



Office of Learning & Teaching / Educational Development, June 2020

Flipped classroom – checklist for students

The “flipped classroom” concept moves knowledge acquisition and content communication to the independent study phases of learning. The skills and knowledge acquired are then applied, explored in more depth and reflected upon in the classroom phase. What questions does this raise for me as a student? What am I expected to do and achieve when attending a course?

Before the first class

- What will I learn on the course I am going to attend?
- Do I have the prior knowledge and skills required to take part in the course? Do I need to refresh my knowledge?

First (virtual) classroom session

- Do I know
 - what channels we will use to communicate with the teaching staff and what the communication timeframes will be?
 - how and when I will be able to obtain feedback from the teaching staff or my fellow students?
 - what teaching and learning activities are planned and what is expected of me during the classroom and independent study phases?
 - the course’s learning objectives and what forms of assessment and proof of course participation will be used for the course?
 - what characterizes a highly graded assessment/proof of course participation and what is expected of me in similar assessments?
 - how to access the necessary information (literature sources and other resources) in the independent study phase?
- Which course content and/or skills do I find interesting? What is the best way to pursue these?
- Which course content and/or skills do I find less interesting? How should I approach these aspects?

Independent study phases

- Do I know what I need to do before the next session and/or for the proof of course participation?
- Have I drawn up a self-organization plan for the independent study phase (How will I allocate my time? How will I study? How will I divide up the subject matter? Do I have enough time for the independent study phases of all courses I will be attending this semester? Etc.)
- How do I know that I am prepared for the assessment?
- Am I using reliable internet sources? How do I know they are reliable?
- Have I collected information from a range of sources (literature, videos, notes, reading, discussions) and identified possible overlaps?
- Have I discussed the course content with my fellow students? Have I tried to explain the course content to them during my studies?
- If I have a problem while studying and cannot make headway, do I know who can help me and how?
- Am I using the opportunities available to obtain feedback on my achievements? Do I know how to make meaningful use of the feedback I receive in order to improve my performance?
- Have I completed the designated tasks? Am I prepared for the next classroom phase? (Have I scheduled time to revise the most important content before the next classroom phase? Have I noted any questions about what I have learned that I wish to ask the group or my fellow students during the next classroom phase?)

(Virtual) classroom phases

- Do I actively participate in the designated exercises?



- Do I ask the teaching staff and/or my fellow students about the course content if I find it to be unclear?
- Do I use the opportunities available to obtain feedback on my achievements from the teaching staff or my fellow students?
- Do I use the classroom phases to make contact with my fellow students?
- How can I give useful feedback to the teaching staff about the study tasks and course in order to help them improve the course?

Final session

- Are there any remaining questions about the content that need to be clarified (before the summative assessment)?
- What are the most important skills I have acquired during this course? Why are they important? What role do they play for my future studies, personal development and my place in society?
- How can I apply the skills and knowledge I have acquired during this course in the future?