Notice of the Final Oral Examination
for the Degree of Master of Arts

of

RICHARD McCUE

BCom (University of Victoria, 1995)

“Exploring the Learning Outcomes of a Flipped Learning Methodology for Post-Secondary Information Literacy Students: A Mixed Methods Approach”

Department of Curriculum and Instruction

Tuesday, August 2\textsuperscript{nd}, 2016
2:00pm
MacLaurin Building
Room A210

Supervisory Committee:
Dr. Valerie Irvine, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Todd Milford, Department of Curriculum and Instruction, UVic (Member)
Dr. George Veletsianos, School of Education and Technology, Royal Roads University (Outside Member)

External Examiner:
Dr. David Leach, Department of Writing, UVic

Chair of Oral Examination:
Dr. Lara Lauzon, School of Exercise Science, Physical and Health Education, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

The concept of flipped learning has received significant attention in recent years. In a flipped learning methodology, students view instructional videos and complete related assignments before class, so that face-to-face time with the instructor can be spent applying the knowledge and skills they were introduced to in the pre-class assignments. This study aims to determine the effectiveness of a flipped learning method for teaching information literacy (IL) skills to undergraduate students compared to a traditional teaching method where the majority of face-to-face time is spent instructing. To evaluate this, a mixed methods research design was used, where results from qualitative interviews helped explain findings from test data, assignment completion data, and major paper rubric data. The IL tests resulted in a small but insignificant test score improvement for flipped participants. Interviewed flipped participants reported mainly positive feelings toward flipped learning, whereas all flipped ESL interviewees related strong positive feedback towards flipped learning.