Flipped versus traditional classroom information literacy sessions: Student perceptions and cognitions

Paper presented at Creating Knowledge VIII, Reykjavík, June 2016
Defining the flipped classroom

IN THE CLASSROOM:
Teacher-centered, "information transmission" teaching

OUTSIDE OF THE CLASSROOM:
Student centered learning activities

What happens in the traditional model:
Not a lot

What happens in the flipped model:
flip
What I want to know:

Is the flipped classroom model a viable option for IL teaching?
Sample and design

Clinical track
- BA/MA-track

Traditional Classroom
- Total N = 65
  - Psy-1508 (n=43)
  - Psy-2002 (n=22)

Fall, 2014
Spring, 2015
Fall, 2015
Spring, 2016

Total N = 65
Traditional Classroom Treatment

Prior to session

5 min. intro

Classroom session (3 x 45 mins.)

Ca. 60 mins.
live lecturing + live demos

Ca. 75 mins.
student activity + plenary discussion
Sample and design

Traditional Classroom

- Total N = 65
  - Psy-1508 (n=43)
  - Psy-2002 (n=22)

Flipped Classroom

- Total N = 78
  - Psy-1508 (n=46)
  - Psy-2002 (n=32)

Clinical track

BA/MA-track

Fall, 2014 | Spring, 2015 | Fall, 2015 | Spring, 2016
Traditional Classroom Treatment

Prior to session
- 5 min. intro

Classroom session (3 x 45 mins.)
- Ca. 60 mins. live lecturing + live demos
- Ca. 75 mins. student activity + plenary discussions

Flipped Classroom Treatment

Prior to session
- 15 min. intro
- 25 min. video lecturing + video demos

Classroom session (3 x 45 mins.)
- 15 min. Q & A
- Ca. 120 mins. student activity + plenary discussions
Average student ratings

<table>
<thead>
<tr>
<th>Method</th>
<th>Usefulness</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>3.95</td>
<td>3.89</td>
</tr>
<tr>
<td>Flipped</td>
<td>3.92</td>
<td>3.79</td>
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What are students thinking?
"Talkativeness"

Percentage of students making a comment:
- Traditional: 72.3%
- Flipped: 78.2%

Average word count per comment:
- Traditional: 12.5
- Flipped: 17.9
Thoughts about learning

Traditional thoughts:
"The lecturer was good at conveying [formidle] information and I learned a lot that was new to me. Very good! :)

"...and I was given all the info I needed and this info was presented in a good way."

Flipped thoughts:
"...session was very instructive [lærerik]! Good to get answers to the questions I had from watching the videos, and also to try things for ourselves. :)

"Learnt quite a lot. It was clever to give us the opportunity to prepare beforehand, so that we could work independently during class and get lots of help. =)"
Thoughts about presentation ("formidling")

Traditional thoughts:
"Good and useful information, but at times the pace was too fast."

"Should have gone over things slower where there was a lot of information."

"Maybe not talk so much around what we should do, but rather get straight to it. Then it will be easier to pay attention."

Flipped thoughts:
"Teacher was good at circulating and helping everyone. Could have spent more time on complex searches."

"I thought all in all it was a good session, where we had time both to ask about things individually, work on our own, and had good explanations in plenary."

Percentage of comments that were about presentation:
- Traditional: 27.7%
- Flipped: 14.8%
Thoughts about searching

Traditional thoughts:
"...good stuff. (...) As long as you upload the recipe [oppskrift] for the different searches, this will be top notch."

"More excercises and practicing searches would have been nice. Things stick [setter seg] better when you can practice them for your self."

Flipped thoughts:
"...I’ve made some great notes (...) that I will definitely use in future searches."

"Good that we got to search on our own topic, I was itching to try once I realised how to use PsycINFO."

"A bit more detail on field codes and symbols like * and adj would be good,..."
What are students thinking about?

Traditional group:
• The information provided.
• How information was provided.
• Time (not enough).

Flipped group:
• What I [the student] did and can do.
• The teaching method.
• The session content and objectives.
Herbert Simon (1916 – 2001)

«Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.»

Thank you...

...for your attention.

Thanks to Kristine Farstad for processing student comments.