

1.0 Graduate Credit - ONLINE

ED 589: Flip Your Classroom With Digital Technologies, Grades K-12

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Flipping a classroom takes commitment and time because is an inverted method of transforming a traditional classroom to one of responsiveness with a focus on delivery of instruction through active, student-centered learning, problem-based learning, group work, collaboration, and peer instruction. Participants will learn how to, and practice with, delivering flipped learning through digital technologies. They will view examples of flipped classrooms, vet lesson plans, transform and modify their own lessons to design new material that responds to several successful effective models of flipping classrooms.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Determine where flipping is needed, and where it makes the most sense, for individual classrooms in order to design effective flipped classroom plans through blended learning.
- Select resources for classroom activities that focus on skill, strategy, and concept application to embed in larger lesson plans.
- Analyze, teach, and develop facility with, components of flipped classrooms that are most engaging for students.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Bergmann, J., Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Alexandria, VA: ASCD
- Peterson, P. E. (2013). While K-12 schools resist, digital learning disrupts higher education. *Education Next*, 13(4) Retrieved from <http://search.proquest.com/docview/1437311371?accountid=35812>

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- Wertz, J. A. (2014). Bitstrips and storybird: Writing development in a blended literacy camp. *Voices from the Middle*, 21(4), 24-32. Retrieved from <http://search.proquest.com/docview/1519055506?accountid=35812>

Recommended Text:

- Aberšek, M. (2008). VISUAL LITERACY – One of 21st century literacies for science teaching and learning. *Problems Of Education In The 21St Century*, 59-17.
- Wilkins-O'Riley, Z. (2008). Making Fun of School, or Why does Learning Have to be Such a Drag?: Six Key Elements for Motivating Learning. *The International Journal of Learning*, Vol. 15, No. 8.
- Clayton M. Christensen and Michael B. Horn in a pathbreaking essay in 2008 ("How Do We Transform Our Schools?" features, Summer 2008).

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This 15-hour online, asynchronous course is divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

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Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.