“Flipping, collaborating, assessing: adopting new modes of library instruction,”

FLIPPING COLLABORATING ASSESSING
adopting new modes of library instruction

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By Katie Bishop

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“Flipping, collaborating, assessing: adopting new modes of library instruction,”

Adopted in 2003 for university required, gen ed Composition II classes.

Concept-based tied to ACRL Information Literacy outcomes

However, majority of the class time was spent on lecture/demonstrations with only marginal active learning or class discussion

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We were trying to do more and more with our instruction sessions. More demos plus IL.

RSU director attended a workshop on the flipped model and thought it would be a good fit.
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Have lots of discussion about how to implement the model. Plan backwards by creating learning objectives and then create learning modules/tutorials.

Try to make it as painless as possible through staff development

Even our most resistant staff are now coming up with new active learning ideas.
Create an implementation timeline.

RSU started discussions in spring 2013 and began to spread the word to Comp II instructors.

Implemented the pilot program Fall 2013.

Use university or programmatic learning outcomes as your guidepost so you can clearly tie your plan to course goals.
We met with Comp II instructors, discussed the model and asked for volunteers – About 1/3 of the instructors signed up for the pilot.

Incorporated active learning into the sessions regardless of whether instructors signed up

Instructors liked the active learning exercises. We know this because we had instructors not on the initial sign up list asking about the flipped model for the spring semester.
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Started pilot with pre-made tutorials from Literati. We will use custom designed tutorials beginning in year two, fall 2014.
Create a bank of active learning activities to draw from before you begin the model. Add to the bank as you continue to teach the sessions.

You will need to adjust the activities based on what works and what doesn’t.

Don’t forget to coordinate with your faculty/instructors regarding where the class is in their research project. For example: Do they have topics? Are they looking for sources?
The original assessment was pre and post tests delivered through Blackboard. They demonstrated that students improved on a particular test question after receiving IL instruction, but now we want to assess if the students are mastering the University’s target SLO for Comp II by locating, evaluating, and integrating the information into a well developed argument with proper citations?

Our assessment focuses on our teaching methods, and ways to improve instruction

Easily adapted to the new IL framework
Informal assessment is very important when doing the flipped model.

Try to focus the in-class, informal assessment on addressing the tutorials.
Formal Assessment

We used rubrics developed with library staff and Comp II instructors.

Link to the rubric: http://bit.ly/1APv48b


The peer assessment consisted of an evaluation form based on:

Meet again with Comp II instructors to get more participants

Use our custom tutorials

Integrate tutorials more fully into the teaching
Sample Rubrics:

Gould Library Reference and Instruction Department. (2012) "Information literacy in student writing rubric and codebook." Northfield, MN: Carleton College. http://go.carleton.edu/6g


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THANK YOU

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