

Bringing the Flipped Classroom Model to Library Instruction

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What is the Flipped Classroom?

- A flipped classroom inverts the traditional educational model so that the content is delivered outside of class, while class time is spent on activities normally considered “homework.”
- For example, students may access instructional material through videos, podcasts or online tutorials before the class meeting. Then during class time, students work on activities which force them to apply what they have learned.

Wait, this sounds familiar!

- You've might have
 - Heard of the Khan Academy
 - Seen the TED talk at TED.Com
 - Seen the piece on 60 Minutes

This Sounds Interesting.....

- I read a lot and watched a lot of videos (that sounds a lot like college).
- I started to think that this may work for library instruction and I formulated a plan.



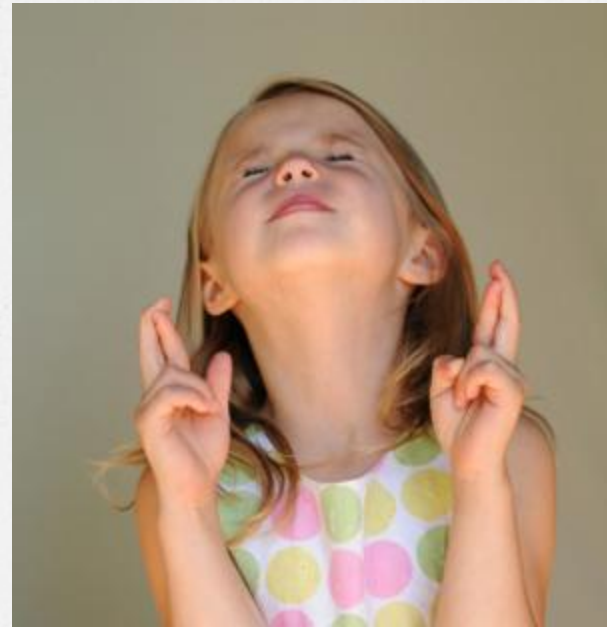
Why Did We Use it?

- Problems with our Library Competency Program.
- Save time in the Library Workshop Class.
- Try new teaching approaches with our students



Hopefully, flipping will....

- Engage the students in a way that is more familiar to them
- Make the course more “hands-on”
- Lessons on line for students that miss class
- Repeat viewing of lesson



About Our Library Competency Program

- All students must demonstrate library competency to graduate.
- You can do this by passing a library competency test or taking the Library Workshop Course.
- If you fail the test or if you do not take the test before you reach 60 credits, then you must take the Library Workshop Course.
- The course is a 7 week, Pass/Fail, non credit bearing course.
- Students are tested in the beginning of the course and again at the end to assess their progress

The Study



- Very simple concept
- Flip sections of the Library Workshop Course
- Have the students watch a video lecture at home and then com in to class for hands-on assignments
- Compare pre and post test scores of flipped sections vs. non-flipped sections

Getting Started

- Assess my teaching and what I had done in the past (Sounds Basic, right?).
- Figure out how I could improve and could flipping the class be part of that improvement.
- Create content using tutorials for students to watch at home



How I Made the Groovy Videos

- I kept the videos short as not to have students tune out something too long
- Used stock audio for the swanky soundtrack
- Subtitled the video instead of a voice over
- Camtasia lets you capture and record the screen

My Laboratory

The screenshot displays the Camtasia Studio software interface. The main window shows a video recording of a library website. The video content includes a title slide with the text "B. Davis Schwartz Memorial Library at LIU Post" and "Library Basics 1: Using the LIUCat". The interface includes a menu bar (File, Edit, View, Play, Tools, Help), a toolbar with options like "Record the screen", "Import media", and "Produce and share", and a timeline at the bottom for editing video, captions, and audio.

Camtasia Studio - Basic Catalog Search Update.camrec.camproj

File Edit View Play Tools Help

Record the screen Import media Produce and share 640x411, Shrink to fit Preview

Camtasia recording file

- Basic Catalog Search.camrec
- Basic Database List.camrec
- Basic LibGuide.camrec
- Catalog Long.camrec

Library Page Catalog.camrec

Title Clip

- B. Davis Schwartz Memorial Library ...
- For additional help, Ask A Librarian. Vis...

