Flipping Isn't Just for Coins
Getting started with flipping your classroom.

This worksheet will provide you with some 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 complete before 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 class. You want to make sure they are prepared for whatever activity they will complete during class. 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 for the students
- 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 students will 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.

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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. What will I do in the classroom?

Establish your role before you head into the classroom. Think about shifting your role from from a sage on the stage to a guide on the side. Rather than leading the discussion, you want your students to take more accountability in the classroom and engage each other.

Here are some suggestions of how you can become the guide on the side:

- Walk around the classroom and observe the discussions
- Ask questions to confirm knowledge and draw more discussion
- Answer questions and be available to the students
- Moderate a debate or facilitate a large group discussion
- Challenge students and encourage them to challenge each other.

Q. How will I assess the students?

Whatever method you use to assess your students, make sure you set 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.

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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:
http://www.usuhs.edu/copyright

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, please visit:
http://www.section508.gov/index.cfm

⟪ 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 having a handout available or list the instructions in a PowerPoint or an online format. This will give students a reference when they begin the activity.

- Give clear instructions. You need to 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. You should also make sure you have Internet and computer access as well as e-reserve and e-resources if you need these items.

Some tips above were adapted from the following Web site: Center for Teaching and Learning, University of Minnesota. (2008). Recommendations for Making Active Learning Work. Retrieved from: http://www1.umn.edu/ohr/teachlearn/tutorials/active/recommendations/index.html

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Use this worksheet to help create your flipping classroom. Write down your thoughts and ideas.

✎ What are the objectives for my pre-class work?

_____

_____

_____

✎ What are the objectives for the in-class activity?

_____

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_____

✎ What will the students do during class?

_____

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_____

✎ What will I do in the classroom?

_____

_____

_____

✎ How will I assess the students?

_____

_____

_____

✎ What materials will the students need to have for class?

_____

_____

_____

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Flipped Classroom Resources & Techniques

Resources
The following Web sites present information about flipped classrooms.

7 Things You Should Know About Flipped Classrooms – Educause

The focus of this article is on the basic information for flipping your classroom. It briefly describes the concept and practice of flipping.

http://www.educause.edu/library/resources/7-things-you-should-know-about-flipped-classrooms

7 Things You Should Know About Microlectures:

A short video or audio recording that focuses on a specific topic is also known as a microlecture. The article helps define what a microlecture is and how it can be used for your classroom.

http://www.educause.edu/library/resources/7-things-you-should-know-about-microlectures

6 Expert Tips for Flipping the Classroom – Campus Technology Magazine

You will learn best practices for incorporating the flipped classroom into your teaching.

http://campustechnology.com/articles/2013/01/23/6-expert-tips-for-flipping-the-classroom.aspx

Flipping the Classroom – Duke Center for Instructional Technology

The article describes what flipping classroom is and provides various examples of the use of the flipped classroom at Duke University.

http://cit.duke.edu/flipping-the-classroom/

What's Different about the Inverted Classroom?

You will learn about the differences of the inverted classroom compared to the traditional class in this article.

http://chronicle.com/blognetwork/castingoutnines/2013/08/06/whats-different-about-the-inverted-classroom/

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Flipped Classroom Resources & Techniques

Classroom Assessment Techniques (CAT)

The following Web sites present information about specific types of assignments you can give students to help them meet objectives during in-class time. Many of the Classroom Assessment Techniques (CAT) provided in the Web sites below are taken from the following book: Angelo, T. A., & Cross, K. P. *Classroom Assessment Techniques: A Handbook for College Teachers.*

Classroom Assessment Techniques (CAT) –Vanderbilt University

This article describes classroom assessment and provides a few examples and links to additional resources.

http://cft.vanderbilt.edu/teaching-guides/assessment/cats/

Classroom Assessment Techniques – Angelo and Cross

You will learn how to use CAT through examples and different types of learning goals in the form of a table.

http://www2.creighton.edu/fileadmin/user/AEA/docs/CATs.pdf

50 CATS, Techniques for Assessing Course-Related Knowledge & Skills – Angelo and Cross

This article provides a list of 50 CATS, organized by type of learning they assess.

http://pages.uoregon.edu/tep/resources/newteach/fifty_cats.pdf

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Resources to Aid In Developing Accessible Course Materials

Keep in mind the various types of disabilities your students may be dealing with and focus on making sure all content is available to all students.

Visual   Hearing   Motor Control   Sensory Processing*

* (including PTSD) (e.g., issues with flashing lights or content that progresses too quickly [with no learner control] or requires them to stay in one place for extended periods of time).

The rest of this document provides links to resources you can use to help you find out more about what you can do to make different types of documents and materials more accessible.

General Accessibility Resources

Site with information about how people with disabilities: Access DL materials and how to make a variety of materials more accessible to them:
http://www.catea.gatech.edu/grade/factsheets.php

VA Section 508 resources:
http://www.section508.va.gov/VA_Section_508_Best_Practices.asp

Federal agency policy guidance and shared practices
http://section508.gov/index.cfm?fuseAction=Policies_FedAgencyLinks

GSA 508 tutorials, guidance, and checklists:
http://www.gsa.gov/portal/content/103565

Blog dedicated to expanding the web's potential for people with disabilities:
http://webaim.org/blog/

List of resources provided by WebAim (direct links to some of these are included elsewhere in this document):
http://webaim.org/articles/

100 Web accessibility resources:
http://whdb.com/blog/2008/100-killer-web-accessibility-resources-blogs-forums-and-tutorials/

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Resources to Aid In Developing Accessible Course Materials (continued)

Accessible Microsoft® Office documents:

GSA checklist for accessible Microsoft Word® documents:
http://www.gsa.gov/graphics/staffoffices/accessibilitychecklistword.doc

http://www.section508.va.gov/docs/Accessible_Word_Docs.pdf

http://webaim.org/techniques/word/

Microsoft PowerPoint®
http://www.gsa.gov/graphics/staffoffices/accessibilitychecklistpowerpoint.doc

http://webaim.org/techniques/powerpoint/

Microsoft Excel®
http://www.gsa.gov/graphics/staffoffices/accessibilitychecklistexcel.doc

VA guide to adding ALT text for images in various types of Microsoft Office documents
http://www.section508.va.gov/docs/AddingAlternativeText.pdf

Microsoft Accessibility Home Page
http://www.microsoft.com/enable/

Accessible Media

GSA guide to making video and multimedia accessible:
http://www.gsa.gov/graphics/staffoffices/videoguidance.pdf

WebAIM guide to captioning:
http://webaim.org/techniques/captions/

VA guidelines for accessible webinars:
http://www.section508.va.gov/Section_508_Webinar_Requirements.asp

NOTE: Webinars are not likely to be a part of this program, but many of the tips listed here would also apply if you are doing videos or desktop capture presentations.