

CONTENT

What is the <i>FLIP Guide</i> ?	1
Expected desirable outcomes	1
Design of <i>FLIP Guide</i>	2
How to use <i>FLIP Guide</i>	2
Share your ideas	2

What is the *FLIP Guide*?

It is a tool to aid Educators in developing the subject to enable students to take ownership over learning of. It is based on the general principles of a *Flipped Classroom* but the tool's focus is not solely on videos neither is it a guide for Educators on how to make learning videos. Rather, it gives thought to all types of materials (e.g. readings, discussion boards, audio feeds) and encourages Educators to understand and develop communication channels with the students to better understand and respond to their needs.

Expected desirable outcomes

For Educators:

- ❖ To arouse student's interest in the subject
- ❖ To give student ownership over learning process
- ❖ To encourage learning outside of classroom settings, preparing student for the process of life-long learning
- ❖ To allow for periodic and continuous assessment, by both Educators and Students, to measure the degree of knowledge

Design of the *FLIP Guide*

The design of the *FLIP guide* is to enable students to regain confidence in independent learning using the method of a *Flipped Classroom*. It encourages the Educators to implement the *Flipped Classroom*, in part and in moderation, in combination with the traditional lecture, to encourage activity during class time. The tool has three sections—guideline (flowchart), guide, examples—to guide the process of implementation. The guide also included some online resources that educators may find helpful when determining where to search for online learning materials or ways to encourage activity during lectures.

The guide directs the educators to consider four (4) areas during the planning:

1. Finding the concept

Finding the concept/topics that students can take over the learning process, start small and simple. Concept/topics should be something that could have been covered in either secondary education or in previous semesters (may be under different subjects)

2. Learning Resource

Identify the types of resources that are required for the learning, types of tasks students should do and where they can acquire the resource. Resources can be online videos, short readings, etc... Tasks can involve students completing online quizzes, writing short summaries, prepare for debates/presentations.

3. Incentive to Learn

Identify reasons for students to learn, what the students should gain out of this exercise. It is recommended to state the purpose/objective of the exercise and what the educators expect of the students.

4. Practice Learning

Educators will need to follow up exercise with in-class activities during lectures. From the activities, educators should be able to identify gaps in students' knowledge. Educators should use the lectures to clear up confusions, or have the students aid one-another to clear up confusion (e.g., let the students teach the class). At this stage, the Educator's role becomes a facilitator to learning.

How to use the *FLIP Guide*

The *guide* has three (3) main sections

- ❖ Guidelines: Sample flowchart and guideline for decision making
- ❖ FLIP Guide: worksheet for educators to help structure the class
- ❖ Examples: Geospatial discipline specific examples that could implement such process

Educators are recommended to start small, choosing concepts/topics that are likely to have been covered under prior education (from secondary or previous semester).

Share your Ideas

Send us your ideas and share with fellow educators on:

Geo-spatial Education Platform: <http://www.polyu.edu.hk/proj/gef/>

Email: lsgi.gef@polyu.edu.hk