

Flipped Classroom Course Syllabus (PEDT 9005)

COURSE DESCRIPTION

Help your students take charge of their own education and learning goals with an innovative teaching practice—flipping your classroom! In a flipped classroom, kids view your instruction on short videos at home and spend class time having discussions, completing group work and individual assignments, as well as collaborate with their classmates.

Our course on flipped classrooms will take you through the journey of creating videos, weigh the benefits of flipped classrooms in your school, and help you introduce the teaching strategy to your colleagues and administrators. Get started on turning that instructional model upside down!

COURSE OBJECTIVES

I can...	ISTE Teacher Standards
Develop a plan for flipping my classroom based on student input, access to technology, knowledge of my subject matter, and the upcoming learning opportunities in my curriculum	Standards: 1a, 2a, 2b, 3a
Analyze the benefits of flipped classrooms in my school and district, and compile experiences from other educators about the strengths and weaknesses of flipped classrooms	Standards: 1a, 3a
Design or adapt a lesson that incorporates the philosophy of flipped classrooms, demonstrates fluency in technology, addresses the diverse needs of my class, and enables students to become active participants in their own learning	Standards: 1b, 2a, 2b, 2c, 4b
Involve my students' families in their children's educational goals with communication and support, including online assistance when necessary	Standards: 3b, 3c
Exhibit leadership and teamwork by collaborating with fellow teachers, administrators, and parents to demonstrate the educational opportunities afforded by flipped classrooms, particularly the use of digital tools and innovative thinking	Standards: 1d, 3b, 3c, 5a, 5b, 5d

<p>Participate in an ongoing professional conversation about digital learning and the self-renewing process of strong instruction at educational conferences, collaborative meetings, parent conferences, or online research</p>	<p>Standards: 1d, 3b, 3d, 4d, 4a, 5b, 5d</p>
<p>Model strong reflection at the end of a flipped classroom unit by incorporating student feedback into my self-assessment, and facilitate my students' analytic skills about their own learning goals</p>	<p>Standards: 1c, 2d, 5c</p>

COURSE CONTENT

Pre-Assessment

Answer a short series of questions to discover what you do and don't know about the flipped classroom model and to think about your goals for this course. At the end of the course, you will take a short, summative post-assessment quiz, which offers you the opportunity to measure your growth.

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.

Section 2:

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.

Section 3:

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.

Section 4:

Grow enthusiasm for flipped instruction by gathering support, providing staff professional development, and more. Here you'll find a wealth of ideas that administrators and teachers can use as they build flipped classroom programs.

Section 5:

Flipping a classroom doesn't have to be an isolated event. Take a look at how an initiative of this type can blossom, and also discover what kind of platforms should be considered for hosting flipped videos.

Section 6:

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.

Post-Assessment

Answer a series of questions designed to give you a summative analysis of how much you learned about teaching with the flipped classroom model. It will also help you check to see if you met your goals for this course. In addition, please make sure that you have submitted your Assessments of Knowledge (AOKs).

CONTRIBUTORS' BIOS

Kelly Clifford, BA in Music Education, Technology Coordinator at MSD of Steuben County; Angola, Indiana

Jennifer Gibson, MA with an emphasis in technology, curriculum expert and professional trainer for 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.