

# Flipped Learning Pilot - A more refined guide.

This is the guide for working in the second round of the PATH Technology Enhanced Instruction Pilot of Flipped Learning. Please take note of the information within and use it while developing the course(s) and materials at your institutions.

An important reminder: **Flipping a course is most often an increased amount of work and preparation for an instructor. This is expected and normal. Instructors participating should understand this and be willing to commit the extra time and energy necessary to successfully flip their course(s)!**

## General Flipped Learning Best Practice Model Information

While working with educators at each institution, those who are aiding instructors/faculty in adjusting their instructional methods should keep in mind The Four Pillars of F-L-I-P™.

The Four Pillars of F-L-I-P™

- F** Flexible Environment
- L** Learning Culture
- I** Intentional Content
- P** Professional Educator

Details about each Pillar can be found online at:

[http://flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP\\_handout\\_FNL\\_Web.pdf](http://flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf)

**If you are planning on working with instructors/faculty to aid them in developing their course(s) for the pilot, you need to understand the information in the Pillars PDF document!**

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*Please note:*

Although there are many variations and differing options for flipping a course, this is the option the Technology Enhanced Instruction Community of Practice has explored and identified for its pilot.

The general process for flipping the course should be followed and is listed on the following page.

A list of successful implementation criteria has been included within this guide.

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## Process for Flipping

The general process to help guide instructors/faculty through when designing their lessons in the Flipped Learning model is:

For each lesson:

1. Clearly categorize and list learning objectives under Basic and Advanced Learning Objectives.
2. Design in-class activities to meet the advanced learning objectives.
3. Design pre-class activities to meet the basic learning objectives and prepare students for the in-class activities.
4. Design any post-class (longer-term/overarching) activities.
5. Find/create learning materials necessary for the successful completion of in-class and pre-class activities.
6. Find/create any learning materials that will aid students' progress of any on-going or new post-class activities that link to the lesson's basic and advanced learning objectives.

For the pilot, all digital course materials, including learning activities, learning content, and syllabi should be hosted in the course's LMS.

For aiding instructors/faculty members, the workshop worksheet provided by Dr. Talbert has been adapted. Instructors/faculty members can work through the worksheet for each lesson until they become more accustomed to designing their lessons in the pilot's flipped approach.

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## Additional Notes

- Overall, the entire course's set of lessons should be flipped. Flipping only a portion of the lessons can be confusing for students.
- Pre-class activities should be completed by students prior to class and the pre-class content should not be presented in the classroom should students neglect their responsibility.
- Instructors should come up with a plan to manage the in-class activities should students arrive having not completed the pre-class activities.
- In general, instructors should come up with their own activities and take care not to include required extra materials if not necessary for the satisfactory completion of the learning objectives.
- Alternative methods of accessing the materials and multiple sources of the learning content should be created/cultivated for students to have a flexible learning experience.

## Implementation Success Criteria

For a successful implementation of the flipped learning pilot, course will be examined to with regards to the following criteria:

- Learning objectives have been identified and labeled
  - Basic/Advanced
  - Basic objectives prepare for meeting advanced objectives
- In-class and Pre-class activities have been created in alignment with the learning objectives
  - In-class activities align with advanced objectives
  - Pre-class activities align with basic objectives
  - Materials required for activities have been create/cultivated
  - Materials are easily accessible to all students
- Post-class activities have been designed to further the understanding of advanced learning objectives (particularly with respect to overarching topics)
- Formative and summative assessment has been identified throughout the course



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