LIBR 210 Discussion 13: Flipped Classrooms

The "classroom flip" or "flipped classroom" is a type of pedagogy that switches or "flips" the traditional approach of lecture in the classroom and homework done outside of the class. A flipped classroom moves the traditional classroom lecture to the home via an online delivery mechanism and synchronous classroom time devoted to homework and applying the principles and theory learned in the lectures (Ladner, Beagle, Steele, & Steele, 2004; Arnold-Garza, 2014). Students find this approach helpful and supportive of their learning (Arnold-Garza, 2014, p. 11). Having the lecture content available online lets students learn and review material at their pace fitting better into their life schedules (Ladner et al., 2014, p. 335). Time spent in-class becomes more valuable to help strengthen students' understanding of the concepts delivered in the lectures by applying what they learned together with the instructor's guidance. Its even been shown that students who complete the pre-class assignments are more engaged and participate more than in the traditional classroom style (Arnold-Garza, 2014). Although not a truly flipped classroom, I have seen some of these positives in my experience as an online MLIS student at SJSU. Delivering the lecture material online in an asynchronous fashion is a huge help since I work full-time during the day.

But I also can see the downsides to the flipped classroom. Some students may learn better with instructor-led lectures where they can ask questions in-class with the instructor. The flipped approach does demand more work up-front from students. This increased importance of self-initiated learning can be difficult for some students who prefer the guidance and tutoring of the instructor with lecture material as well as homework assignments. The success of the flipped classroom depends much more on the preparation and desire of the students and instructor.

References

Arnold-Garza, S. (2014). The flipped classroom: Assessing an innovative teaching model for effective and engaging library instruction. *College & Research Libraries News*, *75*, 10-13. Retrieved from http://crln.acrl.org

Ladner, B., Beagle, D., Steele, J. R., & Steele, L. (2004). Rethinking online instruction: From content transmission to cognitive immersion. *Reference & User Services Quarterly*, *43*, 337-345. Retrieved from http://rusa.metapress.com/