Post-session:
 - Optional drop-in sessions
 - Visit/email librarian as necessary

¹ From "Case 5: Hybrid Online and In-Person Instruction for a Large Undergraduate Class" (Loo et al., 2016).

Case 3¹: So Many Students, So Little Time

- Address pertinent information literacy outcomes when class time is needed to prioritize subject content
- Provide students timely, relevant feedback even with large enrollments
- Tools: videos/modules, quizzes, optional drop-in sessions
- Techniques: Active Learning, Inductive Learning
- Take-aways:
 - Incentive is key
 - Technology that is helpful, not superfluous

¹ From “Case 5: Hybrid Online and In-Person Instruction for a Large Undergraduate Class” (Loo et al., 2016).

Case 4: Facilitation in Advance

Scenario

- 2 cohorts (36 students each) of third-semester nursing students (juniors)
- Must search, identify, retrieve, and assess primary and secondary research and apply for EBP
- Need students to come to class prepared to assess and apply, not ask and acquire

Flip

- Pre-session:
 - Instructor collects research questions
 - Librarian suggests databases and search terminology for each research question
 - Students use suggestions and complete searches
- Face-to-face session:
 - Review & Q&A
 - Lecture
 - Assessment of articles for EBP

Constructing a Scientifically-Answerable Question

A large, stylized letter 'P' with a wood grain texture, representing the 'Patient' component of the PICOT framework.

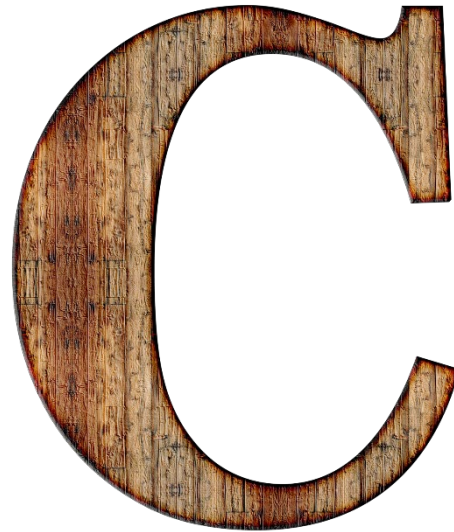
Patient

Problem

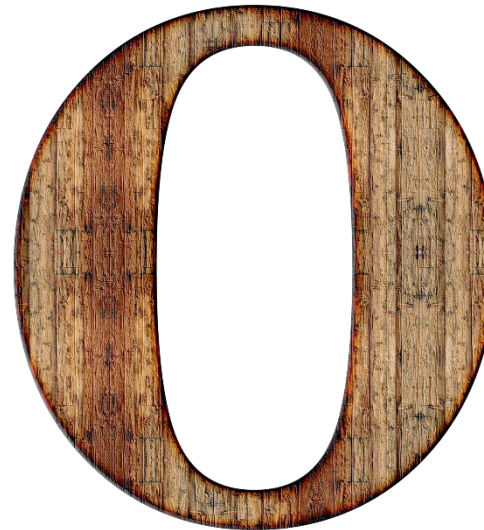
Population

A large, stylized letter 'I' with a wood grain texture, representing the 'Intervention' component of the PICOT framework.

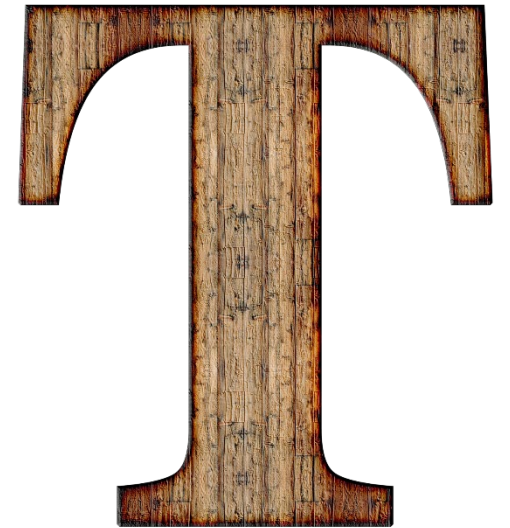
Intervention

A large, stylized letter 'C' with a wood grain texture, representing the 'Comparison' component of the PICOT framework.

