

Course Name:

Lesson Title:

Time Requirements (Hours):

FLIPPED CLASSROOM LESSON PLAN TEMPLATE

Learning Objectives:

Identify the learning objectives/learner outcomes to be achieved

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Instructional Approaches & Teaching Resources

Identify teaching activities/tasks, resources/tools that align with the learning objectives and specify if each is to be done before, during, or after class.

Learning Objective (See above)	Task/Activity	Teaching Resources/Tools	Pre-class? In-class? Post-class?
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Learning Objective (See above)	Task/Activity	Teaching Resources/Tools	Pre-class? In-class? Post-class?

Pre-Learning Activities

*Identify any learning activities that students will complete before attending class
(Remember: Focus on lower-level thinking and learning)*

Activity	Description/ Student Instructions	Approx. Time Spent	Materials/Resources

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In-Class Activities

*Identify learning activities that students will participate in during class
(Remember: Focus on higher level thinking and learning)*

Activity	Description/ Student Instructions	Approx. Time Spent	Materials/Resources

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In-Class Evaluation/Formative Assessment

Identify how students will be evaluated and provided feedback during each in-class activity)

Post-class Activities

Identify learning activities that students will participate in after class

Activity	Description/ Student Instructions	Materials/Resources

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Questions to Consider When Selecting Strategies & Activities

Pre-class

- What's the incentive to complete this activity?
- What instructions will be provided to students?
- Will students have adequate time to prepare for class?
- How will this activity motivate students or prepare them for class?
- How will students access the resources/tools/activities to complete?
- How does this activity align with the learning objectives/learner outcomes?
- How will I manage those students who do not complete this pre-class activity?
- Does this activity focus on lower-level cognitive abilities (e.g. understanding, remembering)?
- How will students be provided feedback about what they know and do not know before class?

In-class

- What instructions will be provided to students?
- As students complete each activity, how will they be evaluated?
- Do I need to create my own or does something similar already exist?
- How will this activity promote active engagement and participation?
- How will students receive feedback during/after each in-class activity?
- How will time be managed during the activity and keep students on task?
- How does this activity align with the learning objectives/learner outcomes?
- Will the activity be available for review and/or discussion after completion?
- What role will the instructor play during the in-class activity (observer, evaluator, facilitator)?
- If a student cannot attend class, how will they meet the learning outcomes in an alternate format?
- Does this activity enable students to attain higher-level cognitive abilities (e.g. applying, analyzing, evaluating)?
- Which instructional approach best aligns with this learning activity? Is it evidence-based (e.g. direct or indirect instruction, peer instruction, team-based learning, case-based learning, process-oriented guided inquiry learning)?

Post-class

- How will students receive feedback?
- How will this activity build on the in-class activities?
- How does this activity align with the learning objectives/learner outcomes?
- How will students continue the learning experience outside of the classroom?