Studying Student Learning Through the Flipped Classroom Approach

UNIVERSITY OF CALGARY

Presented by:
Zahra Premji, MLIS, PhD
Business Liaison Librarian

Justine Wheeler, MLIS, PhD Candidate
Head, Business Library

Contributors:
Norm Althouse, MBA
Senior Instructor

Peggy Hedges, PhD
Teaching Professor

May 23, 2017

- The Challenge

- The Approach

- The Implementation

- The Findings

- ~ 600 new BComm students
- Mandatory first year class
- Research intensive project
- One library instruction class

How best to introduce students to business information literacy?

- Environmental scan
- Multi-dimensional
- Critical thinking
- Business writing
- Team work

12 bullets points

1. Company history and overview including industry

2. How does the government have a specific impact on the company

3. How have changes in social trends and demographic changes impacted the company

7. Discuss the key elements of the company's corporate culture

- In-class PowerPoint presentation

- One-on-one consultation

- Reference desk

- Libguide

- Feedback through evaluation forms

UNIVERSITY OF CALGARY

Library

UNIVERSITY OF CALGARY

HOME | RESEARCH | SERVICES ▾ | HOURS & LOCATIONS ▾ | ABOUT US ▾ | GET HELP 💬

University of Calgary / LibGuides / BUSN - SGMA 217 / Bullet Points

BUSN - SGMA 217

Class tutorial and helpful resources for SGMA 217

Search this Guide | Search

|	
Home	**Bullet points**
Bullet Points	
Company	
Industry	**Look for the bullet point you are researching and you will find helpful tips and resources relevant to each point.**
News	
Journal articles	**1. Company history and overview including industry**
Investment analysis	
Demographic/Social	
Citing ⧉	
Contact	
Discussion Board	

To meet the requirements of this project you will need to have a full understanding of the company you are researching as well as the industry in which it operates

How would you determine the industry in which your company is involved (e.g. the company Westjet is part of the Airlines industry)

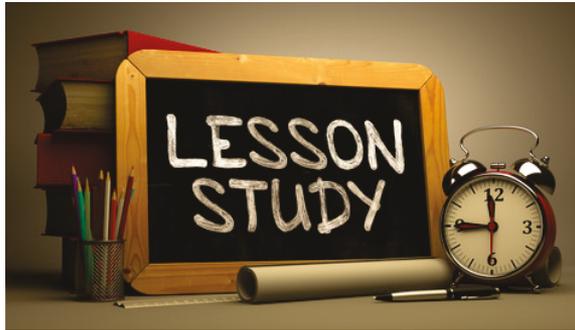Sources for company history and overview:

- Company annual report (Canadian companies - SEDAR) or 10-K report (United States companies - EDGAR)
- Canadian companies - FP Advisor database
- Company profiles in Business Source Complete database