Comparison

A large, stylized letter 'O' with a wood grain texture, representing the 'Outcome' component of the PICOT framework.

Outcome

A large, stylized letter 'T' with a wood grain texture, representing the 'Time' component of the PICOT framework.

Time

In Class

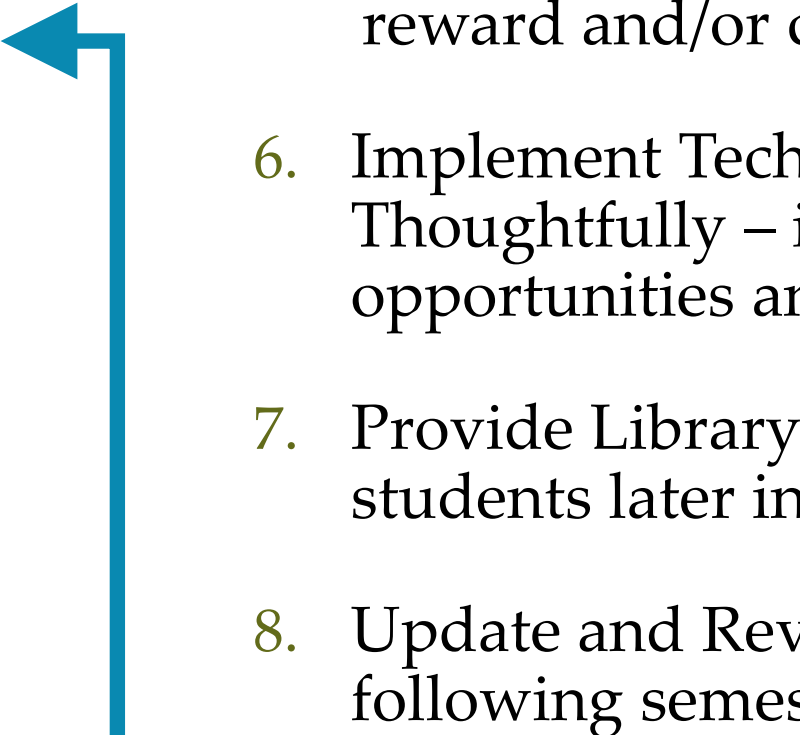
- Review and Q&A
- Short lecture
- Searching, identifying, & retrieving additional articles
- Assessing articles



Case 4: Facilitation in Advance

- Students can hold assessment discussions in class, lessening the need for group work outside of class (can be difficult with nursing cohorts)
- Students are hands-on before the session and bring search, identification, and retrieval problems to class
- Tools: lecture, exercises, discussion
- Techniques: inductive learning, active learning, collaborative learning
- Take-aways: construct SLOs necessary to the research project, tying and timing a library session to the course research project

