Professional Development Institute

Flex Course Syllabus

The Flipped Classroom: An Interactive Approach to Student Engagement (4-12)

PDI Course Number: 18T02

UCSD Course Number: EDUC41567

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you curious about the flipped classroom model of teaching and how to implement it in your own classroom? Flipped learning is also referred to as blended learning wherein the traditional learning environment is reversed. Students access content at home through videos, online presentations, and Internet activities, thereby freeing up critical classroom time to devote to hands-on instruction. In this online course, teachers will learn how to effectively implement flipped learning in their classrooms. Teachers will learn how to find instructional videos online or create their own using WeVideo editing software. Teachers will also learn how to create their own screencasts using Screencast-O-Matic. Other presentation tools in the course with full instructions include PowerPoint, Google Slides, and Prezi. As flipped content is developed, teachers are provided with important points to consider such as accessibility and Internet safety. Specific information regarding how to flip instruction for each of the four main content areas is shared, using methods such as cooperative learning and targeted grouping. Finally, teachers will learn about the various assessment strategies which are appropriate for the flipped learning model. By the end of this course, teachers will feel comfortable implementing a flipped learning model of instruction.

Educational Outcomes

1. Teachers will understand the importance of the four pillars of flipped learning.
2. Teachers will learn how to create a plan to implement the flipped learning model.
3. Teachers will be able to form connections between flipped learning, technology, and their content standards.
4. Teachers will learn creative ways to make technology accessible to students.
5. Teachers will become well-informed about Internet safety and cyber bullying.
6. Teachers will learn how to create a classroom website.
7. Teachers will acquire knowledge on how to create, edit, and publish instructional videos and presentations.
8. Teachers will learn how to approach flipped learning at the upper elementary, middle, and high school level.
9. Teachers will gain knowledge on how to flip an English curriculum.
10. Teachers will gain knowledge on how to flip a social studies curriculum.
11. Teachers will gain knowledge on how to flip a science curriculum.
12. Teachers will gain knowledge on how to flip a math curriculum.
13. Teachers will become familiar with the concept of cooperative learning and its significance in a flipped classroom.
14. Teachers will learn grouping strategies that aid in fostering cooperative learning.
15. Teachers will be introduced to various methods for assessing students in a flipped classroom.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create a Flipped Lesson (20% of final grade)

- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- What is flipped learning?
- Why flip your classroom?
- A Plan for Implementation
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about how to flip your classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Technology and Content Standards
- Accessibility Considerations
- Internet Safety
- Cyber Bullying
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Creating a Classroom Website
- Video Production
- Presentation Tools
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to strategies for flipping your classroom and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Flipping Your Elementary Classroom
- Flipping Your Middle and High School Classroom
- **Test #4**

Unit Five

- English Curriculum Flipping
- Social Studies Curriculum Flipping
- Science Curriculum Flipping
- Math Curriculum Flipping
- **Test #5**

Unit Six

- Cooperative Learning and Grouping Strategies
- Assessment in a Flipped Classroom
- Flipped Learning Resources
- **Assignment #4**
  Create a flipped lesson plan using a lesson you currently use in your classroom or develop a new lesson. Your lesson plan must include the following components.

  1. *Educational objectives*
  2. *Introduction to the lesson*
  3. *Links to three relevant premade homework videos*
  4. *Three in-class cooperative learning activities*
  5. *Plans for technology integration*
  6. *Plans for assessment*

  The lesson plan must be cohesive, with all components tied to the educational objectives. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

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