Taking Active Learning to the Next Level: Increasing Student Engagement by Blending Face-to-Face Instruction and Digital Learning Objects

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THANK YOU WILLIAM H. HANNON LIBRARY RESEARCH INCENTIVE GRANT
PART ONE
On the road to developing hybrid instruction
INSTRUCTIONAL CHALLENGE

1273 First Year Students

72 One-Shots

6 Librarians

2 Course Assignments

Annotated Bibliography & Research Journal

Students need to find the appropriate sources

Students need to critically evaluate sources
THE HYBRID APPROACH BLENDS...

Face-to-Face Instruction

Computer-Mediated Instruction
BLENDING INSTRUCTION

HOMEWORK

IN-CLASS

Research Strategies Tutorial

Discussion

Active Learning
PART TWO

Increasing student engagement with gamification
IS IT ACTIVE?

ACTIVE LEARNING

EXPERIENCES

Doing
Observing

REFLECTION

On what one is learning and how one is learning
Alone & with others

RECEIVING INFORMATION AND IDEAS

PASSIVE LEARNING

EVALUATING SOURCES WORKSHEET

- Students were paired up and given a source to evaluate
- Using the worksheet the student pairs answered questions about the source they were given
- Discussion with the librarian after completing the worksheet

<table>
<thead>
<tr>
<th>Rhetorical Arts: Source Matrix Exercise</th>
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<tbody>
<tr>
<td><strong>Type of Source</strong> (scholarly, popular, or trade?)</td>
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<td></td>
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<tr>
<td><strong>Primary, Secondary or Tertiary?</strong></td>
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<tr>
<td>Authority of Author</td>
</tr>
<tr>
<td><strong>Rationale/Motive for Writing/Bias</strong></td>
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</tbody>
</table>
| Position on Main Idea A Cite evidence that supports or disputes this statement: “Fracking increases water pollution.” | • safe since 1940’s  
• natural gas = environmentally responsible  
Natural gas = cleaner-burning energy source |
| Position on Main Idea B Cite evidence that supports or disputes this statement: “Fracking is responsible for safer and cleaner energy.” | • Exxon supports public disclosure of fracking chemicals |


FORMATIVE ASSESSMENT

- Librarian Peer Observation
- Low completion rates for the worksheet

“Lack of Student Engagement”
Students were paired up and given a source to evaluate.

Using the resources in the course LibGuide and hints in the RADAR Game the student pairs answered questions about the source they were given.

Discussion with the librarian after completing the RADAR Game.
GAMIFICATION

- Incorporating Friendly Competition (points)
- Motivational Feedback (stars)
- Measure Progress (showing star count)
- Reward effort (getting the answer right on the first try earns more points)

Does your team have the most precise RADAR in the class? We are about to find out!
GAMIFICATION

- Incorporating Friendly Competition (points)
- Motivational Feedback (stars)
- Measure Progress (showing star count)
- Reward effort (getting the answer right on the first try earns more points)

Team A Earned 950 Points!

Bonus Points = 75

--- EXIT ---
GAMIFICATION

- Incorporating Friendly Competition (points)
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Gamification

- Incorporating Friendly Competition (points)
- Motivational Feedback (stars)
- Measure Progress (showing star count)
- Reward effort (getting the answer right on the first try earns more points)

Earn a Diamond Star if you answer the question correctly on the first try. Diamond Stars are each worth 100 points.

Earn a Gold Star if you answer the question correctly on the second try. Gold Stars are each worth 50 points.

Earn a Silver Star if you answer the question correctly on the third try. Silver Stars are each worth 25 points.
PART THREE
Student & Librarian Survey Results
Did you play the RADAR Game during your library visit?

- Yes
- No
- I don't remember

The RADAR Game helped me evaluate sources.

- Agree
- Neutral
- Disagree
- Strongly Agree
- Strongly Disagree
What did you like about the RADAR Game?

WHAT THE STUDENTS SAID

"It made learning how to evaluate sources fun!"

"It gave you practical experience to test your knowledge about evaluating sources. It was hands on and showed you how much you really know and understand what you are doing."

"It was fun and actually extremely informative."

"It made it fun to play with a partner and I’m competitive; the stars helped me to actually try."

"I liked winning and getting the different stars."

"It was a fun and interactive way to understand/determine and become familiar with the various types of sources."
RATING THE RADAR GAME

- Strongly Agree: The RADAR Game increased student engagement.
- Agree: The RADAR Game increased student participation during the class discussion.
- Strongly Agree: The RADAR Game increased the quality of class discussions.

100% of librarians surveyed "Strongly Agreed"

The RADAR Game increased student motivation.
Radar Game
Librarian Survey Results

What was the most useful thing that resulted from incorporating the Radar Game into your library instruction session(s)?

"Participation was definitely better and more enthusiastic. Also, the 'cool' aspect. Students were impressed that the library was able to create this game just for them."

"The discussion that occurred after the exercise was greatly improved. Students were really clear on what they didn't get right in the game and they asked more direct questions about what confused them."

"Students do their own work and don't sit there and do nothing at all, which happens with handout exercises."

"It made the class go faster and captured the attention of the students. By doing the game first, they seemed more attentive in the second half of class, which involved the database demo."
ADDITIONAL MATERIALS

ONLINE LEARNING OBJECTS
- RADAR GAME
- RESEARCH STRATEGIES

FLIPPED CLASSROOMS
- ASSESSING GAMES-BASED LEARNING IN INSTRUCTION
- THE FLIPPED CLASSROOM FOR LIBRARY INSTRUCTION
- KEEPING UP WITH FLIPPED CLASSROOMS: AMERICAN LIBRARY ASSOCIATION
- KEEPING UP WITH... GAMIFICATION: AMERICAN LIBRARY ASSOCIATION

ONLINE RESOURCES
- PRIMO
- MERLOT
- ACTIVE LEARNING LIBGUIDE
- TUTORIAL DESIGN RECOMMENDATIONS
- ARTICULATE TECH SPECIFICATIONS