ASSESSING FLIPPED CLASSROOMS THROUGH REFLECTIVE JOURNALS

Librarian-Faculty Collaboration Improving Student Information Literacy

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WHAT WE DID

Who  Collaboration between two instruction librarians and one first-year composition instructor

Why  
1. Explore development of students’ information literacy skills
2. Assess online instruction modules
3. Innovate library information sessions beyond one-shot model

What  
1. Two in-class library instruction sessions
2. Three Credo Instruct online information literacy modules
3. Sustained instruction and engagement of information literacy in first-year writing course

How  Student reflective journals to foster metacognition and learning transfer

TAKEAWAYS

Library Instruction
• Students continue to prefer Google searching over Google Scholar and the library databases; however, they are better able to evaluate the veracity of the information they find using Google
• Students understand that different searches and keywords yield results of varying quality
• Librarians embedded in classes allowed for better understanding of class dynamics, which created richer teaching experiences
• The flipped classroom model employing Credo Instruct videos and tutorials provided a distinct advantage in library instruction

Writing Instruction
• Shifting classroom time as “time for work” where the instructors addressed students’ pragmatic orientations toward the writing process
• Students were forced to reorient their understandings of the goals of in-class activities, moving away from class time as places where they activate knowledge and toward places where they are questioning their process of applying their knowledge
• Students strengthened their declarative knowledge of evaluation criteria
• Despite gains in literacy skills, students still had some trouble operationalizing these skills to find credible sources

METACOGNITION

1. Reflective journals
2. In-class exercises and activities

• Facilitating students’ self-directed learning
• Fostering learning transfer to other disciplinary contexts

BEYOND THE ONE-SHOT

Beyond the One-Shot

Librarians were embedded into the course curriculum
Students utilized videos and tutorials via Credo Instruct in a flipped classroom manner
Librarians had the benefit of students’ reflective journals before, in-between, and after instruction sessions
Professor provided guidance to both librarians and students

EXPLORING EVALUATION

Exploring Evaluation

• Students were asked to comment on their past library and research experience, if any, and how that impacted their research process
• Videos, tutorials, and library sessions were instrumental in improving students’ evaluation of sources
• To aid students in evaluating their sources, librarians asked thought-provoking questions, e.g. what’s the worst source you found and why?

SHIFT IN EMPHASIS

Shift in Emphasis

• Librarians were able to shift their emphasis in real-time based on students’ reflective journals and professor feedback
• Students demonstrated what they’ve learned and retained
• Librarians guided and probed students’ takeaways
• Instead of showing students how to search, we offered an active learning experience where they evaluated their own and other students’ sources

ASSESSMENT

1. Reflective journals
2. In-class exercises and activities

• Responsive innovation of information literacy instruction
• Real-time feedback at critical points of learning