



## Flipped classroom

### Flipped classes: how it works

'Flipped' learning is a specific arrangement of independent and taught study time. Students do independent study tasks first, followed by a taught or guided session. It means students come to the taught class better prepared, with insights into what they find challenging or interesting in the topic. Some teacher-led explanation may still be required, but it will be focused on what students have struggled to learn independently. Face-to-face time can focus instead on discussion, practice, group work, questions, extension activities etc. It can be more student-led, and if teaching staff (or other students) have time to review some of the independent work, it can include feedback and response to that feedback.

**Independent study time (pre-session)** can be used to:

- Research a question or topic
- Practice a protocol or technique
- Work through a learning resource
- Watch videos
- Prepare a case or contribution
- Analyse data or solve problems
- Work on a pair or small-group assignment
- ...

**Tutors can use the pre-session activities to prepare for real-time teaching by:**

- Reviewing work in progress
- Checking student participation
- Setting a pre-session or start-of-session quiz
- Assessing what students found useful, challenging etc and planning to teach on those areas

**Face-to-face or real-time sessions** can be used for:

- Collective feedback on pre-session work
- Responsive teaching - going over issues identified as challenging or interesting, introducing new material as appropriate
- Q and A session (student-led questions)
- Quizzing and polling, more extended revision (teacher-led questions)
- Student presentations and/or peer feedback

- Live practice of ideas/techniques learned pre-session (e.g. practical work)
- Guided discussion, set-piece debates
- Drop-in surgery to support practice, clarify issues, offer extension activities
- Creative activities, collaborative or individual, in real time
- ...

**Independent study time (post-session)** can be used to:

- Write up and reflect on outcomes (perhaps sharing them back with the class)
- Answer questions, practice methods (perhaps tailored to the student's interests or needs as identified in class)
- Finalise work in progress, draw conclusions
- Further preparation for the next session (as above)

## **Flipped and online**

Both the independent and the guided phases can take place online, for example in a virtual learning environment plus a live video platform.

A shared platform (design space, curation board, collaborative document) can help students to bridge the two. For example, students can begin a task with the support of the class and tutor, then continue it independently in the same document or platform, perhaps able to view other students' work alongside their own. Quiz and poll results, discussion threads, recorded seminars and lecture notes can all be saved from live sessions to support learning in the next independent study phase.

## Some design principles for flipped classes

Design principle	Principle in practice
Allow students to make sense of the subject matter before the face-to-face session.	Offer a variety of routes in to the subject matter (e.g. different media, points of view, examples).
	Keep the pre-class tasks manageable, and break the material into separate components where possible (e.g. several short slidecasts, one reflective task).
	Ensure the resources you provide are accessible to all students.
Assess students' understanding at the start of the face-to-face session	Review student work if possible. This could mean a few examples only - the purpose is adaptive teaching not giving detailed feedback.
	Allow students to assess their own understanding, encouraging reflection on what worked, what was difficult, what was enjoyable.
	Use a quick poll or quiz to assess understanding of key issues, or ask which area(s) students want to focus on.
Teach with awareness of students' different interests and needs	Prepare a range of resources and examples, showing different perspectives and contexts.
	Adapt activities and content as students indicate what they need or find interesting.
	Include a question and answer session that students lead. Beyond dealing with any difficulties, think about the questions you'd want students to ask, to advance their understanding.
	Summarise and give feedback regularly, and give opportunities for students to feed back on their own and each other's activities.
Make the pre-class work essential to in-class activities	Design activities, questions, tests etc that build on the understanding students have gained before the class.
	Allow students who have invested in the pre-class work to lead activities/discussion and show what they have learned.

Design principle	Principle in practice
	Signpost back to previous work, and forward to assignments and assessments.
Use the valuable time/ space of the live class to its best advantage	Consider how students can learn from one another in collaborative tasks, with different group sizes and for different lengths of time (quick think-pair-share chats, extended project planning).
	Consider how students can try out new ideas and methods in a supportive setting.
	Consider how students can actively question, debate, challenge, and bring their own interests and perspectives to bear.
	Consider how students can gain feedback on their work from teaching staff or other students.
Use platforms and materials that can bridge in-class and independent learning	Have students start activities in shared time/space and complete them in independent study time (perhaps allowing them still to view each other's work)
	Consider third-party platforms that allow different modes of participation and collaboration
	Ensure students can download and manage the materials they have produced online, e.g. for review and revision, for sharing and feedback, for inclusion in assignments and assessments etc.
Build ongoing commitment through a community of learning	Ensure students feel accountable for group outcomes by taking turns to report and feed back.
	Think about group size, how outcomes will be recorded and summarised, links between group outcomes and individual assessments.
	Encourage communication among students about tasks and problems between live sessions.