It’s Hip to Flip: Using Inverted Instruction to Address Needs of High- and Low-Volume Information-Literacy Teaching

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Our Instructional Context: High-volume instruction

- South Dakota BOR general-education IL mandate
- Large, multiple-section IL-mandated courses include:
  - Freshman Composition (50+ sections)
  - Intro to Speech (30+ sections/semester)
- Workload and scalability issues
  - 10 librarians share this instruction on top of their departmental and liaison duties, including liaison instruction
Our Instructional Challenges

• Pedagogical challenges
  – Faculty issues
    • Burden of repetitive instruction
    • Workload of planning instruction
    • Lack of pedagogical training
  – Departmental issues
    • Uniformity of content across sections
    • Quality control across library faculty

These tensions are enough to make anyone... **flip out!**
Our Solution: Flipping

• Deliver lecture content in online learning modules accessible outside of class
• Use class time for interactive learning activities
• For inverted instruction to work it must...
  – be applied appropriately and strategically.
  – be both meaningful and interesting.
  – include student accountability for interacting with the outside materials.
Our Solution: Flipping

Librarians have used “flipped” instruction since 2012. This allows for...

• delivery of critical instruction despite lack of face-to-face time with students.
• delivery of “just in time” instruction in response to specific challenges of research assignments.
• more extensive use of libraries’ virtual IL lessons.
• concentration on active learning.
• library instruction outside of library sessions (for absent students, distance students, review of instruction).
Our Solution: Flipping

The literature focuses on the benefits of this technique for students.

What are the benefits for educators?
Why flip instruction?

- Faculty issues
  - Instructional librarians create learning objects
  - Removing class preparation lightens librarian workload
  - Allows librarians to engage in active learning with students
  - Makes efficient use of instructional resources (librarians and technology)

- Advantages for high- and low-volume instruction
  - Standardizes instruction
  - Ensures uniformity and quality of content
  - Combats “teaching fatigue”
  - Enables all librarians to participate in all general-education instruction
Why flip instruction?

• Student issues
  – “Been there, done that” of generic library instruction
  – Desire to take responsibility for learning
  – Advantages of hands-on learning

• Incorporate real-world scenarios or case studies into the classroom
  – Make students responsible for their learning
  – Scaffold student learning within active-learning activities
Why flip instruction?

• Departmental issues
  • Uniformity of content across multiple course sections
  • Quality control across library faculty

• Departmental solutions
  • Ensures uniformity of content across all course sections
  • Ensures uniformity of instructional quality across all librarians
  • Ensures that all students receive planned instruction

I hate to ask this, but could you do all of the instruction?
Example: SPCM 101

- Assignment = annotated bibliography entry on scholarly article
- **Learning module**
  - videos
  - scripts
  - rubric
- Course quiz to ensure accountability
- Brief in-class orientation/clarification
- In-class writing of annotation (with peer evaluation in longer sessions)
- Active-learning exercise = APA journal citation style
- Evaluation
Evaluation

Compared to other library instruction [at USD], in the flipped instruction class, I learned... (answers from students with previous USD library instruction)

• significantly more
  \[ \frac{23}{72} = 31.9\% \]

• somewhat more
  \[ \frac{33}{72} = 45.8\% \]

How useful did you find the video lessons for completing your annotated bibliography assignment? (answers from all students)

• very effective
  \[ \frac{26}{83} = 31.3\% \]

• somewhat effective
  \[ \frac{44}{83} = 53.0\% \]
Evaluation Comments

**Students**

“I actually learned instead of falling asleep in the library. Thank you for giving us the responsibility to learn and the hands-on activities.”

“I really enjoy this style more than any previous interactions I have had. The hands-on learning approach is much more effective in my opinion because actually doing it is the way we get better.”

“The flipped instruction provided a sense that the professor trusts that I’ll further my education by myself because without it I would be lost in the next class.”

**Librarians**

“Students are prepared for discussion when prompted; in the past they were not particularly engaged.”

“The flipped learning model...allows students the opportunity for self-directed learning — they work at their own pace and are usually able to finish the assignment during class. The videos are a resource for the students all the time...”

“I think that students benefit from guided practice and the videos allowed more time for this activity.”
Flipster How-To’s

• Recognize that not all instruction can be inverted.
• For inverted instruction to work it must...
  – be applied appropriately and strategically.
  – be both meaningful and interesting.
  – ensure student accountability for interacting with the outside materials.
• Assume you won’t find exactly the learning modules you need online.
• Be prepared to...
  – create your own learning modules.
  – invest time in creating modules.
• Keep it simple, keep it short.
• Collaborate!
Scalability/sustainability

• Allows all librarians to participate in general-education instruction
• Ensures uniformity and quality without placing the burden of instruction on particular librarians
• Learning objects can be taken up by faculty/librarians in other courses/disciplines

**HAPPY LIBRARIANS, FACULTY, STUDENTS!**
Be hip! Give a flip!

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