

Survey data from students receiving flipped instruction in an Introduction to Public Speaking course.

If students have had prior library instruction they were asked to answer question 1 and if not skip question #1 and answer question #2 below.

1. Compared to other library instruction [at USD], in the flipped instruction class, I learned... (answers from students with previous USD library instruction: N = 72)

- | | |
|-------------------------|---------------|
| • significantly more | 23/72 = 31.9% |
| • somewhat more | 33/72 = 45.8% |
| • neither more nor less | 14/72 = 19.4% |
| • somewhat less | 1/72 = 1.3% |
| • significantly less | 1/72 = 1.3% |

2. How useful did you find the video lessons for completing your annotated bibliography assignment? (answers from all students: N = 83)

- | | |
|-------------------------------------|---------------|
| • very effective | 26/83 = 31.3% |
| • somewhat effective | 44/83 = 53.0% |
| • neither effective nor ineffective | 10/83 = 12.0% |
| • somewhat ineffective | 3/83 = 3.6% |
| • very ineffective | 0/83 = 0% |

3. Please feel free to share any responses you have regarding the flipped instruction.

Student comments

- “I loved it! Kinda got boring towards the end, nodded off a bit, but it was fun!!!”
- “I liked the flipped instruction because it first let me work independently then come to class & gain more of an insight of what I may have not noticed the first time around.”
- “It may be effective to those who will have questions because it saves time during class.”
- “It gives a head start as to learning what is being taught.”
- “Personally, I prefer a lecture type of instruction, rather than through technology. I am not distracted by Facebook or email when I am taking notes in a lecture instruction.”
- “I enjoyed the flipped instruction. I found it very helpful to be able to come into class and work as soon as I got in here. I like that the preparing was finished even though there was reflecting that had to be done on the article.”
- “I think that since this was a short instruction it worked well. I have been a part of many flipped courses and feel like it varies depending on the subject topic.”
- “Very efficient and helpful for annotated bibliographies and sources.”
- “I enjoyed being able to work on our own time before class. Very good and informative videos.”
- “The instructors were very helpful and we got the annotated bibliography done quickly and done right the first time.”
- “I thought the instructions were very clear and it worked out very well.”
- “It pretty useful for me to study.”
- “I liked the way it was geared towards the students.”
- “Both were fun, I don’t know.”

- “The instructors were quite helpful.”
- “I felt it went well.”
- “Instructors were very clear/helpful.”
- “The videos helped me learn how to make and annotated bibliography.”
- “It was a good overall experience.”
- “I like this style of teaching more than the regular.”
- “Be more interactive with the citations at the beginning of class.”
- “Being in a group assisted everyone I believe because we had to figure it out together.”
- “Didn’t like it as much.”
- “It was useful to actually type an annotation as practice.”
- “This is definitely helpful and I feel more confident to make annotated bibliographies myself.”
- “It was very helpful and I was glad to get this opportunity.”
- “In class lesson was better for me than the videos.”
- “I feel like I learn more when I am actually doing an assignment and not just being lectured.
- “I’m more hands on and this actually helped.”
- “The flipped instruction provided a sense that the professor trusts that I’ll further my education by myself because without it I would be lost in the next class.”
- “It was great to have help available. It was a good learning process.”
- “I thought it was easier to reserve hands-on instruction for scheduled class time.”
- “I prefer flipped instruction for sure! I will likely do it myself when I am a teacher. Hands on is better, and it is much easier to ask for help.”
- “I liked how we had time in class to complete the annotated bib[liography] instead of having to do it outside of class.”
- “Loved the hands on aspect of this lab and working with other people.”
- “It was okay.”
- “I like it.”
- “Gave me better information on annotated bibs.”
- “I don’t think we needed so much time to write the paragraph.”
- “Liked it a lot. Really effective, videos were easy to follow and did not take much time outside of class. Really nice to do annotated bibliography and citation in class rather than outside.”
- “I liked the videos a lot. This flipped instruction is more effective for learning. I wish we would have had a little more instruction before we started.”
- “I actually learned instead of falling asleep in the library. Thank you for giving us the responsibility to learn and the hands-on activities.”
- “I really enjoy this style more than any previous interactions I have had. The hands-on learning approach is much more effective in my opinion because actually doing it is the way we get better.”
- “It was nice and convenient having some knowledge of the annotated bib[liography] before class. It made actually completing the annotated bib[liography] in class that much easier! Thanks for the work you put into preparing this!”
- “Video was very helpful and explanatory.”
- “Worked very well!”
- “I feel this was a good training exercise.”

Librarian comments

- “I think that students benefit from guided practice and the videos allowed more time for this activity.”
- “Providing videos and requiring them to view beforehand is excellent. Students are prepared for discussion when prompted; in the past they were not particularly engaged.”
- “The flipped learning model allows for more one-on-one teaching time which is beneficial to both instructor and student. It also allows students the opportunity for self-directed learning — they work at their own pace and are usually able to finish the assignment during class. The videos are a resource for the students all the time, which is another benefit of using the videos for this assignment.”
- “I think the flipped learning model, in this case, might render the librarians obsolete. Since the TA’s are capable of teaching how to write an annotation, they might wonder why they are taking time out of their teaching schedule to bring them to the library.”
- “Each instructor said that it seemed that students grasped concepts and were able to create their annotation during guided practice faster than during previous semesters.”