Blended learning: using a flipped classroom in information literacy teaching

Libraries & Collections
King’s College London
Libraries & Collections

- 31,000+ students
- 59% undergraduate
- 41% postgraduate
- 25% International & 14% EU
- Health and Arts & Sciences
- Across 5 campuses
- NHS
Libraries & Collections

- Renewed focus on:
  - Education
  - Research
  - Service
  - International
  - London

- 2029 Strategic Vision

- Library Evolution
Blended or flipped?

- Blended Learning as:
  - face-to-face learning + online learning

- Flipped Classroom as:
  - Content delivered ahead of class
  - Class time used for checking learning, working through issues, discussion
Poll everywhere activity

Pollev.com/tome
Areas to address

Students
- Large cohorts
- Distance learners
- Students on placement or abroad

Academic engagement
- Timely interventions
- Relevant interventions
- Last year’s interventions
Welcome to KLaSS
King’s Learning and Skills Service

KLaSS (King’s Learning and Skills Service) is co-ordinated by Library Services with input from other areas of the university and offers a range of free activities so you can succeed in your studies or research.

Getting started with your studies
- Find the books and articles in your Reading Lists

Finding and evaluating information
- Navigate the information ecosystem

Referencing and avoiding plagiarism
- Identify practices that can lead to plagiarism

Enhancing your studies and research with IT
- Explore the hundreds of online courses available to students at King’s
How does KLaSS help us flip our classroom?

- Provides structured, non-linear introduction to Finks’ “Foundational Material”
- It’s interactive, and quizzes provide targeted feedback
- Progress is explicit and trackable
- We divided exercises into Pathways
- All of which help us to partner with academics
Partnering with academics

What do you need?

What can you offer?
Partnering with academics

We wanted to:
• Challenge ‘just repeat what you did last year'
• Tailor and contextualise our teaching
• Invite the academics to participate where possible

We did this by:
• Making the academic's request the start of a conversation
• Bringing a structured but flexible approach
• Speaking a shared language around pedagogy
Padlet activity


Work with the person next to you on the Padlet:

• We’ve listed some of the barriers we’ve faced.
• **Vote up** any you think you’ve also seen
• Are barriers missing? **Add them**!
• Can you think of any **solutions**?
Padlet in action

What did you learn that you didn't know before?
- That this database existed (7)
- How to access the database (2)

What can you do now that you couldn't do before?
- Navigate the database (1)

Did anything confuse or puzzle you, or not work when you tried it?
- How to filter a search (1)

Any questions?
- How can I access the database (2)
- Why use the King's database over Google Scholar? (2)
- What to do if the database cannot access through King's? (1)
- What are the best ways to find literature and sources? What are the best sites? (3)
How to search for Health topics: Introduction

The exercises below are an introduction to literature searching using health databases. It is recommended that they are completed in order, although this isn’t compulsory. The e-learning lessons are between 3 and 5 minutes and you can then check your knowledge and put it into practice.

*Each lesson will open in a new window. Once you have completed the lesson, close the window to return to this screen.*

- **Lesson 1: Places to look for information**

Put it into practice:
1) Follow the link from the databases tab of the Library Guide to PubMed.
2) Try a search for caffeine and pharmacology.
3) Limit your article type to Review
4) Can you get to the full text (whole article not just the abstract) of a review article on your topic?

- **Lesson 2: Planning a literature search**
- **Literature searching template [Word file will download]**

Put it into practice:
1) 5 minute brainstorming exercise. Try using the literature search template to think about alternative search terms for your project title.
2) Make sure you save this as we will be using it in the face-to-face session on 27/2.

- **Lesson 3: Keyword searching**
Embedded e-learning

• 35 modules have KLaSS embedded
• Teaching tool for GTA led seminars
• Mix of module specific or programme level
• Some academics time-tabled e-learning
What we did in the classroom?

• Discussion around common problems and time allocated to resolve these
  • Not spending time on foundational knowledge
• More group work and peer feedback
• Activities tied to assessment
• Application of knowledge from e-learning
• Helping to build a community of practice
"It was a brilliant resource and I learnt loads, I wish I had done something similar years ago"
Nursing PGT student

When were you most engaged? "when it was directly linked to what our next assignment is about”
"When set on my own tasks and contributing with others on Padlet"

"In their reflective essays students were able to select much more appropriate primary references"
MSc Immunology Course Director
Lessons learnt

• Timetable the e-learning (and make sure it's done!)
• Embedded quizzes worked well
• Reduced need for number of face-to-face sessions if e-learning was completed
• Issues with access to/awareness of Moodle
• Timing – check and check again
Plans for the future

• Same model in 2019-20
• Extend reach/embed more
• Flipped sign-up searching for systematic reviews session
• Better tracking of student progress through the VLE
• Increased focus on this kind of work for Library & Collections as a result of impact
Questions?

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