**Designing a Flipped Class**

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| **Concept(s).** Identify one or more concepts from a course that you have taught; this will be the focus of the flipped class that you are designing for your students.  |  |
| **Intended learning outcome(s).** What knowledge or skills do you want your students to acquire, as a result of the flipped classroom that you are designing for them? |  |
| **Introducing the out-of-class task.** How will you describe to your students the task that they will be doing outside of class? What expectations do you have? How long should it take them? How challenging is it? |  |
| **Out-of- class task.** What form will the task take? Will they simply watch a screencast? Will they also be required to read something? Will they be required to write a short reflection on the screencast? Will they have an opportunity to ask questions arising from the out-of-class task?  |  |
| **Assessing what they have learned from the out-of-class task.** After the students complete the out-of-class task, will they perhaps do a quiz in the learning management system? Will they receive automated feedback? When they come to class, how will you assess whether they have completed the task (that is, how will you ensure that they have watched the screencast and/or done the readings?) |  |
| **In-class activity**. After your students come to class, what activity will you have them do in class in order to build upon, deepen, or apply the knowledge they have gained from the out-of-class task (that is, from the screencast and/or readings)?  |  |

Adapted from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/course-design-planning-flipped-class> by Jane Holbrook and Mark Morton, Centre for Teaching Excellence, University of Waterloo

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| **What useful ideas that you have gained from others in this session?**  |  |