Objectives

* Why database instruction?
* Why flipped instruction?
* How to run a Smackdown game?

Databases – WHY?

- high quality, continually updated material
- can’t get this stuff on Google
- avoids commercial/political influence prominent on free web
- professionally identified and organized content
- aligned to CCSS
- fits teachers’ (and students’) needs for content...
- could become central content to a course, replacing static textbooks
- RDI - cost analysis - cost/search, cost/student;
- pushes library materials deeper into the central spotlight (i.e., admin, like to call library “the hub”; integration and wider usage of databases helps to further establish/define what the “hub” looks like in an increasingly digital environment)
- makes library available 24/7 anytime/anywhere

Resources

- GVRL
- Ferguson’s Career Guidance Center
- Historical Newspapers
- U.S. History in Context
- World News Digest

Research tells us...

- Project Information Literacy (PIL) 2013 – Freshmen Study (A. Head)
Reasons why...

Learners:
● Limit themselves...on purpose!
● Lack patience for more complex information needs (prefer quick answers)
● Underestimate the information landscape
● Try to make Google fit all of their needs
● Use skills from high school and seldom make changes
● Overestimate their info fluency skills
● Struggle with keywords and search strategies
● Have not developed research routines
● Struggle to understand research assignments and "process of intellectual discovery" (Head & Eisenberg, 2010, p. 36)
● Worry about navigating a college library

Reasons why...

● Wide assortment of nonfiction options at appropriate levels
● Primary sources
● Text sets
● Mentor texts to improve writing
● Examples of text structure and text types

What’s In It For Me as the teacher?

Reasons...

DATABASES

COLLEGE

HIGH SCHOOL

TIME

19

SHORT

1

http://tinyurl.com/togvedatabase
Resources
Not just for School...

And...
it’s not just the stuff we pay for...

Change of approach...
SEARCH APPS

Empowering Learners

Inquire, think critically, and gain knowledge

Draw conclusions, make informed decisions, apply knowledge to situations, and create new knowledge

Share knowledge and participate ethically and productively as members of our democratic society

Pursue personal and aesthetic growth

FLIPPED Instruction
Engagement!
### Flipped Instruction

- Point of need / just-in-time learning
- Engagement
- Mastery (pause/rewind/re-read)
- Remediation option
- Transparency to practice
- Online social presence

### Why?!

- Extends the classroom
- Provide differentiation & personalization
- ROI (Return on Investment) for Tech & Library Budgets
- Promote independent and exploratory learning
- Maximize instructional capital
- Scale / extend your practice

### Collaboration

**Answers the TIME!! Issue**

Time = active, engaging

More efficient collaboration

### Get Ready to Rumble!

**Search App SMACKDOWN!**

Select Search Apps (aka “databases”)
Choose a platform
Develop the instruction to be flipped
Develop game questions for each database
Develop relevant Task cards
Determine scoring structure
Develop score sheets
Determine HOW to get them to participate!
1 Tildee Lesson / night
Contains video instruction on 2 Search Apps
Student completes Organizer on each App
Points (5) for each Organizer
Main Features/Utilities Reviewed
Game played in class
Student ownership – develop challenge Questions
Using the interactive maps in Science in Context, discover which state has the highest rate of infectious diseases.

Who is Sir Professor Timothy Berners-Lee and what did he invent?

Your History teacher wants you to create a presentation about Chinese immigration. That includes images of key primary documents from Angel Island.

What are the educational requirements to become a fight choreographer?

What would you do in this job?

Prepare a debate on the early settlement of Roanoke. Which side of the debate holds more evidence?

Q & T

Which Search App would be the best for quickly discovering both sides of the Suffrage movement?

What were the two main opposing arguments?

What are the educational requirements to become a fight choreographer?

What would you do in this job?

Prepare a debate on the early settlement of Roanoke. Which side of the debate holds more evidence?

Face-to-Face Game Action

Rounds

Basic question rounds

Matching Apps to their Purposes

Tasks – selecting the Best App to get the job done most efficiently!

Challenge Round Teams design the challenge round game questions & can pick which opponent must answer them

Feedback via digital exit ticket

Help me celebrate, share and grow from my learning

Feedback via digital exit ticket

Answer the questions in the prompt. You have up to 90 seconds for your recorded reflections.
Accountability & Assessment

1- Formative assessment of instructional goals

2- Accountability to stakeholders for learning and ROI (return on investment) for database costs

3- Summative assessment and learner reflection on the Smackdown experience

Reflective Practice for me

- Amount of out-of-school work / daily content
- Overall amount of content
- Materials (video tutorials, Search app evaluation sheets, questions)
- Learner Reflections (video responses in FlipGrid)

CHANGES

Content?
- evaluation
- search
- curation
- tools
- resources
- documentation
- analysis
- synthesis

Chunking?
- smaller portions
- learner needs
- learner abilities
- cognitive load
- realistic

Where? (Platform)
- Webpages
- LibGuides
- LiveBinders
- Wikis
- Learnist
- Tildee
- TeacherTube
- YouTube

Contact:
BRENDA BOYER
bboyer@kasd.org

Follow:
@bsboyer

THANKS!