Sources for industry information
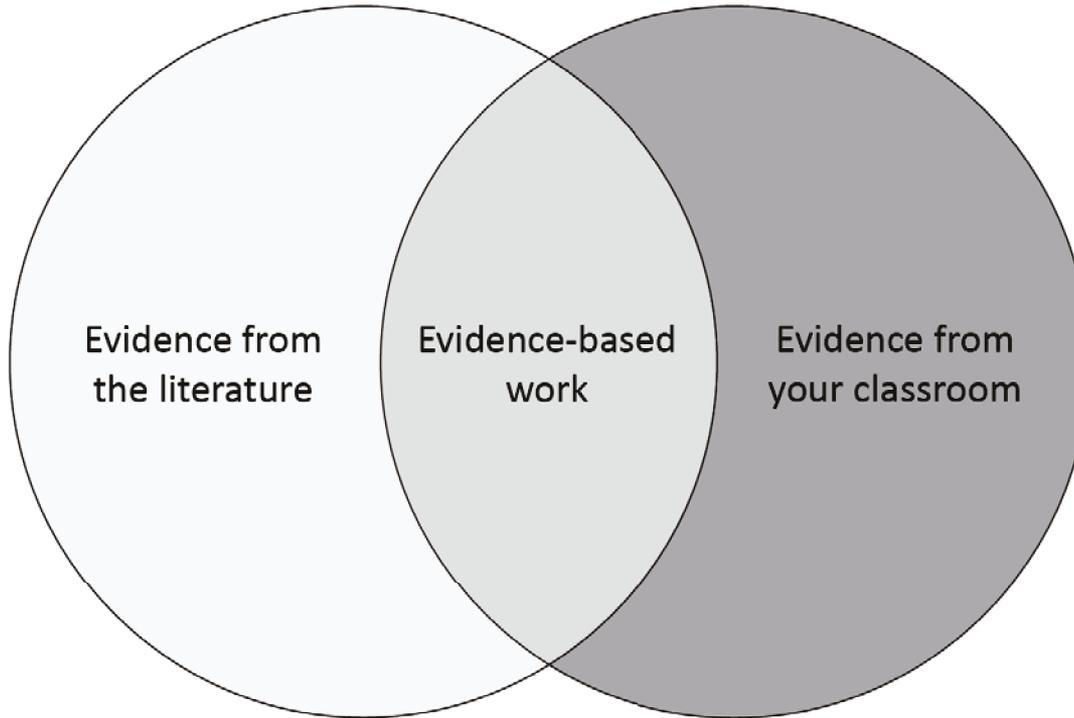
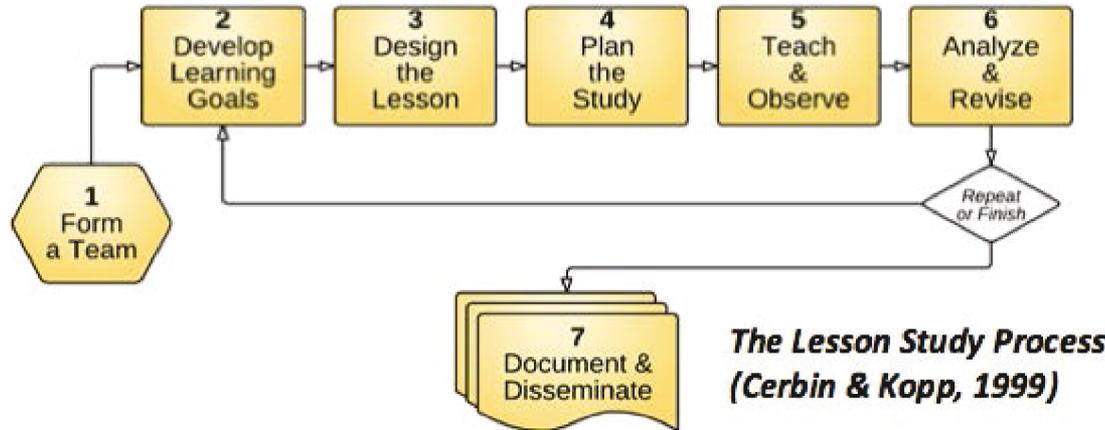**FLIPPED CLASSROOM** + **LESSON STUDY** = **ASSESSMENT OF LEARNING**

A flipped classroom, or inverted lecture technique, is defined as a teaching method that delivers lecture content online prior to class time. Class time is then used to integrate learning into practical application activities (Arnold-Garza, 2014).

Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy*, *8*(1), 7-22. Retrieved from http://www.comminfolit.org/index.php?journal=cil

■ Explain and cite

The Lesson Study Process (Cerbin & Kopp, 1999)

Cerbin &Kopp (1999). The Lesson Study Process as cited in Grant Streams. University of Calgary (2017). http://ucalgary.ca/taylorinstitute/awards-grants/teaching-grants/grant-streams

- Collaborators: Director of T&L, Instructors and Librarians meet repeatedly
    - Design Lesson Study protocol
    - Create learning opportunities
    - Review activities
    - All with the goal of making learning visible

- 5 modules
- Videos included animations (using Powtoon)
- Multiple-choice quizzes after each module
- Embedded in D2L

Online Modules
1. The information environment
2. Formulating a research plan
3. Where to find the information
4. Knowledge synthesis
5. Citing

The Implementation: Active Learning

- 75-minute class
- 3 activities
- Working in their groups
- Using their assigned companies
- Based on bullet points from their assignment

Workshop activities
1. Recapping the modules
2. Brainstorming your research plan
3. Finding the information

Points of visibility

- Statistics from modules
- The activity sheets
- In-class informal presentations
- Feedback form after in-class library instruction
- Observational study
- Feedback form submitted when students handed in the project

And finally,

A whole Lot of Data… but some data more rich than other data

Structural

1. Students attempted to access the online modules during activity 1

2. Distracted by technology

3. Needed more explicit instruction

Conceptual

Acculturation to university (terminology)

Understanding the business environment

Connecting academic integrity to citing

Structural

Allow access to online modules during the workshop

Change classroom to one that allows broadcasting technology.

Lead students through the first step of activity 3 so that they know how to start the activity

Conceptual

Focus on a question with accessible terminology
Link terms in libguides to dictionary definitions

Remove concept mapping from activity 2.

Activity 2 becomes focused on business information creators and formats.

Change modules to focus on business information producers and creators.

Remove citing from activities.

- Re-do modules

- Extract more data modules (ethical considerations)

- Work on next grant to scaffold information literacy into higher year students.

Thank you

Zahra Premji
zahra.premji@ucalgary.ca

Justine Wheeler
justine.wheeler@haskayne.ucalgary.ca