Flipped classroom – checklist for teaching staff

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 needs to be considered when employing this concept?

Before the first class
- Have I prepared the required learning resources and/or made them available? Are they of an appropriate scope? Have I used "Flipped classroom – checklist for students" where necessary?
- Do I have all the information to hand that I plan to provide to students during the first class (see below)?

First (virtual) classroom session
- Have I clearly communicated to the students
    - the learning objectives of my course?
    - the teaching and learning activities I have planned to achieve these objectives?
    - what is expected of them during the classroom and independent study phases?
    - what forms of assessment and proof of course participation will be used?
    - the channels we will use to communicate during the course and the communication timeframes?
    - how and when they can obtain feedback from me or their peers?
    - that they are expected to actively seek feedback on their achievements?
    - what learning resources are available?
- How do I know that the students have absorbed this information correctly?
- How can I tell whether the students are negotiating the (digital) learning environment with confidence?

Independent study phases
Independent study in particular requires the ability to manage one's own learning, an ability that some students may not yet have developed.
- Am I giving the students the opportunity to reflect on and develop their learning strategies, their motivation and the way they handle resources (time management, collaboration with peers, use of media and other tools)?
- Have I obtained feedback from the students on the time required to complete the individual learning activities?
- Which sources should the students use and how can they access them?
- How do I offer students guidance and support (online office hours, FAQs, etc.)?
- Have I planned learning activities that encourage exchange between students?
- What opportunities do I offer for students to independently assess their learning progress?
- Can students test the assessment environment beforehand?

(Virtual) classroom phases

- Do I address questions arising from the independent study phase in a way that is beneficial for everyone?
- What examples of good academic practice do I show to the students? Have I designed authentic questions with practical and/or research applications?
- How do I discuss the criteria for evaluating student achievements with the students?
- How do I facilitate student interaction and peer feedback?
- How do I enable students to apply the knowledge and skills they have acquired?
- How do I ensure that students have gained a reasonable understanding of the content?
- Do the students know what will be expected of them in the next independent study phase?

Final (virtual) classroom session

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