Flip This Class:
Using a Flipped Classroom Approach to Teach Information Literacy

What is a flipped classroom?

- Pedagogical model that reverses lecture and homework
- Students view or listen to lecture material on their own time, while class time is spent reviewing and applying what they learned
- Combines synchronous and asynchronous learning
- Students are not passive participants in the classroom
- Focus is on “just-in-time” instruction
- Promotes better student-teacher (or librarian) interaction

How can librarians use this in instruction?

- Use this approach to expand and enhance the traditional “one shot”
- Students view videos or listen to podcasts prior to attending class
- Have students complete a short assignment on the tutorials as pre-class “homework”
- Use clickers or polling software to gauge students’ comprehension of the homework at the start of class
- Class time is dedicated to activities that address concepts rather than skills

What needs to be considered?

- Creating tutorials and podcasts can be time consuming and require knowledge of special software
- In-class and out-of-class activities must be integrated and address stated learning outcomes
- It is not easy to script this type of instruction – unexpected questions and problems may crop up
- Students may be resistant to a new method of learning
- Faculty support is important in order to get students to view tutorials and complete the assignment
- Students may not have the software, equipment or Internet connection to view or listen to the tutorials
- Little research has been done on the effectiveness of the flipped classroom
Resources:

TED-Ed: Lessons worth sharing. (2012). TED Conferences LLC. Retrieved from http://ed.ted.com/videos. (This is a resource that allows you to “flip” a video from YouTube and add a quiz or other supplementary materials.)

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