

PowerPoint Slides

How Can I Structure a Flipped Lesson?

Presented by:
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**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 business plan.

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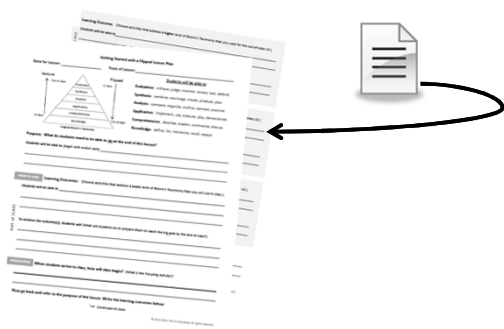
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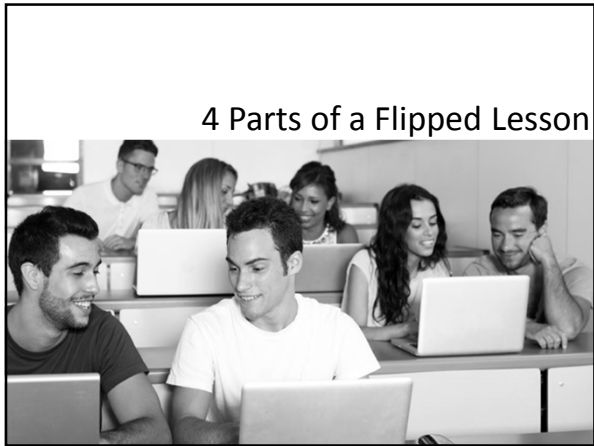
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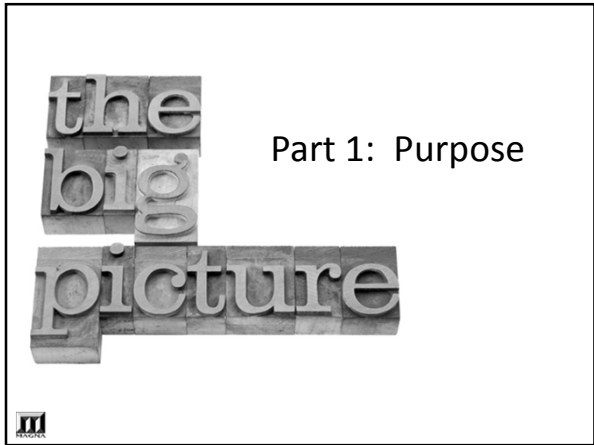
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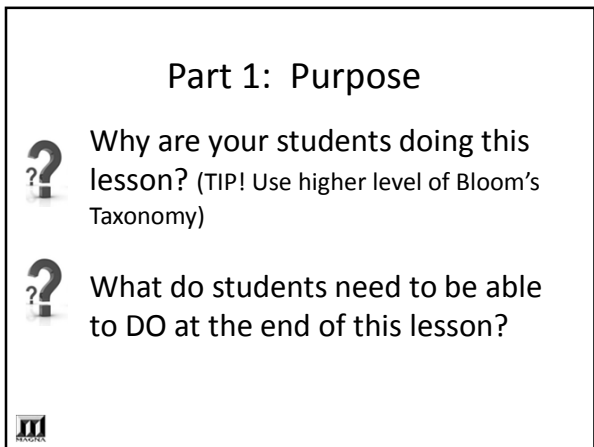
Students will be able to _____ the steps involved in conducting an intake session with a patient.

Lesson Plan Handout









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) _____

Part 2: Prior-to-Class Work


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

? What will students DO?



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?]

Part 3: In Class



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?

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.

Part 4: Closing



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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