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Flipping the One-Shot Library Workshop: Collaborations between Librarians and Writing Program Faculty

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Flipping the One-Shot Library Workshop: Collaborations Between Librarians and Writing Program Faculty

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Talking points

- The context

- The challenge

- The course

- The assignment

- The partnership

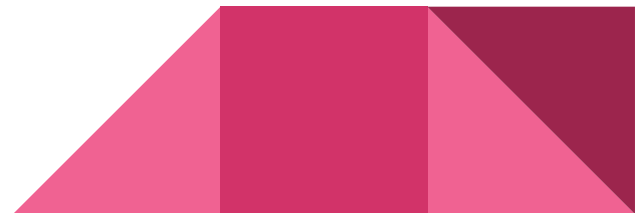- The flipped workshop

- The results

The context

UC San Diego

- Public, Research University
- 36,624 students (2017)
- 6 undergraduate colleges

John Muir College

- Muir College Writing Program (MCWP)
- Required writing courses
  - Freshmen: MCWP 40 & 50
  - Transfers: MCWP 125
- Only GE course required of all Muir students
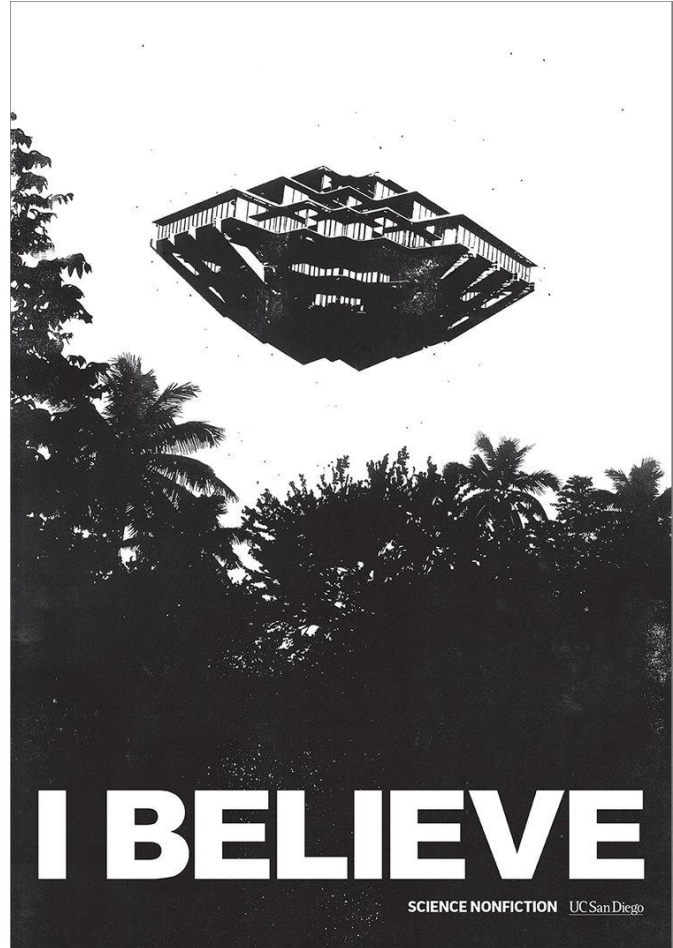
The challenge

- 10 week course
- Student population
- Unfamiliarity with library resources
  - Library specialists, aka librarians
  - Online databases
  - Stacks
  - Archives
  - 24/7 help
- Incomplete understanding of research
- Misconception of the course

The challenge

Library anxiety is what students experience when they:

- are intimidated by the size of the library
- lack knowledge about where everything is located in the library
- lack knowledge about how to begin the research process

