

“The flipped classroom is a **pedagogical model in which the typical lecture and homework elements of a course are reversed**. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.”  
 -EDUCAUSE (2012)

Definitions & Models    Flip a Lesson    Your Role    The Reveal

“The flip is about **flipping the attention away from the teacher and toward the learner...and leveraging educational tools to enhance the learning environment.**”  
 -Bergmann & Sams (2012)

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## Flip a Lesson

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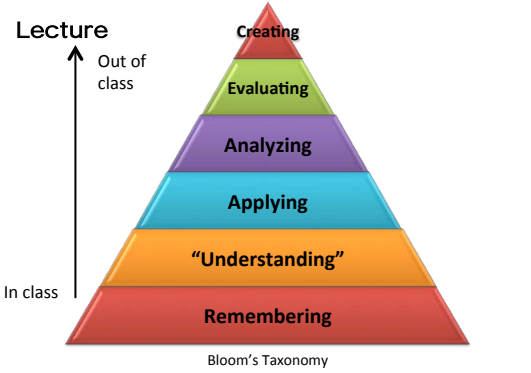


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### Learning Outcomes:

- **Analyze** current definitions and models for the active learning and the “flipped” class.
- **Identify** flippable moments in your lesson.
- **Design** a flipped lesson.
- **Share** a variety of ideas and strategies for flipping your lesson.



**Lecture**

Out of class

In class

Creating

Evaluating

Analyzing

Applying

“Understanding”

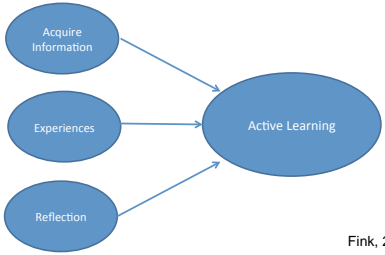
Remembering

Bloom’s Taxonomy

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## Flip = Active Learning

- Bridging Active Learning and the Flip



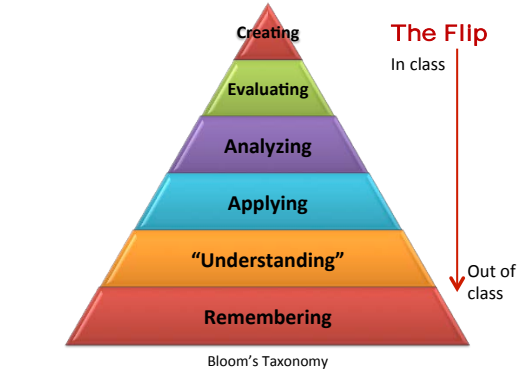
Acquire Information

Experiences

Reflection

Active Learning

Fink, 2003,13



**The Flip**

In class

Out of class

Creating

Evaluating

Analyzing

Applying

“Understanding”

Remembering

Bloom’s Taxonomy

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**F**ocus on your  
**L**earners by  
**I**nvolving them in the  
**P**rocess

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“Sage on the stage”  
(What am I going to talk about? What am I going to cover?)

“Guide on the side”  
(What do the students need to DO?)

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Teacher Centered  
(How am I going to teach this?)

Learner-Centered  
(How are students going to learn this?)

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### Why Flip?

- Student Engagement
- Critical Thinking
- Memory Retention


### References

- Kammer, R. (2014). A Model of Critical Thinking Development In Doctoral Health Professions Education: The Role of Active Learning and Academic Engagement
- Barr, R., & Tagg, J. (2010). From teaching to learning: A new paradigm for undergraduate education. In M. Welkener & H. Bandeen (Eds.), *Teaching and learning in the college classroom* (3rd ed.). Boston, MA: Pearson Learning Solutions. (Reprinted from: 1995).
- Bonwell, C., & Eison, J. (1991). Active learning: Creating excitement in the classroom *ASHE-ERIC Higher Education Report No. 1*
- Carini, R. M., Kuh, G., & Klein, S. (2006). Student engagement and student learning: testing the linkages. *Research in Higher Education*, 1-32.
- Fink, L. (2003/2013). *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass.

