Taking Active Learning to the Next Level:

Increasing Student Engagement by Blending Face-to-Face Instruction and Digital Learning Objects

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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 ▶ Research Strategies Tutorial

IN-CLASS ▶ 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

Diagram reproduced from : Fink, L. Dee. Creating Significant Learning Experiences. 2003.

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

Rhetorical Arts: Source Matrix Exercise

	Example	Source 1
Type of Source (scholarly, popular, or trade?)	Opinion Piece in a book. Publisher is leader in high school publishing market.	
Primary, Secondary or Tertiary?	Secondary	
Authority of Author	ExxonMobil	
Rationale/Motive for Writing/Bias	Bias towards the gas industry (author has a vested interest)	
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**	• Exxon supports public disclosure of fracking chemicals	

FORMATIVE ASSESSMENT

- Librarian Peer Observation
- Low completion rates for the worksheet

"Lack of Student Engagement"

RADAR Game

- 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)

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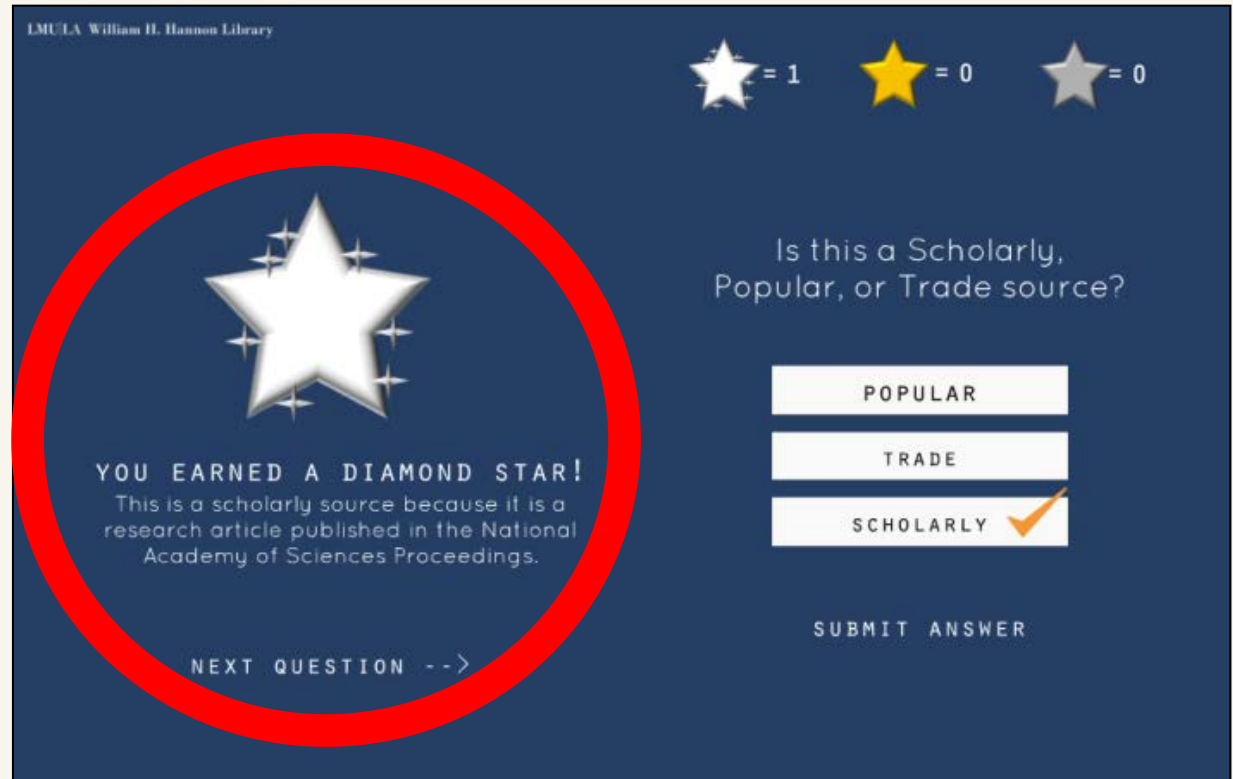- Reward effort (getting the answer right on the first try earns more points)

