

Flipped Learning:

A guide for students



View videos & attend classes.



Make notes.



Be specific.



Catch up.



Ask for help.



Don't cut corners.

View videos & attend classes.



Viewing the flipped video content is essential for pre-learning prior to classes.



Viewing the flipped video content is going to assist you in participating more actively during classes.



Research shows that students who attend school more regularly tend to achieve better grades.



Revisit the bits on the video you don't understand. Watch videos multiple times if necessary.



Remember, the videos are assigned instead of traditional homework.

Make notes.



Making notes on the video content helps you learn but it also gives you material to review at a later date.



The best way to make notes is to summarise or paraphrase what the teacher is saying, rather than writing down word-for-word.



Making good notes can be difficult but you can use systems like the Cornell Method to help you structure your notes.



Focus on understanding the teacher. If it is too hard to summarise in your own words, make verbatim notes first and paraphrase later. Any notes are better than no notes.



Don't be anxious about understanding every word, if you miss something write down a list of questions.

Be specific.



Check your notes and identify sections you missed or didn't understand.



Re-watch specific sections of the video related to these problem areas, rather than watching the full recording. Use your time wisely.



Revisit the recording in a few days or weeks to further develop your understanding.



Use the recordings to add detail to your notes, but don't forget to summarise and paraphrase in your own words.



Email your teacher if you need any assistance or extra support.

Catch up.



If you can't attend a class for valid reasons, watch the video in full prior to returning to school if you can.



You learn more effectively when your learning sessions are spread out so it's good to keep up-to-date with the content each week.



There is evidence you won't learn as much if you watch the recording at higher speeds, so watch it at normal speed once and take notes as if you were in class.



Once you've watched the recording in full, then go back and revisit bits you don't understand.



Communicate with your teacher if you miss a lesson. It is important to catch up on the learning that took place during class time.

Ask for help.



Just because there's a recording doesn't mean you can't ask for help if you don't understand bits of the video.



Consider watching the video recordings with your peers as part of a study group.



Use the recordings as a help resource to check your knowledge when testing yourself.



By reviewing specific bits of the video recordings you can identify exactly which parts of the topic you are struggling with.



Pause the video recording to look up additional resources - don't just rely on the content in the video!

Don't cut corners.



Don't binge-watch videos during revision weeks, there is a lot of strong evidence that in order to learn effectively you need to space out your learning: you will learn more, in less time, if you do it week-by-week.



Do not expect to attend a class without viewing the assigned flipped video content. This is essential pre-learning to support the active learning during class time. It is important to be prepared for every lesson every day.



Do not engage in multitasking such as household chores or driving whilst listening to recorded lectures, you need to give them your full attention in order to learn.

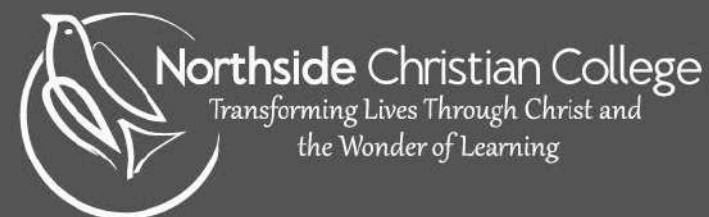
This booklet was developed using the resource listed below. The content was updated to reflect the use of flipped learning video content. Some of the original content has still been used from the original source. Please access the link below to view the original content source.

Nordmann et al. (2018). Lecture capture: Practical recommendations for students and lecturers
Retrieved from <https://universityofedinburgh.co.uk/4AJ6-FV0X-651JOMNA7E/cr.aspx>

Preprint: <https://osf.io/esd2q/>

Corresponding author:
Emily Nordmann
emily.nordmann@glasgow.ac.uk

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Address: 31 McLeans Rd, Bundabara VIC 3083

Phone: 03 9467 2499

Website: ncc.vic.edu.au | Reception: ncc@ncc.vic.edu.au | Enrolments: enrol@ncc.vic.edu.au