### What motivates you to **FLIP**?

**F**ocus on your  
**L**earners by  
**I**nvolving them in the  
**P**rocess

Start thinking about which lesson you want to flip today...



Definitions & Models **Flip a Lesson** Assessment The Reveal

Identify flippable moments




Definitions & Models **Flip a Lesson** Assessment The Reveal

Look for **confusion.**



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Look for **fundamentals.**



Definitions & Models **Flip a Lesson** Your Role The Reveal

Look for **boredom.**



Definitions & Models **Flip a Lesson** Your Role The Reveal

Look for opportunities to **Reason**



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What's your topic and purpose?

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Review your learning outcomes.  
Is it specific?  
Is it measurable?  
Can your students show it to you?

The Course: Low Vision Elective

The Topic: Central Scotomas in ARMD

Goal of the Assignment: Students will be able to analyze case studies of central scotomata and predict the impact on patient function

Students will **Identify** and **describe** the facts or characteristics of central absolute scotomas.

30

Students will **use** simulator glasses to describe patient vision and then **analyze** how simulated vision differs from patient reality

Analyzing

Applying

31

Students review case studies (using scotoma maps) and **predict** how each scotoma pattern most likely impacts patient function

Analyzing

Applying

32

How could I have taken this to a higher thinking level?

Creating

Evaluating

33

### Brainstorm your learning outcomes

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### Outline your lesson plan

Lesson Plan: Topic	Course	Contact Time
Learning Objective	Student Pre-Class	In-Class
Total Lesson Estimated		
Instructor Items to Prepare		

Designed by N. Kemmer | FlipIt Consulting | February 19, 2015

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### Lesson Plan

#### Getting Started with a Flipped Lesson Plan

Date for Lesson: \_\_\_\_\_    Topic of Lesson: **Central Scotomas in ARMD**

**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) **Analyze scotoma maps and predict function**

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### Prior-to-class (SEEK)

Lesson Plan: Topic	Central Scotomas & IMT	Course	LV elective	Contact
Learning Objective	Student Pre-Class			
Be able to discuss facts and terms about bilateral central scotomas in end-stage AMD	Google/youtube search terms: Bilateral central scotomas in AMD Preferred Retinal locus Microperimetry <a href="https://www.youtube.com/watch?v=FwPo_Ie2URs">https://www.youtube.com/watch?v=FwPo_Ie2URs</a> <a href="https://www.youtube.com/watch?v=Q1JQBCHpRU">https://www.youtube.com/watch?v=Q1JQBCHpRU</a> <a href="https://www.youtube.com/watch?v=cWLZ3HWRM7o">https://www.youtube.com/watch?v=cWLZ3HWRM7o</a>			
Compare how a simulated scotoma is different from patient scotoma				
Describe impact of absolute scotoma on patient function				
Briefly describe how to do a Central Field assessment with the CCVFT	Watch a video of Dr. K performing test on a patient CCVFT Clip <a href="https://www.youtube.com/watch?v=4009916">https://www.youtube.com/watch?v=4009916</a>			

Definiti Reveal

### In class: Focusing activity

## Quiz – Short Answer


1. If you have a patient with AMD with bilateral central scotomas presenting for a low vision visit...predict what some of the examination findings might be?
  