Best Practices

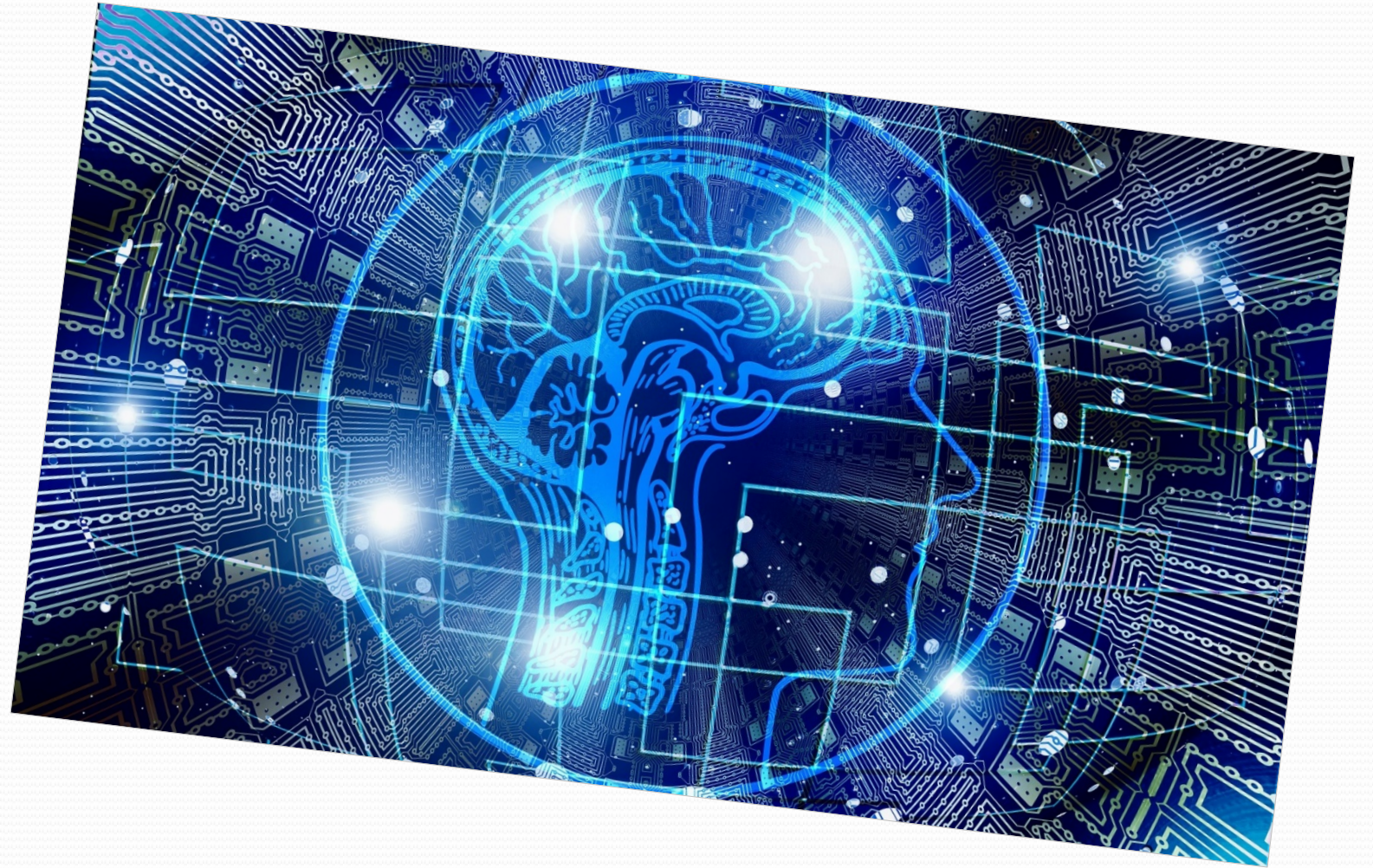
1. Plan in Advance – and for the long term
 2. Collaborate – don't allocate
 3. Tie and Time – with an actual course assignment or project
 4. Construct Impactful SLO's – right level, right content
 5. Build in Student Incentive – reward and/or consequences
 6. Implement Technology Thoughtfully – in terms of opportunities and support
 7. Provide Library Follow-Up – for students later in the course
 8. Update and Revise – for the following semester(s)
- 
- A blue L-shaped arrow starts at the bottom right of item 8, moves left, then up, and finally left again to point at item 1.



Be Prepared

1. SLOs
2. Time
3. Incentive

Technologies...



How do you envision working with your librarian to flip an information literacy / library session?



A chalkboard with the words "Any Questions" written in white chalk. The word "Any" is on the top line and "Questions" is on the bottom line, both in a cursive script. The chalkboard has a dark, textured background with some faint, illegible markings.

Any
Questions

A chalkboard with the word "feedback" written in white chalk. The word is in a cursive script and is underlined with two horizontal lines. The chalkboard has a dark, textured background with some faint, illegible markings.

feedback

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