Research Question

What is the impact of flipped instruction on students’ perceptions of the library and ability to retain information literacy concepts?

Literature Review

"The model of the Flipped classrooms presents an opportunity to design library instruction that focuses more on specific skills within a limited time." - Dhawan & Chen, 2014

The flipped classroom model in library instruction enhances a library instruction class by allowing instructors to devote the class time to the practice of research...” - Rivers, 2015

For additional information and bibliography, please visit our website listed at the bottom right corner.

What is Flipped Instruction?

Flipped instruction is “a pedagogical model in which the typical lecture and homework elements of a course are reversed.” Characteristics typically include lecture videos, which take place outside of the classroom as homework and class time is spent on discussions, hands-on application, or other active-learning.

Advantages of Flipped Instruction
- Gives librarian extra instruction time with students without requiring additional class time
- Allows for more time spent on application of skills in class with a librarian; More relevant = More engaging
- Opportunity to reinforce concepts from assignment for struggling students

Disadvantages of Flipped Instruction
- Students may not complete assignment and are unprepared for library instruction activities
- Requires additional faculty buy-in and work for professors

Survey Instrument

The 8 question survey instrument was used for both pre-test and post-test.

Response Rate:
- 135 students completed online assignment from March - May 2015
- 90 students agreed to participate in study and completed pre-test
- 34 students completed both pre-test and post-test

Post-test was distributed via email 4-6 weeks after flipped instruction.

Process & Methodology

Student Characteristics:
- Mostly first-year students
- Enrolled in DISC 1313 (first-year rhetoric) class
- Almost all have visited the library prior to flipped instruction
- Very few have had library workshops or instruction prior to flipped instruction

Four Areas with the Most Statistically Significant Impact

Areas with Little Statistically Significant Impact

Areas with Little Statistically Significant Impact
- Determining if a source is scholarly or not
- Determining what is plagiarism or not

Possible Reasons for No Statistical Significance:
- Students do not understand questions or IL concepts
- Students are possibly thinking more critically and second-guessing themselves.
- Both pre- and post-test were answered correctly by most students. Therefore, no demonstrated changes.

Data and Results

19 out of 34 students stated increased likelihood of using library catalog as their primary research tool after flipped instruction.

18 out of 34 students stated increased likelihood of using library databases after flipped instruction.

17 out of 34 students felt increased confidence in finding books using library catalog after flipped instruction.

16 out of 34 students stated increased likelihood of using library catalog as their primary research tool after flipped instruction.

Areas with Little Statistically Significant Impact

The results are ultimately inconclusive due to low post-test response rate and small sample size.

Of the 34 post-test responses received, results demonstrated improved comfort-level with library resources and increased likelihood to use library resources over popular search engines.

There was no clear indication that information literacy skill retention improved following flipped instruction.

Flipped-instruction model in first-year library instruction is a valuable tool, but does not provide complete IL instruction at undergraduate level and should be part of sequence of strategic instruction throughout curriculum.

Overall Recommendations:
- Continue to use flipped instruction as part of a full information literacy instruction sequence.
- Provide further instruction in upper-level classes
- Implement curriculum mapping & scaffolding for information literacy instruction
- Evaluate faculty observations of effectiveness

Recommendations

Conclusions

Team Members

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Project Challenges & Solutions

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