The challenge

- Research overconfidence
  - Competence theory and research skills
    - Unconscious incompetence
    - Incompetent people overestimate skill
  - Other benefits of competence
    - Increase skill, decrease anxiety

information literacy skills

library anxiety
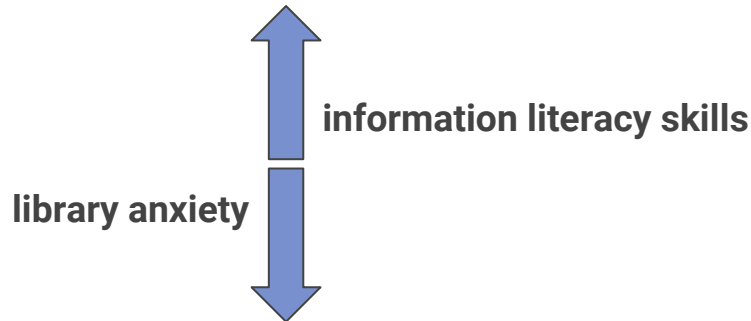
The courses

- MCWP 50
    - 2nd of 2 sequential courses designed for undergraduates.
    - 3 formal writing assignments, multiple drafts, workshops, 1-on-1 conferences
    - Builds on skills learned in MCWP 40 of analysis, synthesis, and argument
    - 15 student cap
- MCWP 125
    - Version of MCWP 50 for transfer students
    - Upper division credit
    - Faster paced, assumes prior undergraduate writing instruction
    - 20 student cap

The writing assignments

- Annotated bibliography
  - MLA citation
  - Summary of the argument, put in conversation with other texts, usefulness

- Research proposal
  - Focus on the topic
  - Focus on avenue of research
  - Determine gaps in research and where to go to look for information

- Research-based argument
  - Main claim, subclaims, reasons, evidence, warrant, qualify and response

The partnership

- Quarterly drop-in library workshops for MCWP 50 & 125 since Fall 2014
  - Taught by ~15 librarians
- Flipped workshop since Fall 2017
  - Discussed knowledge gaps
    - Topic development
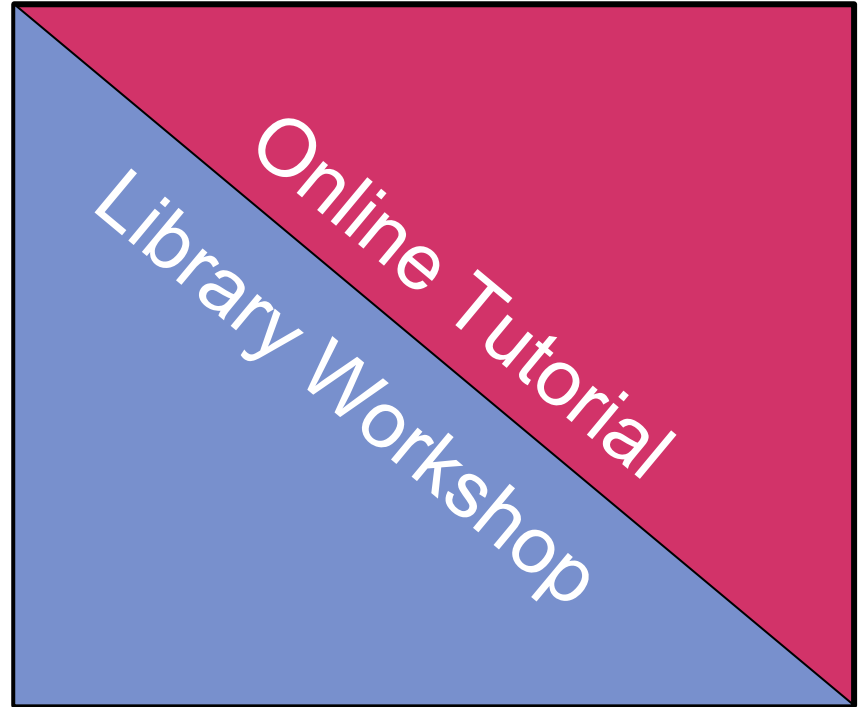   - Research questions

The flipped workshop

What is a flipped classroom?

The Original Classroom

Library Workshop

The Flipped Classroom

Online Tutorial

Library Workshop

YOU TRY

Match the topic on the left with the appropriate database from the drop down options on the right.

Borders and Identity   --Select--

Identity & Mental Health   --Select--

Identity and TV   --Select--

Ethnic News Watch: Full text U.S. ethnic community newspapers, newsletters, magazines. Includes African-American, Arab/Middle Eastern, Asian-Pacific, European-American, Hispanic, Jewish, Native American.