2. What might the patient complain about/or what activities might they have difficulty with in daily life?

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### Changed it to a quiz that morning: Notecard answers

Lesson Plan: Topic	Central Scotomas & IMT	Course	LV elective	Contact Time 50 Minutes
Learning Objective	Student Pre-Class		In Class	
Be able to discuss facts and terms about bilateral central scotomas in end-stage AMD	Google/youtube search terms: Bilateral central scotomas in AMD Preferred Retinal locus Microperimetry <a href="https://www.youtube.com/watch?v=FwPo_Ie2URs">https://www.youtube.com/watch?v=FwPo_Ie2URs</a> <a href="https://www.youtube.com/watch?v=Q1JQBCHpRU">https://www.youtube.com/watch?v=Q1JQBCHpRU</a> <a href="https://www.youtube.com/watch?v=cWLZ3HWRM7o">https://www.youtube.com/watch?v=cWLZ3HWRM7o</a>		Review student 5 facts – pair, share common findings. Dr. K lecture on central scotomas 10 min	

### In class (DO & THINK)


Compare how a simulated scotoma is different from patient scotoma	Use simulation glasses (distance tasks first), project a slide and have them hide object with blind spot. Write/Play/Share about observations and about differences from reality Dr. K to make a list on whiteboard of observations	
Describe impact of absolute scotoma on patient function		

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### Closing (THINK)

## How will class end? Students think about what they learned/reflect?

Students individually list 3-5 things they learned in class today, after quiet period, share with a neighbor



“So What, Now What?”

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### Your turn to reflect

Learning Objective	Student Pre-Class	In-Class	Contact Time	
			How Do They Demonstrate Learning? (Formative & Summative)	After: Met objectives: Scale 0 to 5

Form Designed by R. Kammer Flight Consulting February 18, 2015

Lesson Plan Topic	Central Scenarios & BMF	Course	LV Instructor	Contact Time/50 Minutes	LT Title
Learning Objective	Student Pre-Class	In-Class	How Do they demonstrate Learning Preparation & Summarize?	After	Met Objective Sub Eto 1
Be able to discuss facts and terms about bilateral central outcomes in end-stage AMD	Google/YouTube search terms: Bilateral central outcomes in AMD Preferred Retinal Locus Management <a href="https://www.youtube.com/watch?v=7p7y_6Cz7p8">https://www.youtube.com/watch?v=7p7y_6Cz7p8</a> <a href="https://www.youtube.com/watch?v=UjLj8C0m9p4">https://www.youtube.com/watch?v=UjLj8C0m9p4</a> <a href="https://www.youtube.com/watch?v=33-3033M7g">https://www.youtube.com/watch?v=33-3033M7g</a>	Review student's facts - pair, share common findings. Discuss unique findings. Dr. K lecture on central outcomes (20 min)	Observe, listen to discussion, fill in gaps in knowledge with new lecture (formative assessment)		
Compare how a simulated outcome is different from patient outcome		Use simulation (given distance tasks) that present a slide and have them take an object with labeled spot. Discuss/Debate about observations and about differences from reality. Dr. K to make a list on whiteboard of observations.	Observe, listen, guide Open questions Exam questions		
Describe impact of absolute outcome on patient function					
Identify describe how to do a Central Field assessment with the COFT	Watch a video of Dr. K performing test on a patient COFT Clip <a href="https://www.youtube.com/watch?v=19623848">https://www.youtube.com/watch?v=19623848</a>	Take quiz on COFT process, then Dr. K to introduce case studies of central outcomes highlighting unique and age-old outcomes. Mini lecture on Retinal vs. Absolute. Students work in pairs to analyze one case.	Review quiz responses Listen and guide discussion on cases. Exam items		
Analyze COFT case studies of field maps to predict visual performance					
Be able to identify patients who might qualify for BMF and be able to educate patient	Questions: what are basic specifications of the implant and what are patient criteria to have the implant? Search video clip on go to <a href="http://www.covington.com/home">http://www.covington.com/home</a>	Dr. K to ask group what they found, brainstorm findings on white board. Mini lecture on use of SD on team.	Exam questions (recall, case scenarios exam question (apply))		
Final Time Estimation	20-30 minutes	60 min			
Instructor Items to Prepare	Worksheet with questions/directions and sample video clip.	Prepared with key slides for mini-lectures, simulator glasses, assure whiteboard in class.			



