

## PowerPoint Slides

### How Can I Structure a Flipped Lesson?

Presented by:  
**Barbi Honeycutt, Ph.D.**





### **Presenter Bio:**

Barbi Honeycutt, Ph.D., currently serves as the Director of Graduate Teaching Programs at North Carolina State University and as Adjunct Assistant Professor in the Department of Leadership, Policy, Adult and Higher Education the College of Education at NC State. She created Flip It Consulting in 2011. She and her colleagues design and deliver programs to teach you how to flip your workshops, seminars, training sessions, classes, and meetings.



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Students will be able to \_\_\_\_\_ a lower back injury to determine the proper massage technique.

Students will be able to \_\_\_\_\_ heart, lung, and liver tissue samples.

Students will be able to \_\_\_\_\_ a Wordpress plugin to add a Twitter feed to a web site.

Students will be able to \_\_\_\_\_ Act 2, Scene 1 of Shakespeare's *Romeo and Juliet*.

Students will be able to \_\_\_\_\_ the steps involved in conducting an intake session with a patient. ←

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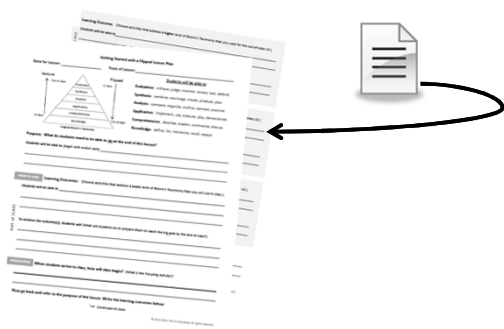
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### Lesson Plan Handout



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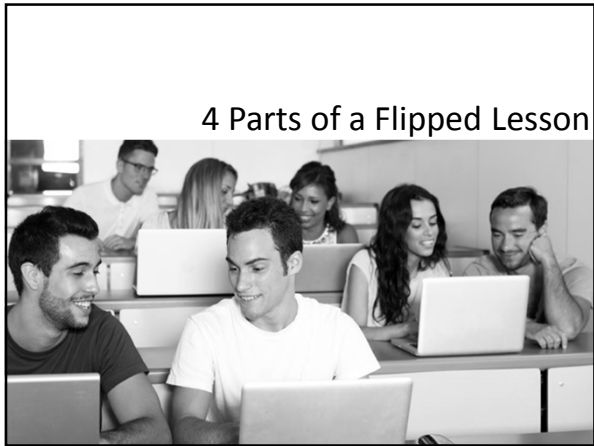
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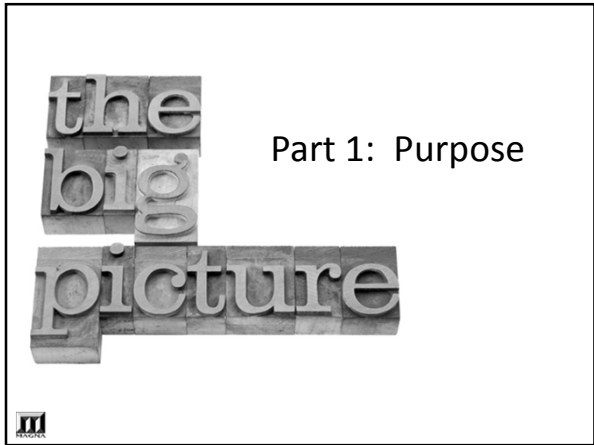
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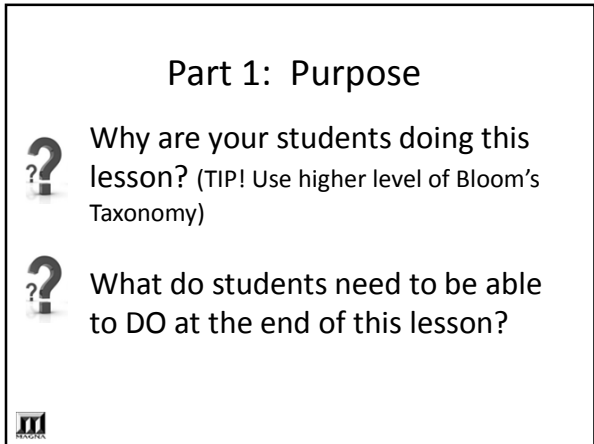
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## The Lesson Plan

**Getting Started with a Flipped Lesson Plan**

Date for Lesson: \_\_\_\_\_ Topic of Lesson: \_\_\_\_\_

**The Lecture**

Out of class

Revised Bloom's Taxonomy

**The FLIP**

In class

Out of class

**Action verbs to get started:**

**Creating:** combining, rearranging, producing, planning  
**Evaluating:** critiquing, judging, reviewing, testing, defending  
**Analyzing:** comparing, organizing, connecting, examining  
**Applying:** implementing, using, playing, demonstrating  
**"Understanding":** describing, explaining, summarizing, discussing  
**Remembering:** defining, listing, memorizing, recalling, repeating

**Purpose:** What do students need to be able to do at the end of this lesson?  
 Students will be able to (begin with action verb) \_\_\_\_\_

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## Part 2: Prior-to-Class Work

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## Part 2: Prior-to-Class Work

**? What learning outcome do students need to master before class?  
(Tip! Use lower level of Blooms!)**

**? What will students DO?**

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## Prior-to-class



PRIOR TO CLASS **Learning Outcomes:** [Choose activities that address a lower level of Bloom's Taxonomy than you will use in class.]

Students will be able to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OUT OF CLASS **To achieve the outcome(s), students will** [What will students do to prepare them to reach the big goal by the end of class?]

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\_\_\_\_\_

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## Part 3: In Class



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## In Class: The Focusing Activity



INTRODUCTION **When students arrive to class, what are they doing? How will class begin?** [What is the Focusing Activity?]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How will class begin?

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## In class

**Learning Outcome:** [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to \_\_\_\_\_

**IN CLASS**  
To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]



Write in class learning outcomes at the higher levels of Bloom's Taxonomy.

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## Part 4: Closing



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## Closing

**CLOSING** How will class end? [What are students doing to show you they "get it?"]

\_\_\_\_\_

\_\_\_\_\_



*Remember, the end of this lesson plan is the beginning of the next.*

How will class end?  
How will you bring it all together?  
What's next?

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