Flipped Classroom Course Syllabus

COURSE OVERVIEW

Flippin’ instruction! You’ve heard the buzzword, “flipped classroom,” but what is it and can real world teachers actually do it? Second question first: absolutely yes!

When you flip your classroom, you turn upside down the standard model in which direct instruction takes place in the classroom and kids go-it-alone with practice for homework. In a flipped classroom, kids independently watch short video lessons which provide direct instruction, and then you get to spend class time having quality interactions that increase engagement, build relationships, and make it easy to differentiate learning in person.

In this course, you’ll learn everything you need to begin your own journey into the world of flipped instruction. It’s easier than it sounds. You’ll be able to create and post your own video instruction in no time!

CONTRIBUTORS’ BIOS

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Jennifer Gibson, MA with an emphasis in technology, curriculum expert and professional trainer of 19 years, has presented to thousands of educators on topics including educational technology, English language development, and literacy. In 2010, she won the Santa Barbara Crystal Apple Teacher of the Year and Technology Innovator of the Year awards.

Rich Dixon, MA-TESL, brings over 19 years of experience as a teacher, administrator, staff developer, Director of IT, and Curriculum Coordinator. Whether leading EdTech courses or launching new schools, he strives to improve the effectiveness of instruction through intentional application of educational technology.

CERTIFICATION OBJECTIVES

ISTE Teacher Standards

● Standard 1: Facilitate and inspire student learning and creativity
  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
  1a. Promote, support, and model creative and innovative thinking and inventiveness

● Standard 2: Design and develop digital age learning experiences and assessments
  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.
  2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning andcreativity
  2c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

● Standard 3: Model digital age work and learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

● Standard 4: Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

After completing this course, educators will be able to:
● Understand the benefits of flipping their classroom
● Determine technology needed to create flipped lessons
● Identify which lessons would benefit from “flipping”
● Distinguish and use technology tools
● Create and post a flipped classroom lesson

COURSE CONTENT

Pre-Assessment
1. Answer a series of 10 multiple choice questions.
2. Complete the self-assessment survey with written explanations supporting your responses.
3. Respond to the 3 professional reflection questions.

Assessment of Knowledge (AOK) Options
After reviewing each of the lessons in this section, choose one (1) of the following Assessment of Knowledge (AOK) options to complete as evidence of your learning. We recommend that you store all of your AOKs in one folder to make them easy to find when you need to upload them to the post assessment at the end of the course.

Section 1: Introduction
What does it mean to flip a classroom? Learn the basics of this teaching strategy and gain a general understanding of why this might be an excellent strategy for many teachers, schools, and districts to implement.

Assessment of Knowledge (AOK) Options
1. Write a detailed pre-reflection covering the following: obstacles you think you might face with integrating Flipped Classroom into your teaching/administrating practice, concerns you have for yourself, concerns you have in relation to your students, what you wish will happen, and how are you currently incorporating any flipped concepts in your classroom (if you are already). (suggested time: 60 minutes)

2. Create a school-readiness survey to determine how your school’s teachers/administration as a whole are implementing flipped classroom strategies (or want to). Administer this survey to as
many colleagues as possible and write up an analysis of the results. Submit a sample of the
survey, the results, and your analysis. (suggested time: 60 minutes)

3. Host a discussion with students about the effectiveness of doing homework at home and
hearing lectures at school. What is difficult for them? Record a video of this conversation or
write up their responses. Come up with three ways flipped classroom strategies could address
some of their concerns. Submit both the video or written out responses and your own list of
possible flipped classroom solutions. (suggested time: 60 minutes)

Section 2: Who & Why
Go into more depth on the reasoning behind implementing a flipped classroom program. You’ll be
introduced to the motivations of and benefits for different stakeholders in relation to this strategy and find
out some reasons why flipped instruction has been rising in popularity.

Assessment of Knowledge (AOK) Options
1. Create a master list of all the benefits of flipped learning presented in this section. Then, choose
your top three and explain how these will enhance your instruction and unique learning
environment. (suggested time: 60 minutes)

2. Respond to the following writing prompt: Who does flipped learning more greatly impact:
students or teachers? Use the resources and material you’ve learned from this section as
evidence. (suggested time: 60 minutes)

3. Survey five colleagues regarding their knowledge of flipped classroom (if they are unaware,
briefly describe the model). Then, discuss its strengths and weaknesses given your particular
school and demographic. Record their responses and your reflections on those responses.
(suggested time: 60 minutes)

Section 3: Getting Started
It’s time to put what you’ve learned about flipping a classroom into practice! Review a series of materials
and tools that will help you on your way toward creating your very own flipped video.

Assessment of Knowledge (AOK)
*Note: There is one mandatory AOK for this section, rather than three separate options.
Part 1: Choose a concept from one of your lessons that will require frequent reference and
repetition for your learners. Then, create a video teaching that concept (five minutes or less) that
also includes a screencasting component. Post your clip to a video-sharing platform and provide a
link to your video.
Part 2: Write a lesson plan on how you plan to assign and assess the video you created in Part 1 in
your class.
Part 3: Debrief your process. Include your experience with any screencasting, recording,
uploading, or editing programs you used, getting content across in a clear way, and any challenges
you faced. Include a reflection of one thing you will do differently the next time you record.

Section 4: Funding & Support
Grow enthusiasm for flipped instruction by gathering support, providing staff PD, and more. Here you’ll find
a wealth of ideas that administrators and teachers alike can use as they build flipped classroom programs.

Assessment of Knowledge (AOK) Options
1. Write a letter to your administrator discussing your hopes and ideas for implementing flipped
classroom into your classroom and/or school. Include an explanation of how you believe this
will improve learning outcomes, your needs in regards to technology and administrative
support, and suggestions for how to begin the process with your teaching staff. (suggested time: 90 minutes)

2. Create a flipped PD video to share with colleagues over the summer or at your next PLC meeting. Upload the video to a sharing site and send us a link to your video. (suggested time: 90 minutes)

3. Create a classroom newsletter using Google Docs that includes the following items: links, drawings, bookmarks, a table of contents, and text with varied font styles, sizes, and colors. The newsletter should appear cohesive and be built around a common theme. Submit your finished newsletter as evidence of learning. (90 minutes)

Section 5: Flipping Classrooms District Wide
Flipping a classroom doesn’t have to be an isolated event. Take a look at how an initiative of this type can begin and grow and what kind of platforms teachers, schools, and districts can consider for hosting the flipped videos.

Assessment of Knowledge (AOK) Options
1. Choose a video-sharing platform that you would recommend your district pursue for flipped learning. Create a step-by-step tutorial for other teachers on how to access your chosen platform and upload a video to that site. (suggested time: 90 minutes)

2. Have a discussion with a key administrator at your school on the possibility of implementing flipped classroom across the district (provide an audio recording or take notes). You might discuss privacy/legal or Creative Commons issues, or how administrators might approach modeling flipped learning. (suggested time: 90 minutes)

Section 6: Results & Learning Outcomes
In a flipped classroom initiative, both teachers and students are the learners. Explore the results of flipped programs as well as some methods and tools that you can use to encourage positive learning outcomes.

Assessment of Knowledge (AOK) Options
1. Create a list of 10 specific ways to evidence to an outside observer that you have “flipped” your classroom and that students are gaining from this teaching model. For each list item, compose 5-7 bullet points of the actions you will take to achieve that evidence of implementation and learning.

2. Choose three apps or websites from the list provided from graphite.org that you could potentially use in your flipped classroom. Investigate, download, or practice with these tools. For each, outline: Five specific ways this tool will help you in your classroom, and 2-3 challenges you may face using the tool. Finally, choose one of the three and write up a lesson plan implementing this tool (you don’t need to have recorded anything, just write up what you would do if the program is for recording your own material).

3. Design a 3-hour professional development seminar for your colleagues on flipped classroom that sums up the most important details you covered in this course. The seminar should be created to model flipping a classroom and needs to include at least one self-recorded video (no more than 3 minutes). Submit an outline of your seminar and a link to your self-recorded video.