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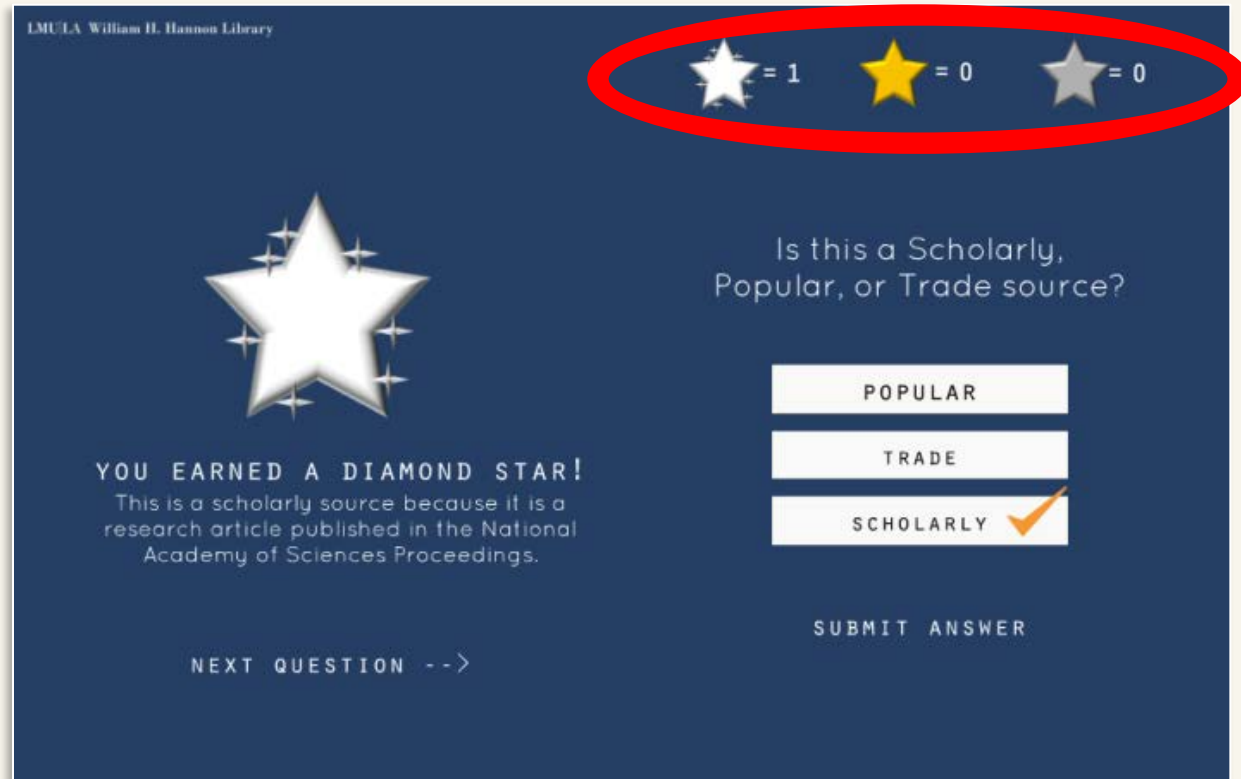- **Reward effort (getting the answer right on the first try earns more points)**

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.
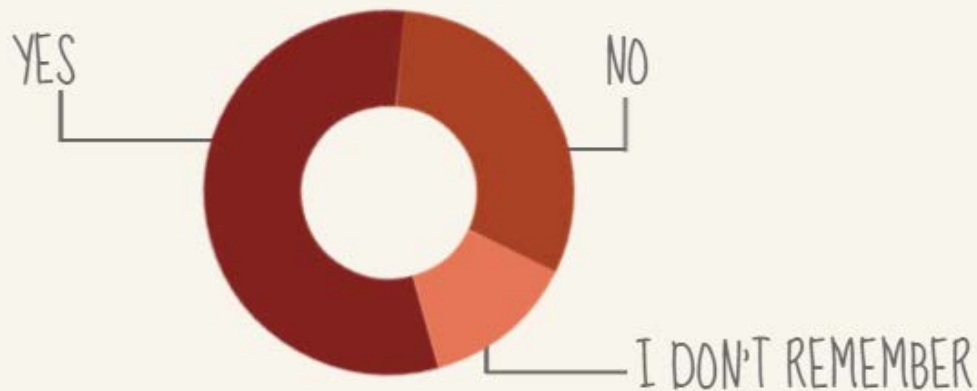
PART THREE

Student & Librarian Survey Results
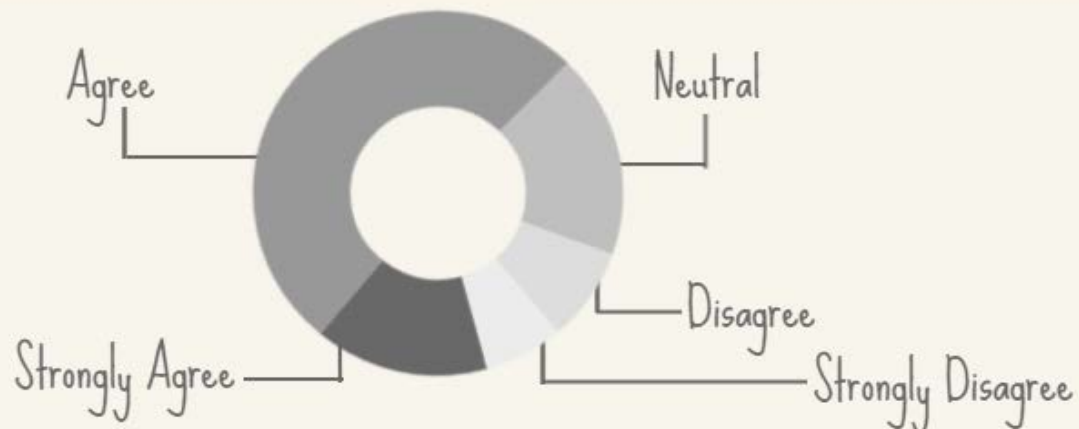
RADAR GAME
STUDENT SURVEY RESULTS

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

Strongly Agree

Disagree

Strongly Disagree

RADAR GAME
STUDENT SURVEY RESULTS

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."

32
Total Responses

RADAR GAME

RATING THE RADAR GAME

Stongly Agree   Agree

The RADAR Game increased
student engagement.

Stongly Agree   Agree

Neutral

The RADAR Game increased student
participation during the class discussion.

Stongly Agree   Agree

Neutral
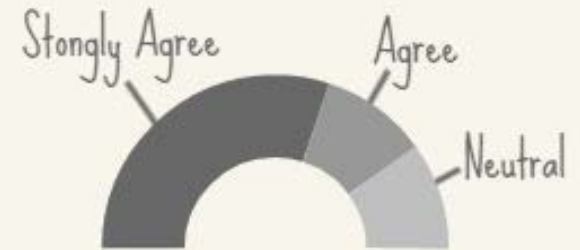
The RADAR Game increased the
quality of class discussions.

100%
of librarians surveyed "Strongly Agreed"

The RADAR Game
increased student motivation.

RADAR GAME

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. Student 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

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