

COURSE TITLE: STUDENTS LEARN BETTER WITH FLIPPED LESSONS

WA CLOCK HRS: 60

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

OREGON PDUs: 60

PENNSYLVANIA ACT 48: 60

INSTRUCTOR: Suzanne Warner
sw11235@yahoo.com

COURSE DESCRIPTION:

Think of a lesson that you currently teach – perhaps it's fractions, structuring complex sentences, Spanish, healthy eating, anything..... Imagine having students learn the basics of the lesson at home – with video or animation that they can re-watch as many times as necessary until they grasp the concepts. Then classroom time can be spent expanding the lesson and digging deeper into the concept, or helping students in the specific areas where they need help to master the lesson, or complete what was once called "homework." This is how flipping works – either a lesson or an entire curriculum – and is taking the K-12 world by storm.

Flipping offers numerous benefits for students and teachers – it allows students to learn at their own pace, helps solve the issues of incomplete homework and absent students, helps teachers work with students alone/pairs/groups to meet the many differing needs of our students, allows the classroom time to be used for exploring concepts deeper and more fully.

In this course you will learn:

- The benefits of flipping
- How to flip a lesson, and make it easy by doing one lesson at a time
- How flipping positively affects student achievement
- how to flip when students do not have access to technology at home
- What the flipped lesson/classroom looks like.

Here's a 3-minute video on the flipped classroom ~ enjoy!

[3-minute video on the flipped classroom](#)

(On a personal note - I was very reluctant to flip my math class and now will not go back to traditional teaching – this is why I am offering this course. I have seen so much improvement with my students' knowledge and assessment scores that it amazes me.) Used text on Amazon costs about \$8.

This class is appropriate for teachers of all levels, K-12.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- The benefits of flipping
- How to flip a lesson, and make it easy by doing one lesson at a time
- How flipping positively affects student achievement
- how to flip when students do not have access to technology at home
- How to easily create videos for students, parents or administration
- What the flipped lesson/classroom looks like.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
-
-
-

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Flip Your Classroom: Reaching Every Student in Every Class Every Day. Used text on Amazon costs about \$8.

- ***Flip Your Classroom: Reaching Every Student in Every Class Every Day***
ISBN# 1564843157
by Bergmann, Jonathan, Sams, Aaron

[Buy from Amazon](#)

MATERIALS FEE

none.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Initial Thoughts of the Flipped Classroom (Group Forum)

Introduce yourself and answer the following questions in a 100 - 200 word response:

- What do you already know about the flipped classroom?
- Share any experience that you may have with a flipped classroom, whether it be an observation, research you've done on your own, or maybe nothing – you've simply heard of a flipped classroom and are curious to learn more about it.
- What concern(s) do you have?
- What are you hoping to be the outcome(s) of flipping your class?

Assignment #2: Conceptual Overview of Flipping (Group Forum)

In this assignment you will learn about the flipped classroom – including how it looks, why you may want to flip, how to implement a flipped lesson, and more.

1. Read the course text *Flip Your Classroom: Reaching Every Student in Every Class Every Day*.
2. Watch the PBS presentation on flipped classes:

3. Create a PowerPoint Presentation or Google Slide Show, reflecting on the reading and PBS video – compared to your initial responses from Assignment #1, summarize what you have learned and respond to the following:
 - Have your thoughts/ concern changed (or not) now that you've delved into the conceptual framework about flipping?
 - What questions were answered and what new questions have emerged?
 - What concerns do you have and what excites you about flipping?
 - Start thinking about a lesson or unit you would like to flip – describe the lesson/unit as it is now and explain why this lesson/unit is one that you want to flip – what are the expected outcomes?

This should be at least 500 words, or word-equivalent, depending on the type of media you choose to present your ideas.

Assignment #3: The Flipped Classroom and Student Success

This assignment focuses on student achievement as well as how the flipped classroom can benefit many of our different student populations.

1. Read the following articles:

- The Flipped Classroom and Student Achievement: <https://www.schooloutfitters.com/article/flipped-learning-can-increase-student-achievement-and-learning-comprehension>
- 10 Pros and Cons of Flipping: <https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/>
- The Flipped Classroom and Low-Income Students: <https://www.kqed.org/mindshift/22171/can-the-flipped-classroom-benefit-low-income-students>
- Flipped Classroom and ESL: <https://pdfs.semanticscholar.org/7dfb/43b59534baecb982aff76373afd139f7d4d7.pdf>
- Flipped Classrooms and Students with Learning Needs: <https://www.educationworld.com/benefits-flipped-classrooms-students-learning-needs>

2. In 500+ words, focusing on the type of students you teach – reflect on what you read and answer the following:

- What aspects will be the most beneficial to your students and why?
- Where do you see potential difficulties and how can you work through them?
- What are some concerns that a parent may have about their student in a flipped classroom?
- How would you address those concerns?
- Share any other thoughts you had while reading these articles.

