



## Teaching Tips for Flipping the Classroom

### Establish expectations:

- Tell the students (on Blackboard) how the ENTIRE session you have planned will run, from their prep to the review afterwards.
- Indicate what (at what level of detail) they should "master" in the pre work (videos, etc.); what you will cover in class, and what they should do after class to solidify their understanding of the concepts.

### In developing videos:

- Think about the audience (first year students) and the terminology they know/do not know related to your topic. If a glossary is needed; provide it 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:

- Modelling your thinking
- 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).

### Ask the students what is helping them grasp the material:

- Was this helpful (after doing something in #4)? Why?
- What, if anything is unclear?

**Help the students determine how to study the material. At the end of your session, ask the students to spend a moment writing down what they think they understand well and what they need to spend more time re-viewing.**