How to Flip a Class – UCSF’s Quick Start Guide

1. Map out the content for the flip

Select the ideas, topics, or concepts you want to flip. Remember, you don’t have to flip all of the content, you can do it with just one or two difficult areas.

Respond to the following two prompts to get started:

A. After the pre-class preparation, students will know that … [or will be able to …]
B. I can tell that student knew that… [or could do…], if they were able to...

Create an outline or slide deck and tailor your explanation of the concept to the learning outcome from A. Write assessment prompts that are aligned with how you answered B.

Chunk: As you outline the content, plan for shorter chunks of material that focus on one specific topic/aspect. Plan for 9-12 minute chunks.

2. Pick your pre-class content format

Think about the best ways to present the pre-class materials. This might be as simple as directing students to read existing materials or you may want to create content for your class. You can create simple videos of a narrated powerpoint slide deck or screencaptures where you show the use of a digital tool from your computer. For either of these, you use your own computer to capture content using screencasting software, such as Camtasia (also available in the Library Tech Commons).

Practice! If you are going to use software that is unfamiliar, give yourself 2-3 hours to watch some video tutorials and try out editing a few minutes of dummy material that you record. You need to be able to edit out any goofs - this is easy but takes a bit of practice. When you record videos, you will make mistakes and it’s much easier to edit than to keep trying to re-record.

3. Create the pre-class materials

Prepare readings or record your video and make essential edits.

Consider using formative assessment. This can be an online quiz or instructions to post comments in an online forum. Student responses guide in-class activities.

Share the materials with students at least 3 days before the live session. Some instructors prefer > 7 days.

4. Design the in-class activities

Design in-class activities that will help elicit, confront, and resolve students’ misconceptions, misunderstandings, or difficulties with the lecture content. Help students practice working with content in authentic ways, such as through discussion of case studies.

5. Evaluate

Reflect on what worked and what didn’t. Tweak your approach and make the next cycle better!