

“First Flip Worksheet”

Use this worksheet to help scaffold your first flip. Remember, your first flip should move a brief (~20 minutes) section of content from your class into pre-class online work.

We encourage you to answer the questions as thoughtfully and completely as possible - they will generate a guiding document that will be useful throughout the process of developing your first flip.

1. What is the name of the course?

2. What is the class session and specific topic you'd like to focus on? (please select just one, to start)

Having trouble identifying a specific class session to focus on? [Click here](#) for a list of questions that can help you to identify teaching challenges in individual class sessions that might make good candidates for a first flipped class project.

For your first flipping project, home in on a particular topic that could be covered in ~20-30 minutes. While you learn the method, you want to pick something that is manageable for you to flip and manageable for your students to engage with outside of class.

3. What are the learning objectives for the online portion of your flipped class learning experience? List 1-3 of the most important learning objectives.

It may help to ask yourself: What do you wish all students were familiar with when they step into the room? Try to be specific. For example:

“I wish my students were familiar with tools for decision analysis” may be too broad.

“I wish my students could all build and solve a decision tree with 1-2 decision nodes, using expected values” is more helpful for an initial flipping project. You can cover the topic in ~20 minutes, assess it accurately, and build on it in class.

4. Assessment: What do you wish you knew about student knowledge, skills, or opinions before you step into the room? What kind of questions could you ask online, to fulfill this wish list?

In answering this question you may want to draw on your answers about learning objectives. For example if a learning objective was for students to understand a certain polling method you may want to know whether students can answer a slightly more advanced question about the polling method in question. However if a learning objective was for students to update their conception of polling in the political process you might want to ask an opinion question about polling to understand students' priors about polling.

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5. Flipping your class frees up class time: how will you use this time?

If your flip is successful, students will become familiar with the topic in question and you will be able to find out key information about their knowledge skills or opinions, all before stepping in the room. With this in mind: Would you teach a new case or activity? Would you add more advanced materials? Would you incorporate a new exercise or encourage a discussion to go deeper?

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6. What kind of teaching materials do you have available on the topic you wish to flip? Collect these as they will be very helpful in constructing your first flip.

<input type="checkbox"/> PowerPoint or Keynote Slides
<input type="checkbox"/> Handout
<input type="checkbox"/> Images
<input type="checkbox"/> Video
<input type="checkbox"/> Audio
<input type="checkbox"/> Quizzes
<input type="checkbox"/> Lecture capture video
<input type="checkbox"/> Teaching/lecture notes
<input type="checkbox"/> Polling questions
<input type="checkbox"/> Other: