Shifting Landscape:
Integrating Flipped Teaching Practices in Information Literacy Instruction

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Session Takeaways

- Summary of existing literature
- 4 key components
- Case study
- Lessons learned

Read the Room

- Who has implemented a flipped classroom already?

  - If yes, did you love it?

  - If no, are you interested in trying a flipped classroom in the future?

Research Questions

- How do I put this methodology into practice?

- How do I effectively interact with students?
  - Engagement
  - Learning outcomes

Definition

"The flipped classroom has two defining components: moving the lecture outside

of class … moving the practical application assignment, formerly homework, into the classroom" (pg. 8)

Arnold- Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy, 8*(1), 7-22.

Purpose

"content is not going to be the thing we do. We're going to help unpack the content" (pg. 2 of 6).

Berrett, D. (2012). How 'flipping the classroom can improve the traditional lecture. *The Chronicle of Higher Education, n/a*, pp. 6. Retrieved from http://search.proquest.com on March 24, 2014.

Effectiveness

"online education as effective as classroom instruction, but no better … average of thirty-five percent stronger learning outcomes for students taught in a blended format" (pg. 466).

Lemmer, C.A. (2013). A view from the flip side: Using the "inverted classroom" to enhance the legal information literacy of the international LL.M. student. *Law Library Journal, 105*(4), 461-491.

Context

"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).

Tucker, B. (2012). The flipped classroom: Online instruction at home frees class time for
    learning. *Education Next,* 12(1), 82-83.

Collaborate

"collaborating with faculty is essential to employing the flipped classroom for any course integrated library instruction" (pg. 15).

Arnold- Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in Information Literacy, 8*(1), 7-22.

Engineering

- Target audience: design classes

- Components:
  - Pre-test for students to establish knowledge and confidence
  - Instructional Video as homework
  - In-class review of video
  - Hands-on activities
  - Critical evaluation of techniques
  - Directly tied to curriculum

Engineering

- GEOE 498 –
  - 13 students, 3.5 months to plan, design, and implement
  - offered winter 2014 and again in fall of 2014
- CE/ENVE/GEOE 495 –
  - 109 students, 2 weeks
  - fall 2014
- CE 295 –
  - 124 students (4 sections, 31 students/class), 4 weeks
  - winter 2015

Engineering

- CE/ENVE/GEOE 495 –
  - 109 students
  - Average of 35.2 viewers / 5 modules (YouTube)
  - Page Views – 152 (Research Guide)
  - Length - 15:18

- CE 295 –
  - 124 students
  - Average of 108 viewers / 2 modules (YouTube)
  - Page Views – 171 (Research Guide)
  - Length - 14:55

Lessons Learned

- Collaboration is vital
- In-Class component
- Statistics
- Class size and location

Questions:

- Class Size
- Class Location
- Collaborate with Faculty
- Time
- Content Coverage (in-class & pre-work)

Thank you!

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