

# 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 questions required deeper understanding of 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

## PEDAGOGICAL INSIGHTS

### 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

- 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

- 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