Assignment #4: Researching: How to Create a Flipped Lesson

This assignment focuses on strategies for flipping a lesson based on your class level.

1. Choose **ONE** following depending on your teaching situation and/or interests:

For **elementary teachers**, read the following articles:

- How Flipped Learning Works in K-5: <https://www.edtechlens.com/blog/how-flipped-learning-works-in-k-5>
- Does Flipped Learning in a Primary Classroom Really Work? <https://www.teachstarter.com/us/blog/flipped-learning-in-primary-classrooms-us/>
- Flipping the Elementary Classroom: <https://creativeeducator.tech4learning.com/2015/articles/In-Class-Flip>
- Five Tips for Flipping the Elementary Classroom: <https://minds-in-bloom.com/5-tips-for-flipping-elementary-classroom/>

OR

For **subject-specific teachers** (and any elementary teachers who are interested in digging deeper) browse through: FLIP Learning Academic Subjects: https://flippedlearning.org/category/academic_subject/

(you may find your subject easier using the Academic Subjects tab in the yellow horizontal bar at the top of the page)

OR

For **generalists of any level**, or simply if this information interests you more:

The University of Waterloo Centre for Teaching Excellence: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/course-design-planning-flipped-class>

2. Consider a lesson that you would like to flip. (This may be the same one from Assignment #2 if you'd like.)
3. Create an outline, presentation, webpage or other media to begin constructing the flipped lesson. Among other aspects, consider how you will introduce the task, the pre/out of - class activity/learning, the in-class activity, and student assessment. Also consider your classroom, types of students, materials needed, etc... Basically, you are creating a flipped lesson framework/outline. You may select any format/outline that works for your classes, or feel free to use this [Lesson Template](#).

Assignment #5: Research Teaching Materials Online (Group Forum)

You don't have to re-create the wheel as there are already many videos and other teaching materials online which can be used.

1. Explore apps of chromebooks if you are using that with your students.
2. Research educational apps. Here are some articles about some of the best.
 - <https://www.digitaltrends.com/mobile/best-apps-for-teachers-education/>
 - <https://www.scholastic.com/teachers/articles/teaching-content/50-fab-apps-teachers/>
3. Tips for searching for videos:
 - Khan Academy has tons of lesson material which you can customize according to your grade level and subject www.khanacademy.org
 - When you search youtube.com be specific in terms of what you're looking for.
4. In 250+ words identify 2-4 videos, apps, and other resources you found that are suitable for your purposes, and include links along with descriptions.

Assignment #6: Explore Creating Your Own Media (Group Forum)

In this assignment, you will have the option to create classroom videos that will be easy to make and free to use.

1. Read the following articles:
 - Top 5 Free Online Video Tools For Teachers To Create Videos In Minutes: <https://medium.com/@sanjana18rm/top-5-free-online-video-tools-for-teachers-to-create-videos-in-minutes-67b7470829c4>
 - 10 Tips for Creating Effective Instructional Videos: <https://www.facultyfocus.com/articles/teaching-with-technology-articles/10-tips-creating-effective-instructional-videos/>
 - A 5-Step Guide to Making Your Own Instructional Videos: <https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos>
 - Any other online articles of your own research that will help you create an educational video
2. Watch How to Make a Video in PowerPoint: <https://www.youtube.com/embed/D8JV3w4TOVw?autoplay=1&controls=1&showinfo=0>

3. Choose **ONE** of the following:

A, Create a short (2-3 minute) video on any topic that you could potentially use in your class – perhaps a lesson review, explanation of a classroom procedure, description of a flipped classroom – anything. This assignment's goal is to help you work through the video-making process and delve into the tools that are available. You are welcome to use any type of video-creating software at your disposal, so feel free to find one that meets your comfort level and that you think you could use again.

OR

B. Create a PowerPoint Presentation or Google Slide Show on any topic that you could potentially use in your class – perhaps a lesson review, explanation of a classroom procedure, description of a flipped classroom – anything.

