Give a Flip: Making Library Instruction Scalable and Sustainable Through Inversion

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“Give a Flip”: Making Library Instruction Scalable and Sustainable Through Inversion

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Inverting or flipping your instruction can support:

A) faculty issues such as:
   • the burden of repetitive instruction.
   • the workload of planning instruction.
   • the lack of pedagogical training.

B) student issues such as:
   • the desire to take responsibility for one’s learning.
   • the need for hands-on learning.
   • avoiding the “been there-done that” attitude.

C) departmental issues such as:
   • uniformity of content across multiple course sections.
   • quality control across library faculty.

For inverted instruction to work it must…
   • be applied appropriately and strategically.
   • be both meaningful and interesting.
   • include student accountability for interacting with the outside materials.

Things to consider:
   • Recognize that not all instruction can be inverted.
   • Assume you won’t find exactly the learning modules you need online.
   • Be prepared to create your own learning modules.
   • Keep it simple, keep it short.
   • Be prepared to invest lots of time in creating modules (especially at the beginning).

Creating modules
   • Choose technology according to pedagogical needs.
   • Identify limited, specific pedagogical goals for each module.
   • Address differing learner styles and needs.
   • Keep modules short to engage student attention spans.
   • Create learning modules that are deliverable to different platforms.
   • Make sure teaching faculty are “on board” with module content.
   • Make modules that meet functional needs but are as discipline-neutral as possible.


