

Flip, Don't Flop

Librarians Provide Effective Hybrid
Learning Experiences

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Conference on The First-Year Experience
February 17, 2021

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
 - More class time for questions and in-depth engagement
 - 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

3. Start a ne
get?

Add one o
search" or

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 resul
3. In the search box at
you run this search?
4. Locate one of each c

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.

Examples: 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

- FS Library Guide (LibGuide) reflects common reader.
- In-class presentations address problematic topics noted in previous course surveys and faculty feedback.

First Year Work at Bradford

Freshman Seminar Toolkit - Bradford

This guide will provide resources for Freshman Seminar students and faculty on the Bradford Campus.

Freshman Seminar Overview

Common Reader Program

Common Reader 2020: The Nickel Boys

Hate Has No Home Here Program

Hanley Library Information

Locating Articles Using Library Databases

Locating Print and Ebooks Using the Library Catalog

Information Literacy

Social Media Civility

Fake News

Debunking Fake News

Copyright & Plagiarism

Common Reader 2020: The Nickel Boys, by Colson Whitehead



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- Reader's Guide
Discussion que

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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>
2. *Hoax-Slayer* <http://www.hoax-slayer.net>
3. *Politifact* <http://www.politifact.com>
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.

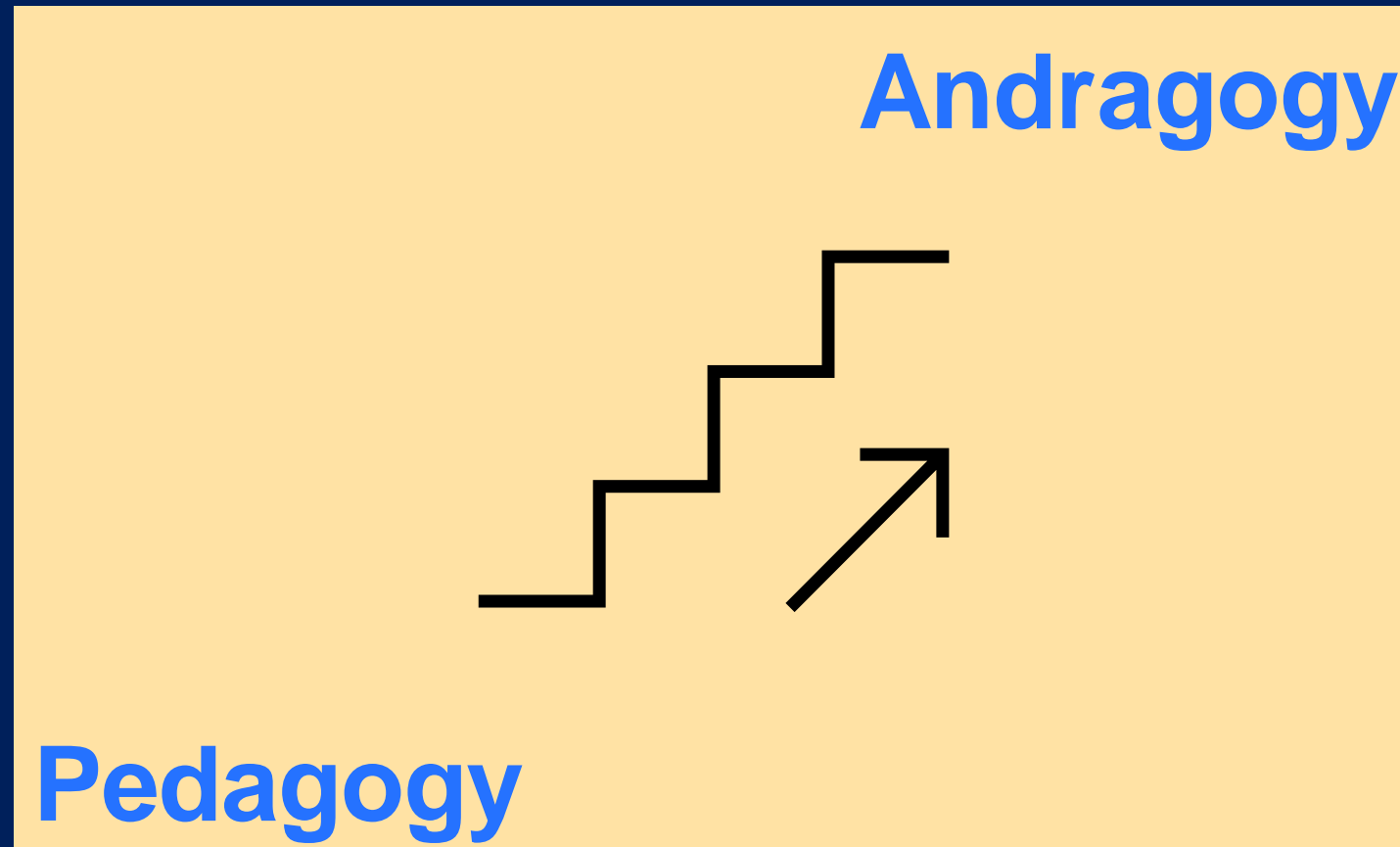
Bradford utilized the Freshman Seminar LibGuide and common reader as flipped resources.

- 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.