Assignment #7: The Flipped Classroom – What to do during class: models, activities, assessments (Gro

This assignment focuses on learning about a variety of activities and assessments (many of which you probably already know and use) to implement in a flipped classroom.

1. Read the following articles:

Seven Unique Classroom Models – which one is right for you? <https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>

In Class Activities and Assessments for the Flipped Classroom: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/class-activities-and-assessment-flipped-classroom>

Active Learning Activities: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities>

Online Activities and Assessment for the Flipped classroom: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/online-activities-and-assessment-flipped-classroom>

Assessing Students: https://flippedlearning.org/academic_subject/math/starting-a-flipped-year-part-5-assessing-without-a-test/

2. Create a PowerPoint Presentation, Google Slide Show. (This should be 200-300 words, or word-equivalent, depending on the type of media you choose to present your ideas.) Include the following:

- Describe the different classroom models and explain which model(s) you think will work for your and your students and why.
- What activities (both out-of-class and in-class) would you incorporate in your flipped classroom and why? How do the out-of-class and in-class activities complement each other?
- What assessment(s) (both out-of-class and in-class, if applicable) would you incorporate in your flipped classroom and why? How do the out-of-class and in-class assessments complement each other?

Assignment #8: Explaining the Flipped Classroom to Students and Parents

This assignment offers you the opportunity to create your own informational material that will explain the reasons behind flipping, how it will look, and why it is beneficial for students and their success in the classroom.

1. Watch the video:

<https://www.youtube.com/embed/eRO6oAEGbSI?autoplay=1&controls=1&showinfo=0>

Choose **ONE** of the following to explain the flipped classroom to students and/or parents, your rationale for flipping, why it is so successful, expected student outcomes, etc...:

A. Create a video (5-7 minutes)

OR

B. Create a PowerPoint Presentation or Google Slide Show (This should be 300-500 words, or word-equivalent, depending on the type of media you choose to present your ideas.)

OR

C. Create 1-page flyer /newsletter/blog post (whatever will be most beneficial to your teaching situation).

Assignment #9: Culminating Assignment (Group Forum)

This final assignment for Section A is one where you will summarize how you may implement flipping in your classroom and delve into some of the questions pertaining to such.

Consider the following questions:

- Describe your thoughts about flipping now that you have worked through this course. Consider the following:
- How do you see flipping in your classroom?
- What will you need to do in order to create a flipped lesson/unit/classroom?
- What are some potential barriers you may face when creating a flipped classroom? What are some ways you can overcome and/or work around these potential barriers?
- What is the vision you have for your flipped classroom?
- How will you assess your students, in terms of both formal and informal assessments?
- What is your next step to flipping?

Choose **ONE** following to present your answers:

A. Write either a 500+ word paper

OR

B. Create a PowerPoint or Google Slide Presentation (500-word-equivalent; about 10-15 slides)

OR

C. Create a video (500-word-equivalent)

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #10: Lesson Plan Creation for the Flipped Classroom

Select a lesson that you have previously taught that you would like to flip. (You are welcome to expand on the lesson you chose in a previous assignment.)

1. Briefly describe the lesson. Explain why you have chosen this lesson and what you hope to accomplish by flipping this lesson.
2. Using the Lesson Template provided by Heritage ([link](#)) or any lesson template of your choosing, write an action plan of how you will flip this lesson. Include in this plan the following:
 - Learning Objectives
 - What the student will do either at home or in-class as far as learning the lesson (i.e. video, PowerPoint, Google Slides)
 - What the Student will do at home/classroom in terms of an activity
 - Classroom activities
 - Assessment
3. Create the flipped lesson. This will include the media used to teach the lesson, whether that be publisher material, a presentation you create, or a video you create.
4. If possible, teach this lesson in the flipped format and write a reflection. Among other aspects to be included in your reflection:
 - what went well
 - what did not go well
 - what – if anything – would you change next time.
 - Were your expectations met?
 - How did the students respond and how was their learning, involvement, retention better or worse?

If it is not possible to teach your newly created flipped lesson, then in place of the above, please choose from **one** of the following options:

Option A)

Plan and facilitate a workshop or seminar to colleague(s) on the flipped classroom. This could be written as presentation, informational written material, graphic - it is your choice of how you share the information.

OR

Option B)

Mentor a colleague(s) to help her/him/them devise flipped lessons for her/their classroom. In a 500+ word paper, include a summary of your meetings/conversations, what was discussed, concerns shared, issues, etc...

Assignment #11: (500 Level ONLY)

In addition to the 400 level assignment, complete **Two** (2) of the following:

- A. Conduct additional research via periodicals, online articles, or videos about social media and our students, and document the key

points you learned in either a 3-4 page paper or a mind map with equivalent scale of content. Include an analysis of how this research supports or contrasts with the course text and assignments. Include a bibliography of your sources.

B. Create an annotated bibliography focused on the topics learned in this class. Include 6 - 8 resources.

C. Read one of the books listed in the bibliography of this syllabus or the textbook. Write a 2-3 page reflection comparing the premise of your chosen book to that of the information you learned in this course.

D. Create a 15-20 minute PowerPoint presentation that could be used as an in-service to parents and/or colleagues in your community and/or school that describes what you have learned in this class.

E. Another assignment of your own design with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
-
-

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Suzanne Warner, M.S., received her Masters Degree in Education from the University of Rochester, New York. She has taught mathematics in the middle school, high school, and college settings, most recently in Oregon. Suzanne has been lauded by administrators, colleagues, students and parents regarding her teaching and classroom management skills. Her students enjoy learning in a respectful, productive environment, where each student is in control of her/his own learning and behaviors. She strongly believes that all students want to do well, and creates a teaching environment for them to succeed.

When not in the classroom, Suzanne enjoys spending time with her family reading, hiking, backpacking and traveling.

BIBLIOGRAPHY

STUDENTS LEARN BETTER WITH FLIPPED LESSONS

Bergmann, Jonathan and Aaron Sams, *Flipped Learning for Math Instruction*, International Society for Technology in Education, 2015, paperback, 110 pages, ISBN 978-1564843609.

Building on their best-selling book *Flip Your Classroom: Reach Every Student in Every Class Every Day*, flipped education innovators Jonathan Bergmann and Aaron Sams return with a book series that supports flipped learning in the four topic areas of science, math, English and social studies as well as the elementary classroom.

In this new book, the authors discuss how educators can successfully apply the flipped classroom model to teaching math. Each chapter offers practical guidance, including how to approach lesson planning, what to do with class time and how the flipped model can work alongside learning through inquiry.

Carbaugh, Eric Mason and Kristina J. Dourbet, *The Differentiated Flipped Classroom: A Practical Guide to Digital Learning*, Corwin, 2015, paperback, 216 pages, ISBN 978-1506302966.

This groundbreaking guide helps you identify and address diverse student needs within the flipped classroom. You'll find practical, standards-aligned solutions to help you design and implement carefully planned at-home and at-school learning experiences, all while

checking for individual student understanding.

- Differentiate learning for all students with research-based best practices to help you:
- Integrate Flipped Learning and Differentiated Instruction
- Use technology as a meaningful learning tool
- Proactively use formative assessments
- Support, challenge, and motivate diverse learners

Honeycutt, Barbi, *Flipping the College Classroom: Practical Advice from Faculty*, Magna Publications, 2016, paperback, 162 pages, ISBN 978-0912150284

Flipped instruction definitely has turned higher education on its head. The lectures that used to be the foundation of teaching have been pushed out of the classroom. In their place are activities designed to put the information from those lectures to work. What is driving this transformative shift is its promise. When done well, flipped instruction helps students process material in new ways. They do more than memorize and recall—they begin to understand, evaluate, and even create new knowledge. In other words, flipped instruction is catching on because it works.

The challenge, of course, is getting it to work. Students have to be motivated to prepare for class and engaged when they arrive. Faculty members and instructors who no longer spend class time delivering information have to develop methods to facilitate learning. It is a vastly different learning environment for students and instructors alike. Fortunately, you do not have to figure it all out on your own. Some instructors have been employing and refining flipped instruction for some time now. They have determined what works—and what doesn't.

Ogles, Matthew, and Brent Bogan, *Flipping the Classroom: A Comprehensive Guide to Constructing the Classroom of the Future*, Independently published, 2019, paperback. 113 pages, ISBN 978-1079326406

In every classroom, teachers struggle with having enough time to cover all of the state mandated standards. If they do too many hands-on activities, then there's not enough time for the lectures. If they do too many lectures, then they're at risk of losing the students' attention. With the new and radical idea of Flipping the Classroom, this problem is solved once and for all. Students, parents, and teachers unite behind an idea that has proven results on student motivation as well as state testing. This book contains a step-by-step guide on how to flip your classroom and provides unique teaching techniques to make any classroom better suited for the learners of the new generation. So get ready to change everything you know about how your classroom works and become a pioneer of the latest revolution in teaching.