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| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSDOE9zyxYOBQphfbIdWmSczhFhTtODPcIQ1KMG4f_sDdR1XT9lzgARkQ4 |  | |  | | --- | |  | | just flip it Checklist | |  | |

# why not just flip it?

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|  | Students can review ‘flipped’ course materials repeatedly outside of the classroom, at their own convenience, on the device of their choosing. |
|  | The wide availability and engaging format of this type of learning content can be a powerful enabler of learning, and can encourage students to take more responsibility for their own learning. |
|  | In a fully flipped delivery model, students who miss class because of other responsibilities or illness do not have to be ‘penalized’ by missing course content. |

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|  | The time in class for valuable hands-on and face-to-face learning takes on a whole new dimension, empowering teachers to do what they like to do – help students really understand the material and achieve deeper learning. |
|  | Start small! Step out of your comfort zone! |
|  | Other ideas? |

# ways to create content

|  |  |
| --- | --- |
|  | Voice-over PowerPoint (<https://support.office.com/en-us/article/Record-a-slide-show-with-narration-ink-and-slide-timings-3dc85001-efab-4f8a-94bf-afdc5b7c1f0b?CorrelationId=a7e42172-a04c-4dee-9963-ce053f3b496d&ui=en-US&rs=en-US&ad=US&ocmsassetID=HA010338313>) |
|  | Free Screencasting: Screencast-O-Matic, Jing, Screenr, Camtasia in EduTech Classroom (350 Lib), Zoom |
|  | Professional Screencasting: Camtasia, ScreenFlow 4 |
|  | Podcasts and Digital Presentation Tools: Slideshare, VoiceThread, Vuvox, Eyejot, SooMeta, Vimeo, mp3 recording apps for Android and iPhone |
|  | “Already made” lectures from other experts in the field: YouTube’s Education Section, TED, Khan Academy, Open Culture, CosmoLearning, LearnersTV.com, Teaching Channel, MOOCs |

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|  | Supplement with reading! |
|  | Others? |

# Ways to Help Ensure That Students Consume Content

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|  | Start each class with discussions, questions, or quizzes (make these count for a grade). |
|  | Require a quiz on Sakai – due before class meets. |
|  | Require students to post a brief, reflective statement, and read and respond to one of more other student’s comments before class (graded). |
|  | Require a reflective blog (graded). |
|  | Partner students for review and accountability (check out [https://www.**catme**.org/](https://www.catme.org/)). |
|  | Fill-in-the-blank worksheet to be completed before class and turned in for grade. |
|  | Hide “easter eggs” in the content and provide extra credit the next day if students can reveal these. |
|  | Other ideas? |

# how do I use class time i’ve freed up?

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| --- | --- |
|  | Start class with discussion and review (check out [https://www.**polleverywhere**.com/](https://www.polleverywhere.com/)) |
|  | Have students work in small review groups (check out [https://www.**catme**.org/](https://www.catme.org/)) |
|  | Have students create and develop presentations and demonstrations; apply the material they’ve learned somehow (be creative!) so you can circulate and assist them. |
|  | Have a debate |

|  |  |
| --- | --- |
|  | Play a game (check out <http://powerpointgames.wikispaces.com/PowerPoint+Game+Templates>). |
|  | Other ideas? |

# does it work?

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| --- | --- |
|  | <http://www.studiesuccesho.nl/wp-content/uploads/2014/04/flipped-classroom-artikel.pdf> |
|  | <https://scholar.google.com/scholar?as_ylo=2016&q=assessing+the+flipped+classroom&hl=en&as_sdt=0,49> |

Checklist adapted from “Flipped Classroom Workshop in a Book” by Kelly Walsh (2013).

\_\_ = Laura’s picks (: