**Designing a Flipped Class OLA 2015 session: 801E** Transforming Instruction with the Flipped Classroom

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| **Concept(s).** Identify one or more concepts from a course that you have taught; e.g. a learning bottleneck. This will be the focus of your flipped class  | Boolean search structure |
| **Intended learning outcome(s).** What knowledge or skills do you want your students to acquire, as a result of the flipped class? | Beginner searchers will be able to implement Boolean in database searching |
| **Introducing the out-of-class task.** How will you describe to students the task that they will be doing outside of class? What expectations do you have? How long should it take them? How challenging is it? |  |
| **Out-of- class task.** What form will the task take? e.g. Watch a screencast? Read something? Write a short reflection on the screencast? Will they have an opportunity to ask questions arising from the out-of-class task?  |  |
| **Assessing what they have learned from the out-of-class task.** After students complete the out-of-class task, will they do a quiz in the learning management system? Receive automated feedback? When they come to class, how will you ensure that they have watched the screencast and/or done the readings? |  |
| **In-class activity**. What activity will students do in class to build upon, deepen, or apply the knowledge gained from the out-of-class task. |  |
| **How will you reduce the content/topics that you usually cover in this session?**  |  |

Adapted from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/course-design-planning-flipped-class> by Jane Holbrook and Mark Morton, Centre for Teaching Excellence, University of Waterloo

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| **What useful ideas did you gain from others in this session?**  |  |