



## Koneru Lakshmaiah Education Foundation

(Category -1, Deemed to be University estd. u/s. 3 of the UGC Act, 1956)

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### OFFICE OF DEAN ACADEMICS

#### Policy Document

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#### Title: Flipped Learning Model

##### Policy:

For all the courses offered by any program of the university, the course instructor should ensure to conduct minimum of one flipped learning session per Course Outcome for the respective course or an entire course can be offered in flipped mode (if required). The course instructors are required to ensure that the learning is made learner centric through active engagement of students inside the class in higher order activities.

##### Outcomes:

- Enables flexible learning environment (on different spaces and time frames) for students to interact and reflect on their learning.
- Create opportunities to students engage in meaningful activities without the teacher being central.
- Promotes higher order thinking activities during and after the class thereby enhancing the scope for inquisitive, experiential learning.

##### Introduction:

Flipped learning is an active learning method that engages the learners effectively inside a class by allowing them to collaborate with peers and learn effectively. Furthermore, it

encourages the facilitator to utilize the class time more effectively and provides more space to facilitate student learning and make it more learner centric. The flipped class is implemented in three steps viz. Pre-class, In-class, and post-Class activities wherein the pre-class activity can be done by the student at their own space through the content provided by the faculty on the topic to be covered as part of the flipped class. In-class activity is the one which will be done in class by encouraging students to collaborate and work (preferably at higher-order skills) on the content they have learned from the pre-class material. Post-class activity can be the one that carries the in-class activity to the next level of the taxonomy. It is required to ensure the following aspects while implementing the flipped class.

**Guidelines for Scheduling Flipped Class:**

- Faculty should prepare themselves by understanding the need for creating flipped class on a specific topic. They should enhance their IT (Information Technology) skills to use technology effectively to create virtual learning space for their learners.
- Briefly introduce the students to flipped learning and its importance. Also, explain how it is to be implemented with respect to the subject and the expectations from students towards attaining higher order learning outcomes.
- Create pre-class learning material in the form of video created or curated appropriately based on the Intentional content the teacher expects the students to go through. Pre class content can be one of the following, a text reference, video content created or curated by the faculty, audio recording, lecture notes, an outdoor learning activity with a clear set of guidelines, etc.
- Ensure a wide variety of learning spaces being created for the students to enhance their learning experience. Instruct the students to undergo pre class learning compulsorily before attending the in-class activity associated with it.



- Restrict pre class learning content as short as possible (preferably 10-20 minutes of learning) and of lower order learning level.
- Be sure to devise a system that tracks and holds students accountable for going through the pre class contents.
- Conduct a short quiz (based on the basic learning objectives) that can be graded or ungraded. This can serve to review the students' understanding of the pre class content and helps them to actively engage in the in-class activity.
- In-class activity should preferably be conducted in groups (4-7 members) to allow peer discussions to happen. Plan the activities to be conducted in the class at BTL (Blooms" Taxonomy Levels) level 3 and 4 (whatever is applicable) and give a brief introduction to the activity. Also, engage advanced learners as mentors to conduct effectively inside the class.
- Make necessary differentiation with respect to the content (pre-class) and the activities to be conducted in class to accommodate the learning of slow learners.
- Prepare and develop the continuation of the learning experience from the in-class activity to an outside-of-class individual or collaborative practice. The post class activity should be planned in such a way that the students are able to reflect on their learning by engaging themselves in higher most level activities possible.
- Student(s) who did not attend the in-class activity due to any unforeseen reasons should go through the pre class content, and the student peers allotted by the teacher are required to support the absentee in completing the activity. The outcome of the activity is to be then evaluated by the teacher and then they should be allowed to take part in the post class activities.
- The flipped learning model used as one of the Active Learning Method (ALM) and hence the facilitator should plan for more formative assessments over and above the flipped learning according to the weightage distribution of the evaluation plan.

The following is an indicative list of activities that can be carried out in in-class (but not limited to)

- Working on mathematical problems through the application of knowledge
  - conversation between students in a communication class
  - Mimicking corporate etiquette in a personality development class
  - Solving a coding puzzle in a programming class
  - Preliminary Investigation of a crime scene in a Law Program
  - Discuss examples or case studies
  - Debate a topic as a group discussion
  - Collaborative Experiment
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- Post-class assignments to be created to ensure the reflection of learning in a typical context or scenario and the experience of the students to be documented in innovative ways like Video Logs, audio notes, posters, etc.
  - Feedback to be taken by the teachers on the experience of the students in pre class, in-class and post class activities along with that of their peers on the overall implementation of the flipped classroom.
  - The entire process should be documented as per Annexure T-VII and the same be submitted for the verification by the Course Coordinator of the respective course along with the summary of the feedback and photos taken during the activity / sample assignments etc. This documentary evidence is to be maintained by the department for both academic audit and audit by accrediting agencies.
  - Faculty who are willing to offer an entire course in the flipped mode are required to orient the students in advance on the various course outcomes of the course and the intermittent flipped classes to be handled for the outcomes of the course. The faculty is required to ensure that a good number of flipped sessions are handled (10- 25% of total classes) depending upon the course.



### **Evaluation Plan**

The evaluation plan for the flipped learning can be decided by the respective course coordinator, however the following aspects should be considered for evaluating the involvement of the student in the Active learning method,

1. Understanding of the pre-class material
2. Involvement in the in-class activity
3. Contribution made to the team in solving the problem
4. Expression of understanding about the activity through analysis or application of knowledge
5. Commitment towards completing the post-class activity and the implications of the learning.



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