Psych Info: From the American Psychological Association. Provides access to scholarly literature in the psychological, social behavioral, and health sciences. Includes journal articles, books, chapters, and dissertation.
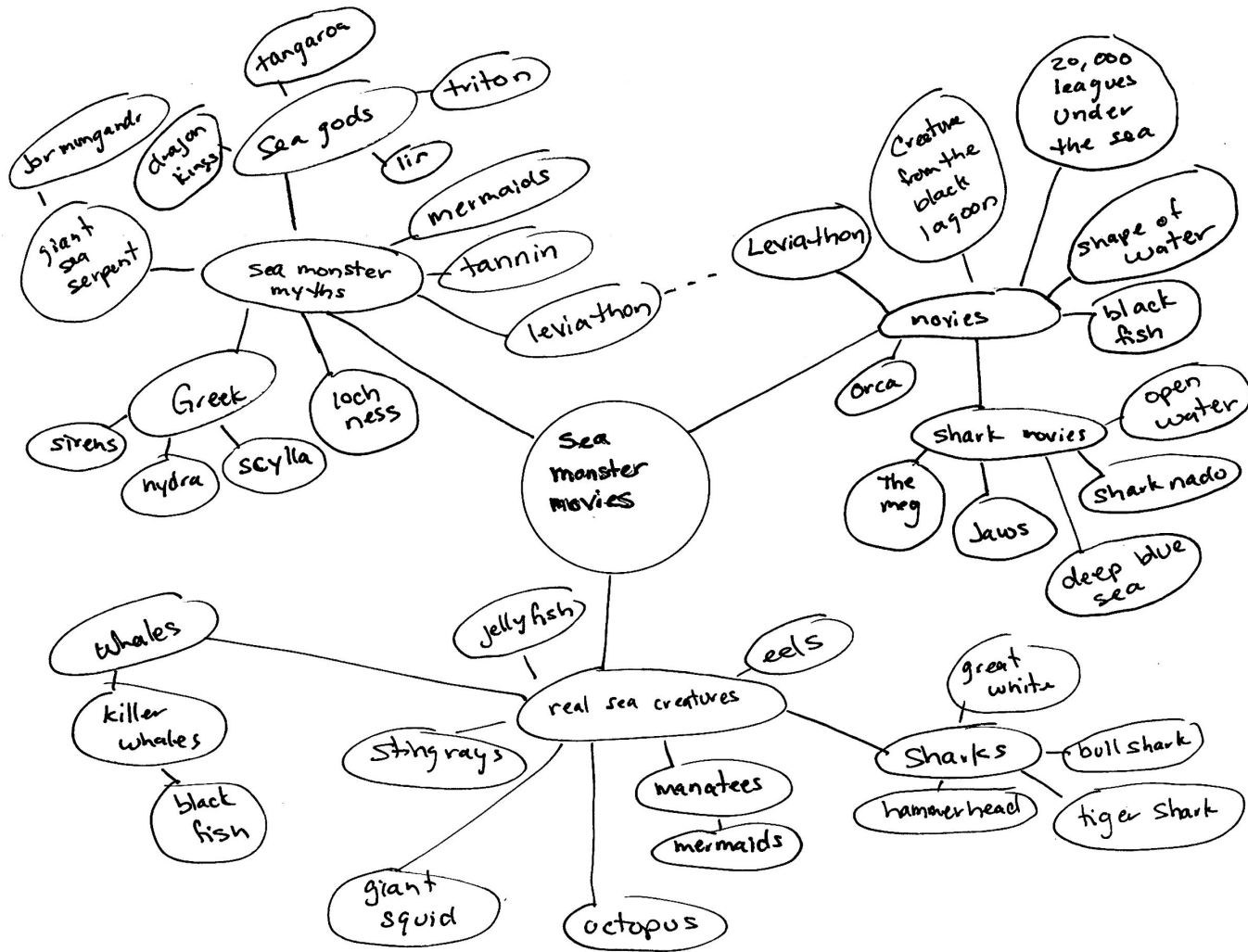
Film and Television Literature: Covers writing about film and television for scholars, students and the general public. Subjects includes film & television theory, preservation & restoration, writing, production, cinematography, technical aspects, reviews.

