Flip, Don’t Flop

Librarians Provide Effective Hybrid Learning Experiences

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Conference on The First-Year Experience
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About Us: Regional Campuses
Moving Online? Take a Librarian

Initiative/Issue
• Transforming aspects of in-person instruction to a virtual environment

Rationale and Purpose
• Flipped learning and asynchronous content
  o More class time for questions and in-depth engagement
  o Pre-class activities mirror previous in-person group activities

Exploration
• How two regional campuses maximized this transition
Our First-Year Programs, Before Greensburg

Each section of Freshman Cornerstone had two library sessions.

Group activities were the focus
- keyword/topic development
- database and catalog searches
- citation creation

Librarians also explained ways to get research help and other services.
First Year Group
Work at Greensburg

Locating Articles in Databases
Cornerstone/Seminar @ Millstein Library
library.pitt.edu

Work with your group to answer these questions about your assigned database.

1. Write a brief description of the database. (Hint: look at the short description given on the Databases A-Z page to answer this question).

2. Now begin.


4. Locate one of each item from your search.

Using PittCat to Find Books
Cornerstone/Seminar @ Millstein Library
library.pitt.edu

So many books -- how can you get the ones you really need? Work with your group to answer these questions:

1. Type “food” into the search box in PittCat. How many results do you get?

2. Now limit your results.

3. In the search box at the bottom of the next page, run this search:

4. Locate one of each of these items:

Developing Your Research Topic
Cornerstone/Seminar @ Millstein Library

General Research Topic is Food & Nutrition.

1. As with most topics, there are many areas that could be researched: scientific, legal, social, economic, political...

   With your group, talk about your interests and decide on keywords, and alternatives (synonyms) to those keywords, to narrow down this topic.

   Example: GMO – Altered Foods, Organic Food – Natural Food

   Keyword 1: 
   Alternative Keyword 1:

   Keyword 2: 
   Alternative Keyword 2:
Our First-Year Programs, Before

Bradford

Collaboration with Freshman Seminar faculty

- In-class presentations address problematic topics noted in previous course surveys and faculty feedback.
Factitious

http://factitious.augamestudio.com/#/

Look up a story through Factitious. What is the headline? Did you guess correctly that it was true or false?

Debunking Sites

Look through two sites. List the headlines you viewed beside the site URL.

1. FactCheck http://www.factcheck.org
4. Real or Satire http://realorsatire.com
5. Snopes http://www.snopes.com
6. Truth or Fiction http://www.truthorfiction.com
7. WSJ Blue Feed Red Feed http://graphics.wsj.com/blue-feed-red-feed
'Because 2020'

March 2020:
• Quick pivot to working online and teaching remotely

Summer 2020:
• University switches to Canvas from Blackboard
• Library system implements a new online catalog
• Redesigned library websites launch

August 2020:
• Fall term begins -- a week earlier than usual
Flipped Tutorials – WHAT and why

*Flipped tutorials are learning modules completed by students before a library instruction session.*

Greensburg created citation and keyword activities.

- These activities and short videos were part of a Canvas module shared with instructors.

Bradford utilized the Freshman Seminar LibGuide and common reader as flipped resources.

- Also posted tutorials (research processes) and Zoom instruction sessions within faculty Canvas sites.
Flipped Tutorials — what and WHY

✓ Encourage active learning & collaboration.

✓ Allow greater depth of instruction: meaningful to students.

✓ Well suited to online environment.

✓ Enable repeated review of recorded materials.

✓ Address varying student schedules.
✓ Acknowledge & encourage **increasing independence** of emerging young adults in managing their learning.

Andragogy

Pedagogy
Bridging Learning Levels: Flipped Learning

Bridges developmental phases.

Supports independence: Time management & planning.

Provides extrinsic motivation: adolescents.

Encourages organization skills.

Provides context for in-session work.

Offers explicit, didactic instruction.
Bridging Learning Levels: Flipped Learning

Provides structure, timeline, due date.

Offering personal choice especially helpful: differences in experience.

Learner-centered approach; yet teacher-driven.

Problem-centered for efficiency and meaningful work.

Teacher as facilitator.

Encourages self-assessment.
First-Year Programs: Why Librarians?

FYE collaborations with librarians:

- Demonstrate the support network available across campus units
- Introduce students to people and services they will need, and provide context on how they can help
- Connect first-year students to resources they may not know to seek out
  - Young adult students may not have had a high school library or librarian
  - Transfer students or adults returning to the classroom can benefit from instruction on the academic resources available to them online
First Year Flipped Tutorials Greensburg

Pitt-Greensburg Keyword Tips

Welcome to PittCat, the library catalog of the University of Pittsburgh.

Pitt-Greensburg Understanding Citations

Examples of MLA citations for books and articles can be found on the MLA website and also in the library guide. Some instructors may require access dates for websites or other pieces of information. Please check with your instructor if you have any questions.

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Works Cited</th>
</tr>
</thead>
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What is a Citation and Why Should You Use Them?

Why Cite Sources?
As a student, citing is important because it shows your reader (or professor) that you have invested time in learning what has already been learned and thought about the topic before offering your own perspective. It is the practice of giving credit to the sources that inform your work. Here are all the good reasons for citing.

To Avoid Plagiarism & Maintain Academic Integrity
Misrepresenting your academic achievements by not giving credit to others indicates a lack of academic integrity. This is assessed by the scholarly community, and for university students, results in serious consequences.

To Acknowledge the Work of Others
One major purpose of citations is to simply provide credit where it is due. When you provide accurate citations, you are acknowledging both the hard work that has gone into producing research and the person(s) who performed that research.

To Provide Credibility to Your Work & to Place Your Work in Context
Providing accurate citations puts your work and ideas into an academic context. They tell your reader that
Greensburg first-year & transfer student survey responses

• 98%: information shared in class and tutorials will be helpful.
• "All topics I had questions about were answered."
• "I enjoyed the citation information that was provided to us." 
• "Everything I was hoping for was covered (mostly about citations)."
First Year
Flipped Tutorials
Bradford
Moving Forward

Keep flipped tutorials - Greensburg

- Allow us **more time** to explore information literacy topics with students.
- "I really like that there are pre-class activities." - instructor

Keep LibGuide & tutorials; add more flipped experiences - Bradford

- Add more **research process tutorials** to faculty Canvas sites.
- **Record instruction sessions** for preview and review by students.
- Add **links for tutorials** to Freshman Seminar Tool Kit.
Moving Forward  continued

Online learning

• Make use of investment in technology.

• Address evolving culture in higher education.

• Satisfy student expectations for flexibility.

• Provide age-appropriate learning experiences.

• Enable deeper learning to occur.
References & Suggested Reading


Questions?
Contact Us!

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