

# Creating a Flipped Classroom Exercise

*The goal of this session is to help you create a single 10-30 minute exercise you can use at the start of one of your regularly planned lessons to experiment with flipped classroom teaching.*

Course name:

Lesson/Topic:

## Learning objectives

1. What are your learning objectives for this class/session?
  
  
  
  
  
  
  
  
  
  
2. Which learning objective(s) will be the focus of this exercise?

## Pre-class exposure

3. How will you expose students to material before class?
  - a. What modalities will you use?
  
  
  
  
  
  
  
  
  
  
  - b. Do you know what readings, videos, podcasts, etc. you will assign? If so, note below.
  
  
  
  
  
  
  
  
  
  
  - c. How long do you think it will take students to complete these materials? *Suggestion: if your students are new to flipped classroom style, set the bar low – maybe less than 30 minutes. Consider several short readings or pieces of media to facilitate comparison or contrast.*
  
  
  
  
  
  
  
  
  
  
  - d. *Discuss: Why did you choose these materials?*

## In class exercise

4. How will you divide students for small group work?

- e. What size groups will you use?
  - f. *Discuss: Why did you choose this group size?*
5. What activity or exercise will you have the small groups complete? For example, will you have them answer questions about the material, compare or contrast sources, apply the material to solve a problem or analyze a case?

*Discuss:*

- g. *How will this activity require groups to use the material to which they were exposed outside of class?*
  - h. *Which learning objectives will this exercise serve?*
  - i. *What prompt will you give the students to explain to them their task?*
  - j. *How will this challenge your students, e.g., by prompting critical thinking or application or revealing their need to go deeper in their learning?*
6. What will you do while your students are working in their groups? Reflect on some prompts you can use to assist low-performing groups or challenge high-performing ones.

## From small groups to large group

7. How will you collect or review answers from small groups? For example, will you collect answers from groups in a large group discussion, use clickers or some equivalent, or ask students to debate a point?
8. *Discuss: How will you deal with incorrect answers? For example, will you ask for alternative views from other groups or ask the group to explain/defend their answer? Note that it is important that you use the class to generate most of the answers, rather than provide them yourself.*

## Preparing your class

9. How will you prepare your students for this lesson?

*Discuss:*

- k. *What will you tell them about the upcoming flipped classroom lesson?*
- l. *What can you tell them about how they will need to use the pre-class materials (e.g., providing them with your planned questions) to help them think about those materials as they review them – and motivate them to complete all of the materials?*

## Bonus: Post class assessment

10. How will you assess the effectiveness of your flipped classroom lesson? Can you debrief with students their experience?