Online Tutorials for Flipped Instruction: One Library’s Approach

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Welcome to the Developing a Research Question Tutorial for Composition 2!

As you go through this tutorial, please read the lesson carefully and seriously answer the questions. If you need to return to a previous page, click the "Back" button in the tutorial. Using your browser’s back button may result in the loss of your previously completed answers. You should complete the tutorial in one sitting. You will be able to email your responses to yourself to give to your instructor as proof of completing this tutorial.

By the end of this tutorial, you should be able to:

- recognize the benefit of using research questions to support a specific, arguable thesis;
- develop a research question from a broad topic to a focused question;
- recognize that you are often entering into an ongoing scholarly conversation and not a finished conversation;
- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.

Ready to start? Let’s begin!
A little background info.

- LI Statistics for Composition 1 & 2
  - AY16: 35 sessions (5 librarians)
  - AY17: 83 sessions (5 librarians)
  - AY18: 78 sessions (3 librarians)
  - AY19: 58 sessions (3 librarians)

- Scaffolded lesson plans for Composition and Public Speaking
What is flipped instruction/learning?
Why we did it:

- To address the Higher Education Data Sharing Consortium (HEDS) Research Practices Survey results
- To better ensure that our instruction provides the same information to all students
- To maximize in-class student learning
- To better meet the needs of faculty
- To lighten the workload of the librarians ;-)
How we did it:

revised lesson plans

● Composition 1
  ○ Photo Safari (removed)
  ○ Evaluating Information (frmly Comp 2)
  ○ Constructing Keyword Searches (frmly Comp 2)

● Composition 2
  ○ Developing a Research Question (reintroduced)
  ○ Understanding Citations (added)
  ○ Research Workshop (kept)
The CRAAP Test

Evaluating Information - Applying The CRAAP Test

When you search for information, you're going to find lots of it... but is it good information? You will have to determine that for yourself, and The CRAAP Test can help. The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Evaluation Criteria

Currency: The timeliness of the information.
- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- For the Internet, are the links functional?

Relevance: The importance of the information for your needs.
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e., not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
How we did it:

existing *CRAAP Test* tutorial

- Created as a Qualtrics Survey
- Revision needed
  - Liked LibWizard features
- Challenges:
  - iFrame incompatibility
    - Finding appropriate examples that worked
  - LibWizard’s preference for HTTPS vs. HTTP sites
- Solution:
  - Revised Qualtrics survey and added new content
How we did it:

revised *Evaluating Information* tutorial
How we did it:

Three new tutorials

- Constructing Keyword Searches; Understanding Citations; Developing a Research Question
- Created using LibWizard
A multiple line input area. For a single input line, use Text Input instead.

Display Properties  Answer Properties  Advanced Customization

Possible Answers
narrow, limits, contains all words, contains all phrases

Require correct answer to continue? (Y)
Partial Answer Match counted as correct? (Y)
Match All? (Y)

Display correct/wrong messages? (Y)
If correct (Y)
Correct AND narrows your search results by limiting your results to sources that contain all of your search words or phrases.

If wrong (Y)
AND narrows your search results by limiting your results to sources that contain all of your search words or phrases.

Save  Close
How we did it:

Understanding Citations tutorial
How we did it:

Distribution of the tutorials

- Links emailed to faculty in advance of library session
- Response reports
  - Reviewed students’ responses prior to class to focus in-class review
- Challenges:
  - Less than 100% completion rates
    - Faculty not requiring completion or assigning any credit
  - Students not viewing the tutorials thoroughly miss important content
  - More in-class lecture than desired
What we’ve learned

Assessment

- Student Performance
  - Test What You Learned answers
  - In-class activities
- Student Feedback
  - Library Instruction Evaluation Form
- Faculty Feedback
  - Library Qualtrics Survey
  - Composition Coordinator’s Survey
  - Meeting with Composition Coordinator and Division Chair
- Instructional Designer Feedback
What’s next?

- Review tutorials
  - Shorten length, if possible
  - Evaluate the wording of our questions
- Evaluate our in-class instruction
- Continued outreach efforts to increase faculty buy-in


Any Questions?

Comments?
Constructive Criticism?

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