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Flipping Tips

This worksheet gives tips and considerations as you begin the process of flipping your class.

Q. What are the objectives for my pre-class work and the in-class activity?

Create objectives for both the student's pre-class preparation and in-class activity. Establishing objectives will help you gather the materials and ideas you need to begin flipping the class. It will help prepare your students for the tasks they need to completeb efore and during class. It will also help clearly define what you want your students to accomplish during the class and what you want them to take away. When you set your objectives you should also consider the role you will play in the classroom and how you will assess the students' work.

Q. What do I want students to do before class begins?

Your preparation should set the scene for the in-class activity. Establish clarity by providing specific tasks for your students to complete before coming to calss. You want to make sure they are prepared for whatever activity they will complete during calss. If the students require specific materials for the pre-class activity, you want to make sure you provide details about this as well. The more detailed instructions you provide them, the better your flipped classroom will flow. Essentially, whatever you assign them to complete pre-class will help structure the in-class activity.

Here are some examples of pre-class activities you can give your students:

- Provide readings including chapters, articles, journals (e-reserve and online)
- Provide your lectures using podcast, video or audio (desktop capture)
- Use outside web-based resources: be sure to explain the resource and the focus
- Provide web-based (online) activities such as animations or simulations
- Ask students to write questions they would like to have addressed during class.

Q. What will the students do during class?

You want to make sure you provide clear instructions for in-class activities, whether you provide a handout or list the expectations. Establish how the studentsw ill complete the in-class activity, provide a timeframe for completion and explain everyone's role.

Here are some in-class activities you can consider:

- Individual and group work
- Role playing, simulations
- Team discussions on work the students did before class
- Debates
- Problem solving.

Q. What materials will students need for class?

Create a list of materials you may need to provide or ask the students to bring for the in-class activity. If you were doing a writing activity you would want paper and pens in order for the students to complete the said task. This applies for all flipped classroom activities.

Here are some examples of materials and tasks you may need to provide or complete:

- Provide paper, writing utensils
- Provide dry erase markers and boards or clip boards
- Provide a buzzer for a "game show"
- Ask students to bring their clickers to class
- Check for Internet access, computers, access to e-reserve and e-resources
- Verify room spacing and seating for the type of activity you are conducting.

Q. How will I assess the students?

Whatever method you use to assess your students, make sure yous et guidelines for assessment and let them know how they will be graded

Here are some ideas:

- Peer assessments (provide a rubric and guidance)
- Discussion Board posts analyzing the activity
- Student submission of in-class work, activities, worksheets
- Points for participation - individual and group.

Q. What is right in ©opyright?

Sometimes the last thing you want to think about is copyright, but it should be the first thing you consider. Before you put anything in your course site, be sure it is copyright-free. If it is not, you should be using University resources like e-reserves to provide the information. When in doubt, leave it out. For more information about copyright, please visit the USU copyright page.

Q. Am I 508 compliant?

When you are considering ideas and materials for your class, keep in mind those who may have disabilities. You want to make sure your classroom and your online learning environment are designed to comply with their needs. For more information about 508, see Section508.gov.

More Tips for a Successful Flip

During the first class be sure to explain to students your use of the flipped classroom as well as your expectation for their preparation and participation. Explain why the students are using this method of learning and what they will get out of it.

Be prepared. Although you will not necessarily be lecturing during classroom time, you want to provide students with enough information so that they can complete in-class activities successfully.

Provide instructions to the students up front. Consider a handout or listing the instructions in a PowerPoint or an online format. This gives students a reference when they begin the activity.

Give clear instructions. List the objectives you want students to meet. Also establish your expectations for the students and identify what the output for the students should be at the end of the activity.

Establish the roles students will have in the activity. Who are they working with? What procedures must be followed? You want to make sure students know this before the activity begins.

Give students a time frame for the activity/discussion in-class.

Consider manually breaking students into groups. You do not want to leave out students and it will give you a chance to mix up students who may have different strengths, experience and open up the opportunity for students who may not be familiar with one another to work together.

Verify that the classroom setting will have enough seating and spacing for your activity. Also, make sure you have Internet and computer access as well as e-reserve and e-resources if necessary.