Search...

SUBMIT

Topic mapping

Sea monster movies (central concept map)

- **Sea monster myths**
  - giant sea serpent
    - Jormungandr
    - dragon kings
  - Sea gods
    - tangaroa
    - triton
    - lir
  - mermaids
  - tannin
  - leviathon
  - Greek
    - sirens
    - hydra
    - scylla
  - loch ness

- **movies**
  - Leviathon
  - Creature from the black lagoon
  - 20,000 leagues under the sea
  - shape of water
  - black fish
  - Orca
  - Shark movies
    - open water
    - sharknado
    - deep blue sea
    - Jaws
    - the meg

- **real sea creatures**
  - whales
    - killer whales
      - black fish
  - Jellyfish
  - eels
  - stingrays
  - manatees
  - mermaids
  - giant squid
  - octopus
  - Sharks
    - great white
    - bull shark
    - tiger shark
    - hammerhead

Research question development

Research Questions

- Help focus search strategies in library databases
- Help develop a paper's hypothesis and main points.

Is this a good research question?

1. Do non-disabled actors portray disabled characters on TV?
2. How can we solve the problem of organized crime?
3. To what extent does the length of school year relate to academic progress during the elementary school years?
4. Why has immigration been such a problem in modern Europe?
5. Between mindfulness and canine-therapy, which is the most likely to help college students cope with academic stress?
6. What were the effects of the Civil War once it was over?
7. How valid is the argument that legalizing all opioid drugs in the U.S. would diminish recreational drug use?

Addressing a research question

BEAM Method

- Background: using a source to provide general information to explain the topic
- Exhibit: using a source as evidence or examples to analyze
- Argument: using a source to engage its argument
- Method: using a source's way of analyzing an issue to apply to your own issue

The results

Student feedback

- What was one useful thing you learned in today's library session?
- List any topics or areas you were confused about.
- Do you have any other feedback about today's library session?

Useful learning

- "I learned that making a chart of possible topics and subtopics relating to my topic was very helpful in narrowing down my research question, which was initially too broad."
- "I learned how to write a good research question."
- "Scoping and finding related topics to narrow down my research question!"
- "I learned there are good examples on the library's website to look at for things like research questions"
- "The different ways an article can answer my research question."
- "How to use JSTOR."

Areas of confusion

- "The BEAM method is pretty confusing."
- "Research question subjectivity"
- "The process of combining topics to make a question, how to look for sources."
- "Perhaps how to find relevant sources for obscure topics"
- "How to find books"
- "Film adaptation"

Other feedback

- "I wish it were more comprehensive and on a more individual scale."
- "It was nice and short but still provided a lot of information."
- "Fairly informative, I wish we knew we had to bring an article to work with"
- "I thought that the class was useful for others, but personally I already knew how to do each of these to write a research paper"
- "More information on how to use the library databases would be appreciated."
- "GREAT instructor, give her a raise or something"

Stakeholder Feedback

- Overall, librarians, the MCWP directors, and graduate student TAs liked the flipped model
  - Beneficial to writing program
  - Beneficial to the library

- Future changes:
  - Strengthen communication on what students need to do before the workshop
  - Rework the BEAM Method

What type of information does your source provide?

Data
- Provides data or examples you can analyze
- Examples: U.S. Census data, historical document, poem, interview transcript, laboratory data, "Findings" or "Results" section of a journal article

Argument
- Provides an argument you can engage with
- Allows you to affirm, dispute, refine, or extend your own argument
- Examples: newspaper editorial, literary criticism, "Analysis" or "Discussion" section of a journal article

Background
- Provides general information or facts that give context to your topic
- Examples: Encyclopedia entry, textbook, "Introduction" or "Literature Review" section of a journal article

Infographics and library workshop exercises included in this presentation can be found on the UCSD Muir College Writing Program Library Guide.

libguides.ucsd.edu/MCWP

Questions? Comments?

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