

7 Steps to Flipping With a Framework

STEP 1

LEARNING OUTCOMES AND KEY CONCEPTS

Describe what the students will be able to do after having learnt this topic (i.e. learning outcomes and tasks they can do/perform) and list the relevant key/foundational concepts.

CONSIDER...

.... the topic, why you are flipping it, how this topic relates to capabilities that count?
Identify established misconceptions around this topic and address these in the pre class activities and make links with assessment explicit.

STEP 2

PLAN YOUR IMPLEMENTATION STRATEGY

- Where does the topic/class fit in the timetable?
- How will you **shift the workload** (e.g., start the class later or finish earlier, ensure that you are not adding additional work for students)?
- How and when will you **induct** the students – the why, how and when of flipping and the relevance of the topic?
- When does the pre-class need to be released (e.g., one week before class time)?
- What is the due date for students to complete the pre-class learning activities (e.g., 24-48 h before class time to allow time for your review)?
- How you will maximize the use of the allocated physical space for the class to facilitate interactive group learning?
- Find your co-developers –critical friend/s?
- How will you evaluate the effectiveness of your flipped class?
- Identify any staffing requirements.



* Bloom's Modified Taxonomy (Krathwohl and Anderson, 2001)

STEP 3

DEVELOP THE PRE-CLASS LEARNING ACTIVITIES AND **CHECKPOINTS

Using Bloom's Modified Taxonomy, select the key/basic facts and concepts and related content for this topic that students will need to ***remember and understand**. Embed checkpoints for interactivity and feedback loops.

CONSIDER.....

.....the format of the pre-class activity e.g., narrated PPT, video, short reading.
The release of the pre-class activity and setting the due date for pre-class activity completion.
Student induction: ensure that students are inducted **prior** to releasing the pre-class activities.

STEP 4

DEVELOP AND LINK THE CLASS ACTIVITIES

Select the relevant concepts, related content and group learning activities e.g., case studies, flow charts, role play, quizzes, posters, which require students to **apply and analyse** the core concepts covered in the pre-class. Establish **clear links** between the pre-class and class time. Make the relevance of the class time explicit.

Support the class activities with planned ***mini lectures that introduce and/or summarise more complex concepts.

CONSIDER:..

...have you allocated adequate time for each of the learning activities in class?
What will motivate your students e.g., relevance, flexibility? How will you ensure teacher accountability e.g., reviewing pre-class activities, reporting results/student achievements back to class etc?

Sophie Karanicolas, Catherine Snelling and Tracey Winning (2015) in conjunction with the University of Adelaide Flipped Classroom Community of Practice, the OLT Project Team: Translating Concept to Practice and input from participants at our various workshops.

STEP 5

DELIVER THE CLASS

Deliver your linked flipped classroom and related activities.

- Set up the physical space to accommodate group based learning and organize learning resources
- review student responses to the pre class, at the start of the class
- clarify remaining learning issues
- deliver classroom learning activities and mini-lectures as needed and
- 'time on task' - monitor allocated time dedicated to each classroom activity

Summarise the learning segments by reviewing the learning outcomes.

STEP 6

LINK TO THE POST CLASS ACTIVITIES AND ASSESSMENT

Make explicit links between the topic and the post-class activities and assessment tasks. These could be group based or individual post class activities and/or assessment tasks that build on the concepts of the pre-class and class time. Provide students with the opportunity to *** evaluate and create** knowledge and content.

STEP 7

EVALUATE YOUR FLIPPED CLASS

Monitor - level of student completion of pre-class activities and level of student participation in class activities. Invite student informal feedback and analyse formal course evaluation data. Make relevant changes for future flipped classes.

* Based on **Bloom's Taxonomy of cognitive processes**

** **Checkpoints:** Strategically positioned learning activities e.g., MCQ's, short answer questions, that enable students to demonstrate remembering and understanding of core facts and concepts prior to class.

*** **Mini lectures:** 10-15 minute teacher driven presentations during the class.