

Step 2: Identify the content

Decide what content could be chunked into small approximately 10 to 15 minute “bite-size pieces”. The simplest way for some aspects, is to record a video (e.g. [using your personal phone](#), [narrated Powerpoint](#), iMovie, [Screencastomatic](#), Camtasia, [Google’s Screencastify](#) add-on, Microsoft Photos app) which you [upload to YouTube](#).

The alternative is to find some existing media that covers your material such as TED talks, and videos created by other academics.

Step 3: Familiarise yourself with technology

The best ways to become familiar with technology is to:

- Try it out and then keep up-to-date
- Identify confident users of technology amongst your colleagues
- Access the support offered by the [LTO](#)
- Subscribe to online teaching forums, blogs and twitter feeds (see, for example, that of the [LTO](#))
- Reflect on the technology students are using as part of their day-to-day lives.

Step 4: Familiarise your students with the flipped classroom approach

Discuss the changes with your students; share with them the aspects you are changing, the benefits for their learning and your expectations of the approach. Cover key aspects as suggested by Butt (2014):

- Explain the flipped classroom approach
- Conduct a quick inventory of student digital literacies
- Explicitly support note-taking techniques while students view a video
- Test students on pre-class online content ([creating and managing Tests](#))
- Use Quizzes to ensure students **know how to engage** with the flipped components (Long et al., 2017) ([creating and managing Quizzes](#))
- Explicitly tell students how “breakout rooms” work and what you expect them to do during this time ([creating breakout rooms in Blackboard Collaborate](#) and in Zoom).

Encourage students to become involved in the change, ask them to come up with questions to be discussed in small groups. Be available for students online and make it easy for students to contact each other for peer support (for instance, create a Discussion Forum on Blackboard and monitor it frequently).

The benefits

There are many benefits for students and educators, including:

- Students have control over the pacing of instruction (Mayer & Chandler, 2001)
- Students can revisit content they found difficult, or skim over content they are already familiar with
- Educators have the ability to have a real time understanding of student learning
- Educators can spend more time on areas where students need further support.

You can find the LTO Guide to Uploading Videos to YouTube [here](#). You can also find another Guide Embedding your YouTube videos in Blackboard [here](#).

Another alternative is Vimeo. Their site has useful guides [site](#).

Further information

The LTO have developed a micro module which provides more in-depth information regarding the flipped classroom approach including theory and practical activities and strategies.

References

- Butt, A. (2014). Student views on the use of a flipped classroom approach: Evidence from Australia. *Business Education and Accreditation*, 6(1), 33-43. Retrieved from <https://papers.ssrn.com/abstract=2331010>
- Long, T., Cummins, J., & Waugh, M. (2017). Use of the flipped classroom instructional model in higher education: Instructors' perspectives. *Journal of Computing in Higher Education*, 29(2), 179-200. doi:10.1007/s12528-016-9119-8
- Mayer, R. E., & Chandler, P. (2001). When learning is just a click away: Does simple user interaction foster deeper understanding of multimedia messages? *Journal of Educational Psychology*, 93(2), 390-397.