



COURSE DESCRIPTION/

(25 clock hours and/or 1 quarter credits)

Competency: Design a lesson using a flipped classroom model

You've heard about it; now try it! Develop a lesson using the flipped classroom model and try it with your students. Using a constructivist, problem-based learning approach, you will learn to increase engagement by creating and testing your very own flipped lesson.

There are many ways to use 1:1 computing in the classroom. Explore blended learning and "bring your own device" (BYOD) strategies as you build and implement a flipped classroom lesson. During this course you will build

- A template for creating flipped lessons for your students
- A flipped lesson to implement in your classroom
- An evaluation tool for continuous improvement

COURSE OUTLINE

- I. **Develop a lesson using the flipped classroom model.**
 - a. Design a lesson that reflects the changing roles of the student and the teacher and analyze how the approach enhances the design
 - i. Introduction to the flipped learning model
 - ii. Discuss the changing role of the teacher in this model
 - iii. Discuss the changing role of the student in this model
 - b. Analyze the Four Pillars of Flipped Learning.
 - i. Creating a flipped learning lesson I: Planning and preparing out-of-class experiences
 - ii. Creating a flipped learning lesson II: Planning and preparing in-class experiences
 - iii. Case Study on flipped learning: Elementary
 - iv. Case Study on flipped learning: MS/HS
 - c. Create a mini unit (3-5 lessons) using BYOD or 1:1 approach in Blended Learning Environment
 - i. PBL or Constructivist lesson development for a 1:1 or BYOD environment
 - ii. PBL or Constructivist lesson development for a blended environment
 - d. Reflect on the experience of changing the role of the teacher and student and designing instruction using these models.
 - i. Reflect on experience - BYOD when using either a constructivist or PBL approach using Marzano's or Danielson's teacher evaluation model as the reflective framework
 - ii. Reflect on experience - 1:1 when using either a constructivist or PBL approach using Marzano's or Danielson's teacher evaluation model as the reflective framework
 - iii. Reflect on Experience - Blended when using either a constructivist or PBL approach using Marzano's or Danielson's teacher evaluation model as the reflective framework

MILESTONE (SUMMATIVE) ASSESSMENT

BUILDING YOUR ARTIFACTS

- In order to develop a lesson template, analyze the four pillars that were presented to you in your course (Flexible Learning, Learning Culture, Intentional Content, and Professional Educator). Think about how you might incorporate all four pillars into your template. How will you organize your template to be sure all four pillars are addressed? As you develop your template, consider:
 - The concepts or topics within your class that students seem to be struggling to understand. How might your students benefit from the opportunity to apply concepts within the classroom where you could oversee their development?
 - Where flipping makes the most sense. What can best be accomplished at home via video lectures, pre-class reading, online quizzes, or content/concept videos and what can be accomplished best during your class?
 - In-class activities that require students to apply what they are learning.
 - The changing roles of students and your role as facilitator. How might you incorporate:
 - Active learning techniques
 - Collaborative Learning
 - Group work
 - Problem-based learning
- Using the lesson template that you created, develop a flipped learning lesson. It can be a lesson that you have used in the past that you revise to incorporate the flipped learning approach, or you can create a new lesson that you would like to implement.
 - Please include the out of classroom activities you will incorporate that may include a teacher developed video (5-10 minutes for this lesson), or an outside content video(s) (e.g., Khan Academy, Sophia, etc.), as well as in class activities.
 - As you develop your flipped learning lesson, consider how much time it will take to complete both the flipped portion and in-class activities for this lesson.
 - You do not need to create assessments for this lesson, but you should describe how you plan to assess student learning.
- Use a Plus/Minus/Delta chart to reflect on the lesson you developed. Focus on student engagement. If you implemented your lesson, what worked to keep the students engaged? What barriers or obstacles might have prevented student engagement? What are some ideas for improving and maintaining student engagement throughout the entire lesson?
 - If you did not implement the lesson, ask a colleague to evaluate your lesson to see if she or he thinks this will work as a flipped learning lesson. Also ask if this lesson will keep your students engaged, and what improvements might you make to better engage your students.
 - List three specific potential issues that may arise, especially those related to student engagement.
 - Formulate at least two possible responses/solutions for each potential issue.