Ten Tips for Flips
Things to think about when flipping your unit at UWA

Prepare your students

1. Have you set clear expectations for your students?
   Your students may not have encountered a flipped classroom before. Consider including a ‘Getting started’ section or a welcome video to explain how the unit is going to work. Provide outlines of what they need to do, estimates of how long it will take, and explain the difference between what they’ll be doing in their online and face-to-face learning.

   Flipping makes students responsible for their own learning – help them stay on top of the organisational things so they can focus on learning your material.

2. How are you checking in with your students?
   Make a plan to communicate with your students throughout semester. Check in regularly on their understanding of the content, and on their understanding of the expected timeframes for completing pre-class work.

   You might consider publishing study plans (a checklist for what students need to do each week), using online quizzes (to provide feedback and encourage participation), using a question box (physical or digital, where students can ask about unit materials), and dedicating class time to questions or concerns.

   Whatever communication methods you choose, make sure your students know how to use them.

Prepare your material

3. How will you align your content?
   Do the topics you’re covering match your learning outcomes? Do the activities you’re doing match your assessments?

   Make sure every piece of material, activity, and assessment you’re using contributes to teaching what your students need to learn (your outcomes).

4. How will you break down (organise) your content?
   Break your material down into the individual ideas students need to master. Start with the big ideas, and break them into smaller and smaller ‘chunks’ which students can learn in one go. When you present, go the other way – start with the basic ideas, and build up to more complex ones.

   Consider which concepts students can learn on their own, and which will need in-class support.

5. How will you present your content?
   Flipped classrooms often use video, but you can flip without using video at all. Maybe a podcast, article or excerpt, game or activity would be better? Or perhaps some combination of materials?

   Play to the strengths of your material, and think about the best possible way to present it.

   Whatever you use, make sure it’s short (around five minutes to consume) and to the point (only one concept in each bit of material).

   Are there other sources of content you can embed rather than building your own? Consider curating videos from YouTube or LinkedIn Learning.

6. How will you assess your content?
   Each ‘chunk’ of content should have a chance for students to practice and test what they’ve learned.

   This is useful feedback for them, so they can see whether they’ve understood. It’s also useful feedback for you, to help identify topics or students that might benefit from extra attention.

   Regular formative assessment tasks also encourage students to keep up with their learning outside of class, and help them succeed in their summative assessment items.
Prepare your classes

7. How are your learning spaces set up?
Is your LMS unit organised? Is it easy to navigate? Can students find what they need? Is it clear what they are required to do?

An LMS template for the online component of flipped units is available from the EEU on request.

How is your physical classroom organised? How are the desks arranged? Where will the instructor or tutor sit? How will that impact the way you teach?

Flipped classrooms usually use a flat-floor teaching space, but your class may still be in a lecture theatre. Adapt your activities to work with the space you have.

8. Are you taking advantage of your face-to-face time?
Your F2F classes should be about the ABCs of active learning:

Apply students’ theoretical understanding in practice.

Build your basic ideas into more complex or contextualised ones.

Consolidate what students have learned, addressing questions or concerns.

Don’t fall into the trap of repeating yourself and letting your classroom sessions become lectures.

9. How are you looking after yourself, your colleagues and your students?
One 6-point unit at UWA represents 150 hours of student work. This includes time spent in-class and online, time spent preparing, time spent doing assessments, and time spent studying for assessments. Make sure you know what your students’ workload will be like, and communicate that expectation with your students.

Monitor your own workload as well. Preparing the materials for a flipped classroom can be time-intensive, and planning active, engaged classroom sessions takes more preparation than writing a lecture. Allow enough time to prepare your unit properly.

If this is your first year flipping, consider a partial flip instead. If you’ve flipped before, consider re-using or updating content from previous years.

If you’re using other teaching staff, such as tutors or demonstrators, ensure that they are aware of the way the unit is running, and that they have the materials and preparation they need to run your classes.

10. How are you evaluating your unit?
Flipping is a complex process! Take time to reflect, and keep notes on what worked and what didn’t. Take advantage of the fact that you can easily re-use the parts of the unit that worked, and spend that time iterating and improving on those you feel need more work.

Consider student feedback too – as well as online SPOT and SURF surveys at the end of semester, consider asking for feedback in-class and during semester as well.

Your colleagues can offer valuable insight too! Consider joining the Flipped Classrooms Community of Practice to share and learn with other ‘Flippers’.

Contact your Faculty EEU team

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