In pairs, use your 3 x 3 Bingo/Tic-Tac-Toe Card

- Answer 8 of these questions and write the answer in any square on your Card:
1. What is one characteristic of a flipped learning environment?
  2. What is the basic level of the new Bloom's Taxonomy?
  3. What is the highest level of the new Bloom's Taxonomy?
  4. We discussed 4 flippable moments. List one.
  5. True or False: You should begin by flipping your whole course.
  6. True or False: In a flipped lesson, the prior to class learning outcomes should be written at a higher level of Bloom's Taxonomy.
  7. What is the name of your facilitator?
  8. Why is a focusing activity important?
  9. In the flipped classroom, the instructor's role moves from the "sage on the stage" to the \_\_\_\_\_.

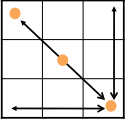
Example...

- Answer 8 of these questions and write the answer in any square on your Card:
1. What is one characteristic of the "flip" according to today's workshop?
  2. What is the lowest level of the new Bloom's Taxonomy?
  3. What is the highest level of the new Bloom's Taxonomy?
  4. We discussed 4 flippable moments. List one.
  5. True or False: You should begin by flipping your whole course.
  6. True or False: In a flipped lesson, the prior to class learning outcomes should be written at a higher level of Bloom's Taxonomy.
  7. What is the name of your facilitator?
  8. Why is a focusing activity important?
  9. In the flipped classroom, the instructor's role moves from the "sage on the stage" to the \_\_\_\_\_.



**Rules:**


- I will randomly read a question.
- Place a piece of candy on the square that corresponds with the correct answer to the question.
- Goal: Get 3 pieces of candy in a row. You can only win across, up and down, and diagonally. No four corners.
- First team to yell "Bingo" must **correctly** identify the answers to the questions before winners are declared.



- What is one characteristic of the "flip" according to today's workshop?  
The in-class time is spent on higher level learning outcomes; it's student-centered; it's active; out-of class time on lower level
- What is the lowest level of the new Bloom's Taxonomy? **Remembering**
- What is the highest level of the new Bloom's Taxonomy? **Creating**
- We discussed 4 flippable moments. List one. **Look for confusion; look for fundamentals; look for boredom, look for opportunities to reason**
- True or False: You should begin by flipping your whole course. **False**
- True or False: In a flipped lesson, the prior to class learning outcomes should be written at a higher level of Bloom's Taxonomy. **False**
- What is the name of your facilitator? **Rebecca or Becky Kammer**
- Why is a focusing activity important? **Focuses attention; connects prior out of class activity to in-class activity**
- In the flipped classroom, the instructor's role moves from the "sage on the stage" to the **guide on the side**.

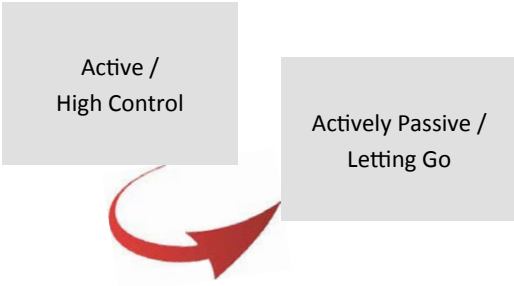
**What was the purpose of the Bingo game?**

**How did our learning environment change?**



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**Your New Role**



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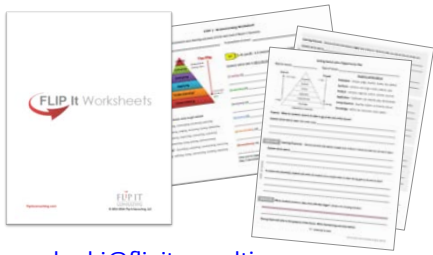
**Take a Moment**

**What flipped strategies did we use in this workshop?**




[flipitconsulting.com/blog](http://flipitconsulting.com/blog)

[flipitconsulting.com](http://flipitconsulting.com)  
Resources page password: **flipitaccess**



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**So what, NOW what?**

Identify 2-3 steps/goals  
for you to do after you  
leave the workshop

