

## FLIPPED COURSE DESIGN WORKSHEET

Instructor name:

Subject:

Semester/Year:

Course Title:

Level:

Lesson Title:

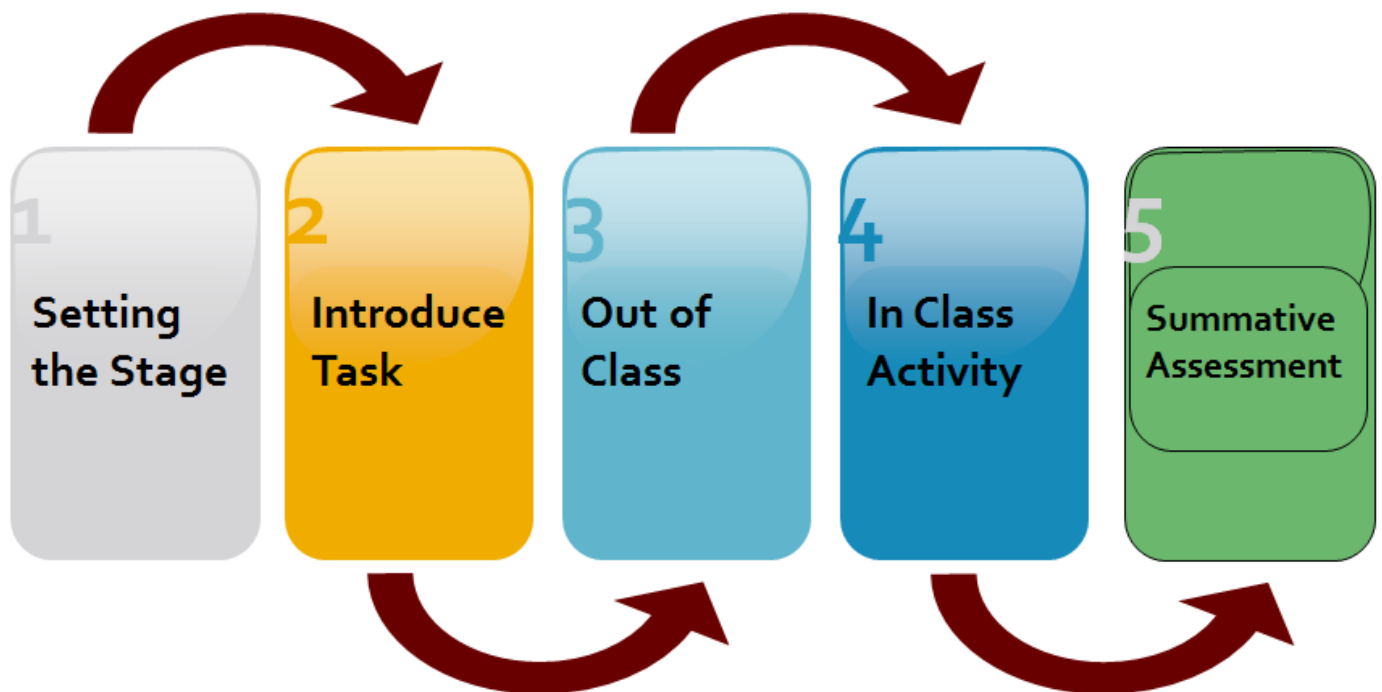
Prerequisite skills or knowledge:

Learning Objectives/Outcomes:

Materials:

Technology:

# Flipped Course Design Model



Based on the model developed by the Centre for Teaching Excellence at University of Waterloo.

<http://bit.ly/1DUMTGY>

# 1

## Setting the Stage

*Plan through how you will set the stage for students. The goal is to reduce the possible anxiety students may feel about a new course model.*

## Reflection

How have you set the stage for your courses in the past?

How have you established ground rules for your class in the past?

If students have had input, to what extent did they contribute ideas?

If no, how did you determine and communicate expectations?

# 2

## Introduce Task

*Plan through how you will communicate the out of class task, expectations, task time commitment, incentives, and assessment.*

## Reflection

How have you introduced in- and out-of-class activities in the past?

- Handouts?
- Rubrics?
- Explanations?
- Include instructions in the syllabus?

What have students found confusing about assignments?

# 3

## Out of Class Task

*Plan through how you will deliver the out of class task, expectations, task time commitment, incentives, and assessment.*

**Task, Question, Activity:**

Learning Objective:

Content Type:

Formative Assessment:

Required Learning/ Tech Resources at Home:

Expected Time on Task:

## Reflection

What kinds of tasks would you ask students to complete outside of class in order to free up in-class time for active learning activities?

Where has your in-class content come from in the past? Where might it come from in the future?

How would you ask them to engage with that content outside of class?

\*How might you assess out of class tasks and how often?

# 4

## In-Class Activity

*Plan through how you will deliver the in-class task, expectations, task time commitment, incentives, and assessment.*

**Activity:**

Learning Objective:

Activity Type (e.g. group, experiment, etc.):

Formative Assessment:

## Reflection

What issues are students grappling with that you wish you could spend more time on?

What in-class activities have you tried in the past? What worked well?

What would your ideal student learning outcomes have been?

\*How might you assess in-class activities?

# 5

## Summative Assessment

*Plan through how you will assess students' learning.*

**Summative Assessment Type:**

Larger Course Learning Goals:

## Reflection

Should flipping a classroom impact how students' learning is ultimately assessed?

If so, how? If not, what types of assessment have you found effective?

What types of summative assessment would you like to try?

## References

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