

# Teaching Tips for Flipping the Classroom



## ✓ Establish Expectations

Communicate with students (e.g., Blackboard, email, etc.) **well in advance** how the ENTIRE session you have planned will run, from their prep to the review afterward.

Indicate:

- **what level of detail** they should master in the pre-work (videos, readings, etc..)
- **what you will cover in class**
- **what they should do** after class to **solidify their understanding of the concepts.**

## ✓ When Developing Videos

- **Think about the audience** (e.g., novice vs. advanced learners), and the terminology they know or don't know related to your topic. Provide definitions of key terms during your presentation. Alternatively, provide a glossary at the onset so students can refer to it as needed.
- Intentionally break the material into **10-15 minute segments** to allow for cognitive processing.
- **Introduce each segment** and indicate what will be covered to help the students organize their thinking and prepare for what you are going to transmit.
- **Include questions** of the students during the video. Pause and then provide the answers. This allows for additional checking of understanding.
- **Summarize the key points** at the end of the segments so students can feel confident in their preparation for class.
- **Provide a file with your slides** so students can take notes on them as they review the video.

✓ **Start the class session with a brief review (1 slide) of the main points of the video. This can be your “Link”, or used in addition to another link. It serves to ground the students.**

✓ **If the in-class session is predominately Q&A or case-based, periodically reinforce the underlying principles by:**

- **Modeling your thinking.** Discuss with students how you approach the problem, walking them through your reasoning.
- Drawing or having the students draw **concept maps** or other **diagrams** that elucidate the thinking process.
- Using **matrices** or other types of **tables** and **charts** to help students differentiate key features, characteristics, or other defining aspects of your content.
- **Probing** students on why a certain answer is correct (vs just identifying the correct answer). Also ask them to explain why incorrect answers are not valid.

✓ **Ask the students what is helping them grasp the materials**

- **Was this helpful** (after doing something)? Why?
- What, if anything is **unclear**?

✓ **At the end of your session, help the students determine how to study the material**

- Ask the students to spend a moment to **write down what they think they understand well.**
- Ask the students to **write down what they need to spend more time reviewing.** This will help them become more **self-directed in their learning.**