Clip Bin Library Callouts Zoom-n-Pan Audio Transitions More

00:00:00 / 00:02:54:00

Tracks

- Marker
- Caption
 - Accessing Click Library Online Catalog Link
 - You have search options s
 - Advar You also have The c
 - Now let's try
 - Note the collection where it
 - Scroll down for
 - Sample record complete with Call Number and My Bag...
- Video 1
 - library page catalog_Screen.avi
 - catalog long_Screen.avi
 - catalog long_Screen.a
 - catalog long_Screen.avi
 - catalog long_Screen.avi
 - catalog long_Screen.avi
 - catalog long_Screen.avi
 - catalog long_Screen.avi
- Zoom
- Callout
- Audio 1

Host the Course on a LibGuide

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Information Literacy

What is information literacy?
Information literacy is an intellectual framework for identifying, finding, understanding, evaluating and using information. It includes determining the nature and extent of needed information; accessing information effectively and efficiently; evaluating critically information and its sources; incorporating selected information in the learner's knowledge base and value system; using information effectively to accomplish a specific purpose; understanding the economic, legal and social issues surrounding the use of information and information technology; and observing laws, regulations, and institutional policies related to the access and use of information. (Middle States Commission on Higher Education, 2002 Characteristics of Excellence in Higher Education)

Why is information literacy important?
Information literacy is vital to all disciplines and to effective teaching and learning in any institution. Institutions of higher education need to provide students and instructors with the knowledge, skills, and tools to obtain information in many formats and media in order to identify, retrieve, and apply relevant and valid knowledge and information resources to their study, teaching, or research.

[Comments \(0\)](#)

Welcome

The Library Competency Workshop is a seven-week course that will help students identify, locate, evaluate and use the resources of the library in an ethical and legal manner. This course covers the basics of library research; finding books using the library's online catalog - LIUCAT; finding periodical articles, especially scholarly journal articles, in online databases; evaluating information sources and properly citing references. Participation in this class fulfills the library competency requirement.



[Comments \(0\)](#)

ACRL Standards

The Association of College and Research Libraries (ACRL), a division of the American Library Association, has developed the following standards for information literacy:

- ▶ **Standard One:** The information literate student determines the nature and extent of the information needed.
- ▶ **Standard Two:** The information literate student accesses needed information effectively and efficiently.
- ▶ **Standard Three:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- ▶ **Standard Four:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- ▶ **Standard Five:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

These ACRL standards have been published on their website. This publication also lists performance indicators and outcomes for each of these standards.

[Comments \(0\)](#)

Subject Librarian



Eduardo Rivera [f](#)

Contact Info
B. Davis Schwartz Memorial Library
LIU Post
720 Northern Blvd
Brookville, NY 11545
(516) 299-2164
[Send Email](#)

Links:
[Profile & Guides](#)

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Has it worked?

- For me, I have found that is has worked and in some ways that I had not thought about!



How has it worked?

- First, I found that the students liked watching the videos, and they did watch them (more on that later).
- This left most of the class time to work on exercises, which would normally be assigned for homework.

How has it worked?

- The pre and post test scores were better than when I taught the class in the traditional lecture method.

Figure 1

Section	Pre Test Score	Post Test Score	Change in Score
Non Flipped (1)	79	84	+5 Increase
Non-Flipped (2)	72	78	+6 Increase
Flipped (1)	75	90	+15 Increase
Flipped (2)	78	90	+12 Increase

The Workshop *became* a Workshop!

- Students spent the time doing hands-on exercises
 - Searching the catalog
 - Databases searching
 - Going in the stacks and finding materials



I should have thought of that!

- Flipping the class was great for the International Students. Repeat viewing of the videos allowed them get around any language barriers.

How do you know they watched the video?

- I get this question a lot and the solution is fairly easy. Assign Homework, to be turned in, on the video lesson.
- If they miss class, the videos are up on a LibGuide so they can watch them when they can.

Going Forward

- Currently writing an article for publication.
- I'd like to see others use this teaching method and see how that works.
- Also, I'd like to try this with one shot instructions

The End

- Feel free to contact me about flipping your class at eduardo.rivera@liu.edu

