DELIVERY OF MUSIC RESEARCH METHODS THROUGH A FLIPPED CLASSROOM LENS: ENHANCING LIBRARY INSTRUCTION IN A DIGITAL LEARNING ENVIRONMENT

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OUTLINE

• Definitions + Key Concepts
• Case study: Music Research Methods Class
• Creating video lectures
• Assessment
• Active learning elements
• Findings
• Conclusions
“The flipped classroom is a teaching model that inverts the traditional lecture-plus-homework formula.”

Arnold-Garza, S. “The flipped classroom.”
“In a flipped classroom much of the instruction takes place outside of class time...actual class time consists of active learning activities in which students practice and develop what they’ve learned.”

Datig and Ruswick. “Four quick flips”
KEY ELEMENTS OF FLIPPED TEACHING

1. Opportunity for students to gain first exposure prior to class
2. Incentive for students to prepare for class
3. Mechanism to assess student understanding
4. In-class activities that focus on higher level cognitive activities

Brame, Cynthia. “Flipping the Classroom.” Vanderbilt University Center for Teaching.
Bloom’s Revised Taxonomy

Anderson, L.W., & Krathwohl. (2001) *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*
BEFORE CLASS | DURING CLASS

Remember – Understand – Apply – Analyze – Evaluate – Create
BENEFITS

Presenting lecture content before class allows students to:

• Learn at their own pace
• Review content when needed
• Absorb content in small pieces as appropriate
• View in a neutral environment at a time that is convenient for the student

Implementing quick assessments during class allows the instructor to

• Review material
• Quickly determine levels of student learning, who understands the concepts and who is still struggling
• Alter classroom activities accordingly
CHALLENGES

- Flipping the classroom is more time-consuming for the instructor
- Students may be reluctant to join in at first
- Dependant on technology
- Some still prefer traditional lecture-based style of instruction
MUS 180: MUSIC RESEARCH METHODS

• Required for all music undergraduate students
• 0 credits, 7 hours of instruction, 7 classes
• Pass/Fail:
  • Assessment (25%)
  • Participation (25%)
  • Final assignment (50%)
IMPLEMENTING THE FLIPPED CLASSROOM

- Week one: address expectations
- CMS: Blackboard modules
- Introduced ‘homework’ in advance online
- Assessment (online or in class) to test knowledge
- Hands-on activity to reinforce and apply learning
- Pre- and post-test
Week Four

Learning Objectives

Finding, evaluating and using recordings, liner notes, and video.

Required Viewing

Supplementary Reading

Bellman: “Recording Liner Notes” p. 100 – 2


Handouts


Ppt slides used in class: Recordings & Liner Notes
CREATING ‘HOMEWORK’ VIDEOS

1. Script + PowerPoint
2. Camtasia screen capture
3. Upload to YouTube
4. Create YouTube annotations
Reference Materials
Music Dictionaries & Encyclopaedias

MUSIC LIBRARY RESEARCH METHODS

YOUTUBE PLAYLIST
TIPS FOR CREATING VIDEO TUTORIALS

• Leave lots of time to plan and write the script
• Invest in a good microphone
• It doesn’t have to be perfect
• Record in sections
• Quick transitions
• Include a table of contents and timings so users can look ahead
• Try incorporating interactive elements
Table of Contents

- Books:
  - Bibliographies
  - Biography
  - Primary Sources
  - Translations & Texts
- Theses & Dissertations
- Journal Articles

Previous Video: Sound Recordings & Liner Notes

Music Library Research Methods Complete Playlist

Library Research Methods
by Carolyn Doi • 5/5 videos

1. Music Dictionaries
   Carolyn Doi
2. Music Scores: Formats and Editions
   Carolyn Doi
3. Music Scores: Searching
   Carolyn Doi
4. Music Recordings
   Carolyn Doi
5. Written Sources
   Carolyn Doi

YOUTUBE: INTERACTIVE ELEMENTS
Written Sources: Books, Theses, Dissertations, and Journal Articles

MUSIC LIBRARY RESEARCH METHODS
Written Sources: Books, Theses, Dissertations, and Journal Articles

MUSIC LIBRARY RESEARCH METHODS
“Flipped classroom teachers almost universally agree that it’s not the instructional videos on their own, but how they are integrated into an overall approach, that makes the difference” (pg. 82).

ASSESSMENT

- Each class included assessment and discussion activities
- Graded for participation only
- Incorporating assessment means students are more likely to complete the pre-class homework
ACTIVE LEARNING ELEMENTS

• Incorporate a practical application of the content

• Some examples:
  • Comparison of liner note writing samples
  • Tracking down a piece in the complete works using Grove
  • Research guide show and tell
ASSESSMENT

• Pre- and post-test to assess understanding of key concepts and comfort with the teaching methodology
• Peer-review of teaching
• Informal feedback
Comfort Level with Music Library Research

Response Average

- Pre Test: 3.94
- Post Test: 5.17
Most effective delivery method for facilitating understanding of course content - perceived

<table>
<thead>
<tr>
<th>Method</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>13.33%</td>
<td>20%</td>
</tr>
<tr>
<td>Hands-on activity</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>26.67%</td>
<td>40%</td>
</tr>
<tr>
<td>Pre-class reading/video</td>
<td>20%</td>
<td>10%</td>
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CONCLUSIONS

The flipped classroom is:

• An engaging, immersive approach to library instruction.
• More inclusive for a variety of learning styles.
• Means the instructor will need to let go of some control.
• More time consuming, but more rewarding.


Rivero, V. (2013). "Flipping out: A new model to reach all students all ways.” *Internet@Schools,* 20(1), 14-16.


