Our Question

How do students in English Composition classes who are taught using the flipped classroom model of instruction compare with those in traditional one-shot classes in their ability to locate and cite information effectively?

What we learned from others

- Students in flipped classes showed gains at about twice the rate of others (Berrett, 2012)
- Flipping helps struggling students. (Bergmann and Sams, 2012)

See handout for complete references.

What we heard from our students

Suggestions that would help us improve our library instruction:

- More hands-on learning, less lecture.

Flipped Class Components

Before the class session in the library

- Students view assigned online tutorials one or more times, pausing the video to take notes or repeat sections as needed.

During the class session in the library

- Students engage in active learning activities and practice the skills needed to complete their research assignment with the guidance of the librarian.

Following the library session

- Students complete their assignments referring to the online tutorials and consulting with the librarians as needed.

Participants

<table>
<thead>
<tr>
<th>English Comp. 1</th>
<th>Sections - Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped Classroom</td>
<td>23 (39%)</td>
</tr>
<tr>
<td>Traditional Instruction</td>
<td>24 (41%)</td>
</tr>
<tr>
<td>Did not participate</td>
<td>12 (20%)</td>
</tr>
</tbody>
</table>

Process

Step 1

We created 12 online Information Literacy tutorials on the topics covered in English Comp. 1 Classes.

Step 2

We provided flipped or traditional instruction to 47 Composition classes during Spring 2014.

Step 3

We scored works cited pages from both flipped and traditional classes using a rubric developed in-house.

Step 4

We surveyed student participants to gauge satisfaction with the flipped classroom method.

Results

Students in Traditional Classes

77% reached Mastery

Students in Flipped Classes

50% reached Mastery

Conclusions/Next Steps

- In spite of their learning outcomes, students have a strong preference for traditional lecture-style classes.
- While there is evidence that students in the flipped classes performed better, further testing with better controls will help to confirm this.

Observations/Concerns

- Faculty self-selected into each group.
- Only 25% of faculty provided their students’ works cited pages for scoring.
- Not all students in the flipped group viewed tutorials.
- The number of class visits to the library varied by class and was left to the faculty member.

Did Students who were in a flipped class prefer that method over the traditional lecture?

YES

35%

NO

65%

This project is part of the program “Assessment in Action: Academic Libraries and Students,” which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with The Association of Research Libraries of Research and the Association of American Universities. ACRL’s Value of Academic Libraries Initiative, is made possible by the Institute of Museum and Library Services.