

Overview

Flipped learning design (FLD) involves moving traditional lecture material or content away from the face-to-face learning environment and moving it online so students can view the content before attending class. Face-to-face time is then spent practicing and applying the content or concentrating on key components of the learning ([Hill, 2012](#)).

Why use flipped learning?

Students come with varying degrees of knowledge and experiences, so delivering content to all students at the same time mean that:

- Some students already understand the content and get bored
- Some students don't have the prerequisite understanding to be able to use the content

Using FLD helps to overcome these issues by allowing students to consume the content at a pace which is right for them.

Employers also want graduate employees that are able to perform beyond their specialist area. Flipped learning allows students to build skills in: problem solving, working as a team, and being an effective communicator etc.

Planning for Flipped Learning Design

Use the following planning information to support the design of creating a flipped learning program of study:

1. **Select a component of your course** - Start with a section of the program where students are struggling to understand information / tasks. Always start with a new cohort of students.
2. **Dissect the learning struggle** - Determine/Describe the picture of competence or what students will look like once the task has been completed. Make sure you articulate all of the requirements of the task.
3. **Determine student tasks** - Find examples of the picture of competence/performance in action - ie where students watch/listen to you/others undertaking/unpicking the task/process. Look at the task from different perspectives, and get input from other educators on how they undertake the task/process.
4. **Find guiding frameworks / triggers** - How will students be guided to move through the learning activity? Eg, instructions, questioning, checklist, rubric.
5. **Develop a student centred environment** - Ensure activities are purposeful, meaningful and relevant to the students.
6. **Empower the students** - Find the WIIFM (What's in it for me) to motivate the students to view the content outside of class and how the applied learning helps them, eg by highlighting how FLD helps them develop skills employers are looking for.
7. **Enable yourself as the facilitator** - Determine the triggers and timely response mechanisms you will use to ensure a supportive environment through student feedback and feedforward
8. **Bringing it all together** - Start small (baby steps) and keep it simple (for you and the students). Decide, design, trial, evaluate, review.

Once the overview of the FLD program has been developed, individual lesson plans are required for each face to face session. The following is a Sample Session Plan for a FLD learning environment ([Coghlan, 2014](#)).

Pre-session activities

Materials for the session are made available online through a learning management system (LMS) eg:

- Review readings / video
- Participate in a quiz or forum discussion

Session activities

- Address questions and discussions arising from pre-session information and activities
- Outline the scenario for the session
- Students work on the scenario in groups or pairs to apply the content from pre-session materials. Groups may need to appoint a scribe or leader who will report back
- Students report back on the scenario exercise. Either select or have some groups volunteer their findings or have a student panel
- Summarise and clarify issues raised in scenario exercise:
 - Any key points missed?
 - Issues need clarifying?
 - Check if students still have any doubts/uncertainty
- Show a video that consolidates key themes of class and links to the next class/topic

FLD case study

Jenny has been noticing that some of her students are struggling with the key concepts of her photography subject while others are disengaging as they already understand some of the concepts she is trying to teach them.

To ensure that all of Jenny's students are getting the most out of their learning, Jenny decided to incorporate FLD into her classes. Jenny started by reviewing how other lecturers were using FLD by reading online articles and attending webinars / workshop / presentations on the topic. She also got assistance from an educational designer from her Teaching and Learning department.

Jenny started to brainstorm the parts of her program that would be best suited to FLD. She identified the introductory section of how to use a SLR camera as a good starting point. Jenny realised that there was a lot of videos and other resources already available online which explained these steps.

Jenny selected a video which clearly explained how to operate a SLR camera. Jenny used this video to record all of the steps / criteria into a rubric and created an activity for her students which involved them:

- Before class - students:
 - Review the activity rubric
 - View the video
 - Write down the steps and explaining them to someone else
 - Source any other resources they found useful
- In class - students:
 - Work in small groups to showcase what how they can use a SLR camera
 - Critique each other's approach according to the rubric
 - Share one resource they found and explained why they found it useful
- After the class - students:
 - Record a reflection on the process of using a SLR camera and uploaded it to the LMS.

References and useful resources on FLD:

- Bergmann, J (2013) Ten Questions You Should Ask Before You Flip Your Classroom, <http://jonbergmann.com/new-to-the-flipped-classroom-10-things-to-consider-before-you-start/>
- Coghlan, M (2014), Flipped Learning Design Program, <http://digitalcapability.com.au/e-learning/modern-e-learning-models/flipped-learning-design-program/>
- Falkner, N (2013), Flipping the Classroom: Flipping Authentically, University of Adelaide, School of Computer Science
- Hill, P (2012), Online Educational Delivery Models: A Descriptive View, <http://er.educause.edu/articles/2012/11/online-educational-delivery-models--a-descriptive-view>