

Planning to Flip Your Classroom

Reflecting on your Course Design & Delivery

1. Desired results – Learning goal(s) and objective(s)

What relevant goals will this flip address? Upon completing the out-of-class assignment, what should students know and be able to do?

2. Assessment evidence

Through what authentic performance tasks will students demonstrate their understanding? By what criteria will their performance be judged?

3. Learning Plan

What active learning experiences will enable students to achieve the desired results outside and inside the classroom?

- **Design the details...** *What preparation is needed? Does an exercise like this already exist or is an online resource available? What materials will you need to gather? What will you need to write/create?*

4. Communicating to your students: How will you get students involved?

What will students be doing? How will you communicate your flipped classroom? What rationale and instructions will you give to your students? (ensure that your students understand their role and responsibility in the learning process).

- **Plan your in-class presentation.** *Think about how you will frame the activity you have chosen: how will you make sure that students understand its utility and how it supports the course goal(s)? How will you set up the activity so that students understand clearly what they are to accomplish, and how to go about doing it?*
- **Prepare students for the activity you have in mind.**
Prerequisite(s): what should your students have done, prior to this class, to be ready for the activity? What skills will they need to have mastered; what terminology or background information will they need to know? How will you prepare your students for the activity you have in mind?

5. Lesson Planning logistics

What technology/technologies will be needed for you to flip your classroom? How will you prepare yourself and/or your students to use it? What will you need to do in advance of your class?

Fink’s “Castle Top” template for creating an instructional strategy

Sketch out a sequence of in-class and out-of-class activities. What learning activities will students be engaging in? In place of the question marks, enter the learning activity you propose for each block of time building off the work students complete outside of class. The goal is to create a sequence.

Sequencing learning activities by Major Topic

Major topic in course: _____	<i>In-class</i> Activities	?	?
	<i>Out-of-Class</i> Activities	?	?

Sequencing learning activities by Sessions per Week

Week	Class	<i>Between</i>	Class	<i>Between</i>	Class
1					
2					
...					
15					

Source: Fink, L. Dee. (2003) *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.