Karen Spear Ellinwood, PhD, JD, Director, Faculty Instructional Development, UA College of Medicine

Flipped Classroom Design – Backward Design of Curriculum

**Objective** – What should medical students know or be able to do by the end of your session?

1)

2)

**Goal** – How does your session relate to what medical students need to know or be able to do in clerkship? (In other words, *why do you want them to know this*?)

**Assessment** – How can you assess the students’ achievement of these objectives? How will you know they learned what you want the to learn or can do what you want them to be able to do?

**Objective #1:**

**Objective #2:**

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**Design Session**

[Foundational knowledge to support in-class activity]

1. **Activities** that will offer students opportunity to **apply**, **analyze**, **evaluate**, **synthesize** or **create** something based upon the key concepts and/or other cumulative funds of knowledge
2. **Resources** for activity
3. **Technology**

**Design PRE-Session**

[Foundational knowledge to support in-class activity]

1. **Key concepts** underlying the content or skills you want the students to be able to **understand** and **recall**
2. **Resources** to convey key concepts
3. **Technology** to communicate objectives & resources
4. How will you ASSESS the SESSION objectives?
5. How will you ASSESS the PRE-session objectives?