

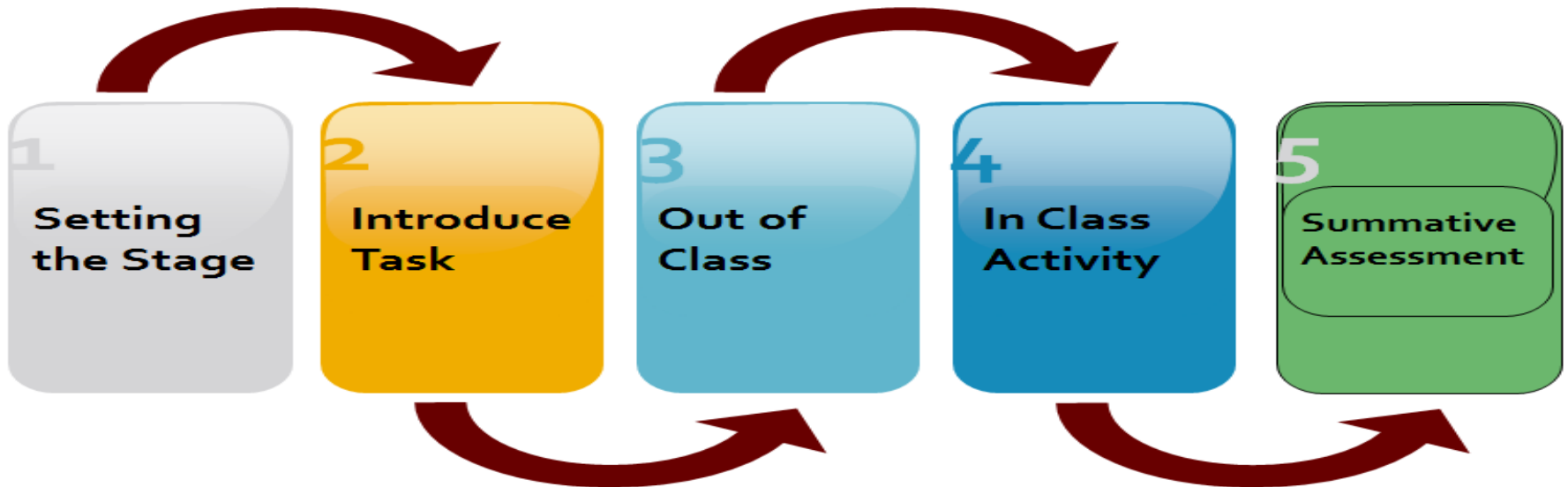
Flipped Course Design: Starting Small

from the **Scholarship of Teaching & Learning**



OUTLINE

Flipped Course Design Model



Based on the model developed by the Centre for Teaching Excellence at University of Waterloo. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/course-design-planning-flipped-class>

Setting the Stage: *Reflection*

1

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 not, how did you determine and communicate expectations?

Setting the Stage

1

Don't tell students you are “flipping” or experimenting

“Code of Conduct” = Accountability

Involve students in the process of setting expectations

Explain technology embedded in course design

Prepare responses to address student concerns

Introduce Task

2

Clear expectations:

- ❖ Connect tasks to larger course learning goals
- ❖ Clarify the purpose of specific assignments
- ❖ Clearly state the characteristics of the desired outcome
 - Rubrics are helpful
- ❖ Expected time on task

Introduce Task:

Reflection

2

- ❖ 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?

Students are more likely to pay attention if they see the *relevance* of the tasks.



Out of Class Task

3

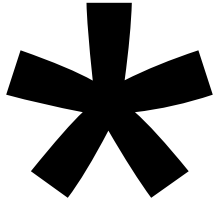
- Content
- Incentives
- Expectations
- Peer Feedback

Out of Class Task: *Reflection*

3

- What kind of tasks would you ask students to complete outside of class?
- Where has your content come from in the past? Where might it come from?
- How would you ask them to engage with that content?

Formative Assessment



- ★ Self-assessment quizzes
- ★ Low-stakes online quizzes
- ★ Short application questions
- ★ Worksheets based on new material
- ★ Short reflective writing assignment
- ★ Student-generated conceptual and application questions

In-Class Activity: Meaning Constructing Tasks

4

- Asks students to apply concepts and skills to meaningful problem(s), experiment(s) and/or real-world context(s)
- Requires students to develop and apply their problem-solving skills and what they've learned in out-of-class tasks
- Gives students the opportunity to interact with the instructor, ask questions, and for the instructor to model skills & habits of mind

In-Class Activity: Learning Activities to Consider

4

- Socratic method
- In-class problem sets
- Formative quizzes
- Think-Pair-Share
- Peer Instruction
- Small group problem solving
- 1-Minute Paper
- Peer Evaluation
- Compare Notes
- Concept Mapping
- Jigsaw
- Sage/Scribe
- 3-Step Interview
- Lab

In-Class Activity

Reflection

4

- 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?

Summative Assessment: *Reflection*

5

- 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?

Flipping *YOUR* Classroom

What ideas would you like to apply to flipping your own classroom?

Take a few minutes to jot your ideas down and share with a partner or in a small group.

Thank You!

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