Title: Applying the Flipped Classroom Methodology in a First-Year Undergraduate Music Research Methods Course

Author: Carolyn Doi

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Abstract: Online learning environments and teaching tools are becoming increasingly present on University campuses and continue to impact the way information literacy instruction is delivered. The flipped classroom is a methodology that allows students to access lecture content before class as homework, leaving room during class time for higher level cognitive activities and assessments. This article discusses a program review of a first-year undergraduate music library research methods course. A pre- and post-test survey was administered to collect students’ perceptions of the methodology as well as information literacy skill development.

Citation: