Flipster How-To’s

Recognize that not all instruction can or should be inverted.

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.

Assume you won’t find exactly the learning modules you need online. Thus, be prepared to…
- create your own learning modules.
- invest time in creating modules, especially at the beginning.

Be flexible in choosing the technology for delivering the flipped instruction.
- Most instruction can be accomplished by different technologies.
- Multiple technologies can be used in tandem such as a video and a Flipboard presentation of written material.

Regardless of the technology used, keep it simple and keep it short.

Planning
- Make effective use of the beginning of class for activating student knowledge gleaned from the learning modules.
- Spend some time on questions and answers about the learning modules. This will help activate student knowledge.

Include evaluation
- Student survey
- Librarian/faculty debriefing
- Assessment

Continually revise and improve your learning objects based upon evaluative feedback.

Return on investment (ROI) from creating learning modules:
- Our time invested in creating these learning modules = c. 60 hours.
- Time saved for 10 librarians in 30 sections for 1 semester x multiple semesters x multiple courses
- Uniformity of content and quality of instruction across all course sections
- Heightened student engagement and responsibility for learning
- Increased student retention of material

Flipped instruction can help instructional librarians position themselves as IL pedagogy experts

http://libguides.usd.edu/annotation