The Inversion Conversion:
Applying Flipped Teaching to Library Instruction

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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.

Cautionary notes:
• 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 subject-neutral as possible.