

Guidelines for planning and designing your flipped classroom

Step 1 - Planning

What should you include in the flipped classroom for each practical class?

- Identify key parts of the practical that would benefit from the 'flip' e.g.
 - Core knowledge. Tip: Think about what key knowledge you spend time talking through at the start of or during a practical (and have to repeat for every group); pre-requisite/underpinning knowledge e.g. instrument names; etc.
 - 'Knowing how': The steps of a skill that students should be able to describe before practising and performing the skill in the practical class e.g. watch a video and then self-text by writing down or verbalising the steps
 - Initially it may be helpful to focus on skills (or parts of skills) that students find particularly difficult.

Step 2 - Preparing

Gather all relevant materials e.g.:

- CSL instruction booklet/s (available on Blackboard or via the CSL website)
- Practical proforma (with details of the learning outcomes, skills taught, etc.)
- OSCE checklist (if the skill is included in a current OSCE)
- Videos already in use on Blackboard

Ensure flipped classroom resource aligns exactly with all of these!

Step 3 - Creating

- Use the storyboard (*see next page*) → consistent appearance & structure for all flipped classrooms (*it is appreciated by students if we use a consistent layout!*)
- It is best practice to keep the flipped material:
 - Simple, short (guidelines recommend 10 – 15 minutes is the typical time students should take to complete the flipped material for a clinical skill once; students do often revisit flipped classroom resources multiple times)
 - Targeted e.g. a few key pieces of knowledge and skills for the students to become familiar with (know & do) before the class
- Use signposting i.e. short text that explains a little bit about each part of the flipped classroom e.g. what it is, key points to note, learn, watch, top tips for doing the skill correctly, avoiding common mistakes, etc.

Step 4 - Uploading to Blackboard (*the virtual learning environment*)

N.B. It is often easier to initially create a flipped classroom in Word

- When uploading it to Blackboard, build the flipped classroom in a Learning Module, this helps ensure a consistent layout and student experience
- There are examples on Blackboard in some Unit's Practicals folders
- Please contact the CSL Team if you need help finding an example on Blackboard

On the next page you will find the **storyboard** to use as a template to create your flipped classroom.

Flipped Classroom Storyboard: Skill Name

1. Learning Outcomes:

- List (bullet point) the learning outcomes
- Verbs can be:
 - Cognitive (*knowing and knowing how to do something*) e.g. identify, list, describe
 - Psychomotor e.g. doing or performing (*if students can practise at home*)
- Learning outcomes can be taken from the practical proforma document and must align with the next section (Content)
- Check once the flipped classroom storyboard is complete that the content aligns with the learning outcomes

2. Content

Can include, but is not limited to:

- Videos – these should be short e.g. typically 30 seconds to 2 – 3 minutes each
- Images – ensure these are clear, if using images that do not belong to us e.g. from the internet, check that we have the right to use them (e.g. Creative Commons Licensed), or use our images e.g. from CSL Instruction Booklets wherever possible, or take new ones.
- Diagrams
- Interactive features e.g. drag and drop activity using Xerte to label an image
- Text – not too lengthy!
- Practising at home – if possible include a section for a skill (or part of a skill) that can be practised at home using basic equipment and/or household materials e.g. knot tying

Remember to include a short text explanation with each piece of content to 'signpost' the learning students will achieve e.g. what the content is, key points to note/learn/watch, top tips for doing the skill correctly, avoiding common mistakes, etc.

N.B. Good use of signposting can really help student learning and promote engagement with flipped classroom resources.

3. MCQs

- 4-5 questions with feedback to consolidate learning
- Follow best practice in MCQ writing
- Can be scenario based
- Must align with learning outcomes and content above

4. Other useful resources

- The information in this section is optional for the students
- It could include:
 - Other relevant CSL booklets (link to them on Blackboard)
 - Further reading, videos, references, etc.