### Flipped Classroom Survey Results

#### Overall (fall and spring semesters)

8 responses fall semester/14 responses spring semester

1. The flipped class style makes it easier to understand the course content.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>62.5%  (5)</td>
<td>25.0% (2)</td>
<td>12.5% (1)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>42.9%  (6)</td>
<td>42.9% (6)</td>
<td>14.3% (2)</td>
</tr>
</tbody>
</table>

2. The flipped approach has helped me learn more than I would have if we had used in-class lecture and discussion methods only.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>37.5%  (3)</td>
<td>25.0% (2)</td>
<td>37.5% (3)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>28.6%  (4)</td>
<td>42.9% (6)</td>
<td>28.6% (4)</td>
</tr>
</tbody>
</table>

3. The course modules are beneficial in preparing for class.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>62.5%  (5)</td>
<td>37.5% (3)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>71.4%  (10)</td>
<td>7.1% (1)</td>
<td>21.4% (3)</td>
</tr>
</tbody>
</table>

4. The in-class work has helped me to learn the course content.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>75.0%  (6)</td>
<td>12.5% (1)</td>
<td>12.5% (1)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>78.6%  (11)</td>
<td>14.3% (2)</td>
<td>7.1% (1)</td>
</tr>
</tbody>
</table>

5. It is helpful to do course exercises when other students and the professor are available to answer questions as opposed to doing the homework exercises by myself.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>87.5%  (7)</td>
<td>12.5% (1)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>78.6%  (11)</td>
<td>14.3% (2)</td>
<td>7.1% (1)</td>
</tr>
</tbody>
</table>

6. I prefer learning about library research and resources this way instead of with in-class lecture and discussion methods.
<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>50.0% (4)</td>
<td>25.0% (2)</td>
<td>25.0% (2)</td>
</tr>
<tr>
<td>Spring semester</td>
<td>50.0% (7)</td>
<td>21.4% (3)</td>
<td>28.6% (4)</td>
</tr>
</tbody>
</table>

7. On a scale of 1-5, where 5 is highest, I would rate the flipped experience as a:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>0.0% (0)</td>
<td>12.5% (1)</td>
<td>37.5% (3)</td>
<td>25.0% (2)</td>
<td>25.0% (2)</td>
<td>3.63</td>
</tr>
<tr>
<td>Spring semester</td>
<td>7.1% (1)</td>
<td>7.1% (1)</td>
<td>42.9% (6)</td>
<td>28.6% (4)</td>
<td>14.3% (2)</td>
<td>3.29</td>
</tr>
</tbody>
</table>

8. What do you like most about the format of the flipped class?

(Fall - 6 text responses)

I found the flipped format difficult to adapt to (more on that below), but despite that, having the instructor nearby and able to answer questions immediately was very helpful.

my questions are answered in class

The class periods are so short, we waste most of our valuable time reading modules. This flipped class format alleviates that issue.

Homework gets done in class

You can ask questions and get answers during the assignment.

I like being able to do the homework in class and getting help.

(Spring - 13 text responses)

Knowing what to prepare for next class is nice

It's very helpful

That it's more of a laid back atmosphere by way of still being difficult but keeping the stress of getting the assignments finished to a minimum.

I like coming in with some form of knowledge before the lecture.

I like that there is a specific schedule for what is due when. It's not as vague as a syllabus that says "January 5th - Learning About Book Sources" but actually tells us what we'll be doing that day.

The homework is easy to understand.
Information is available before the lecture class

learning about it outside of class, then bringing in questions about what we learn and discussing them.

It is easy to study ahead to get a better understanding of the material.

learning it on my own then applying it to class exercises

Overall, I believe flipped class allows for students to retain and learn the course content easier

Since the class is such a short period of time and it is only once a week, it is nice to be able to learn about the stuff before hand and then be able to get most of our work done in class. Some students may say that it is harder because you won't be able to ask questions. But, I think that this is an incorrect statement. As, we are able to email our teacher and ask questions when we do come to class before we are expected to do our work.

The modules are easy to understand and the information provided in them has a very nice flow. Each tab builds upon the previous tab information.

9. What do you dislike most about the format of the flipped class?

(Fall - 6 text responses)

I understand how the format of the flipped class is supposed to work, and I think it has potential as an effective teaching method for this class, but, I personally found it to be very distracting and sometimes hard to keep up with after the instructor had changed topics. I also find it hard to remember where I had left off on the assignment after leaving class which makes it difficult for me to complete it due to the fact that I'm not really sure what I've already done exactly.

having to read about something I really don't know about

If you don’t do your module reading you have to work through it and the assignment at the same time.

n/a

I don’t feel like I’m learning as much by reading the modules on my own.

I like hearing the material from the professor instead of reading it myself.

(Spring - 13 text responses)

it gets a little confusing to have 3 different activities listed. Like what we should be turning in, or what we should have already done and what we will be doing, and what we will need to do for the future. It gets repetitive and so I can't remember what I have done as opposed to what still needs to be done

Nothing
At times some things get a little confusing, but with the professors help its not as confusing anymore.

It is a little confusing on how to understand what is due, because the assignment is posted twice in the day of and the day after.

It is EXTREMELY difficult to learn online when you are a visual and hands on learner. I may read the module online before class but it usually doesn't answer all my questions. Even with the option to ask the questions during class or email my professor, it's not the same as being shown it in real life and how to get there but with 22 students asking her the same question and them answering it individually, it doesn't work.

It is difficult to know what is due on what day and usually have to play catch up.

Submitting/where to/howto submit homework is confusing.

I learn better in class then I do learning things on my own.

I dislike the way the homework and before class work is set up. It would be easier if everything that shared a due date was on the same page.

That it is not so easily understood when doing it by yourself.

Nothing at all. I perfer it.

I think that it was not introduced very thoroughly to the class at the beginning. If it would have been introduced better, I think that it would have been easier to understand at first. Now that I understand it though, it is not bad at all.

At some points the information can be too vague and sound more like I am reading a theory with no real applications even after I ask questions to clarify the concept being taught.

10. If you could offer one suggestion for change in the flipped course format, what would it be?

(Fall - 3 text responses)

n/a

Do at least a quick review of the module at the start of class whether there are questions or not.

make the class longer, but still one day a week.

(Spring - 13 text responses)

Just list what we will be doing that class and what the homework is only once.
Nothing, its perfect.

I feel like there should be more notes on how to do something rather than it be under the library website, possibly posting powerpoints or physical word documents.

Have the assignments posted in one spot.

Lose the flipped course format and go back to regular teaching.

no assignment tabs.

commit to one way to submit in-class work and homework

I would love to have a little more class time to make it easier to understand and be able to do more examples to better understand it.

Add open forums where the students can talk to each other about sections they are still having trouble with.

Even though class time is a little short. It would help if things are explained more in class lectures.

In any situation feedback is essential to change. I would suggest to keep listening to those who will be affected by the flipped courses.

Introduce the online course modules at the beginning more thoroughly, that way we can understand it.

Put more examples in the modules and maybe have a a little more info in the modules.

Nancy Wootton Colborn – LOEX Quarterly 39(3)