

# 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

I hate to ask this, but could you do all of the instruction?



- 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

# 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

**Annotated Bibliography Lessons-YouTube version**

- [Annotated Bibliography Lesson-Part 1 YouTube version](#)  
Use this version on You Tube for smart phones (Apple and Android systems) and tablets. You may have buffering issues if the wireless connection is weak. Video run time is 3:20 minutes
- [Annotated Bibliography Lesson-Part 2 YouTube version](#)  
Use this version on You Tube for smart phones (Apple and Android systems) and tablets. You may have buffering issues if the wireless connection is weak. Video run time is 5:21 minutes.

[Comments \(0\)](#)

# 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  
 $23/72 = 31.9\%$
- somewhat more  
 $33/72 = 45.8\%$

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

- very effective  
 $26/83 = 31.3\%$
- somewhat effective  
 $44/83 = 53.0\%$

# 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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