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 continued

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

PittCat Practice

Please go ahead and do a few searches in PittCat. Which part of the process would you like to see reviewed in more detail? *(required)*

Using Advanced Search

Finding books in the Greensburg library

Focusing search results


All of these

Other

Next Slide

If the webpage <https://pitt.oriole.ezlibrary.com/> is not displaying below

Open in a new window



Welcome to PittCat, the library catalog of

Name of your course instructor/professor *(required)*

Which topic would you like to explore today? *(required)*

Global Warming

Advertising

Food

Next Slide

Pitt-Greensburg Understanding Citations

MLA Citation Examples

Below are some examples of MLA style citations. **Note:** Some instructors may require access dates for websites or other pieces of information. Please check with your instructor if you have any questions.

Material Type	Works Cited
Book in print	Card, Claudia. <i>The Atrocity Paradigm: A Theory of Evil</i> . Oxford UP, 2005.
eBook	Gaither, Milton. <i>Homeschool: An American History</i> . Palgrave Macmillan, 2017. <i>SpringerLink</i> , doi-org.pitt.idm.oclc.org/10.1057/978-1-349-95056-0.
An article in a print journal	Doggart, Julia. "Minding the Gap: Realizing Our Ideal Community Writing Assistance Program." <i>The Community Literacy Journal</i> , vol. 2, no. 1, 2007, pp. 71-80.
An article in an electronic journal	Sherrard-Johnson, Cherene. "A Plea for Color": Nella Larsen's Iconography of the Mulatta." <i>American Literature</i> , vol. 76, no. 4, 2004, pp. 833-869, doi: 10.1215/00029831-76-4-833.

Examples of MLA citations for books and articles can be found on the [MLA website](#) and also on the Library Guide.

Here are different parts of a journal article citation, without italics and out of order. Please place them in the correct "formation." *(required)*

+ "Fierce, Fabulous, and In/Famous: Beyoncé as Black Diva."

+ Popular Music & Society,

+ 2019,

+ doi: 10.1080/03007766.2019.1555888.

+ vol. 42,

+ EBSCOhost,

+ no. 1,

+ pp. 6-21.

+ Kooljman, Jaap.

Pitt-Greensburg Understanding Citations

What is a Citation and Why Should You Use Them?

Please read the information on this page, click the checkbox, and advance to the next slide.

Yes, I read the information about citations.

Next Slide

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 looked down upon 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

Fall 2020 Feedback: *Survey Says...*

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)."

Course & Subject Guides

ULS / LibGuides / Bradford / Freshman Seminar Toolkit - Bradford / Freshman Seminar Overview

Freshman Seminar Toolkit -

This guide will provide resources for Freshman Seminar

Freshman Seminar Overview

Common Reader Program

Common Reader 2020: The Nickel Boys

Hate Has No Home Here Program

Freshman

Freshman Seminar students as they explore opportunities, and scholarly inquiry



Account



Dashboard



Courses



Calendar



Inbox



History



Help

Home

Pages

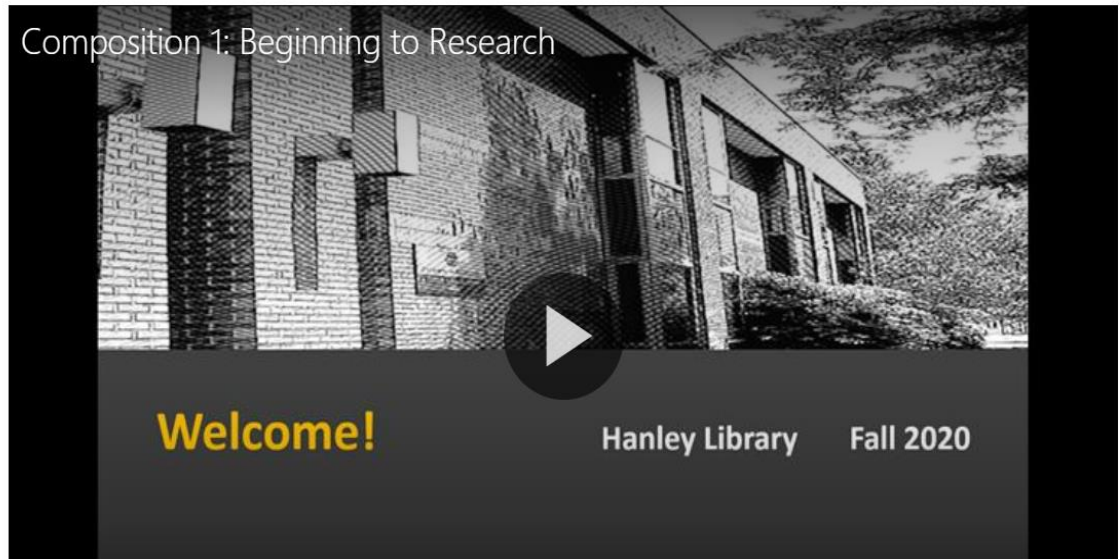
Modules

LibGuides

Quizzes

Composition 1 Video

Composition 1: Beginning to Research



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

- Berg, C. (2018). No assignment? Just flip it: The flipped classroom in first-year library instruction. *College & Undergraduate Libraries*, 25(4), 372-387. <https://doi.org/10.1080/10691316.2018.1539366>
- Crone, E. (2017). *The adolescent brain: Changes in learning, decision-making and social relations*. Routledge. <https://doi.org/10.4324/9781315720012>
- Goates, M., Nelson, G., & Frost, M. (2017). Search strategy development in a flipped library classroom: A student-focused assessment. *College & Research Libraries*, 78(3), 382. <https://doi.org/10.5860/crl.78.3.382>
- Knowles, M., Holton, E., & Swanson, R. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Elsevier.

**Questions?
Contact Us!**

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Please remember to submit your
evaluation on Guidebook!

<http://guidebook.com/guide/180666>



#FYE21

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