Independent Study Online Course Syllabus

Course Number:  TEC 982
Course Title:  The Flipped Classroom

X Online  □ Distance Learning

Instructor:  Kevin Scritchfield
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Units:  3
Grade Level:  K-16

Course Description
Students will investigate the pedagogical reasoning in comparing a traditional learning environment and “The Flipped Classroom” model. The flipped classroom reverses how class and home time are utilized. In the flipped classroom model, students watch a lesson (or lecture) on video while at home and traditional ‘homework’ is done in class allowing for more project-based learning, discussion time, and student access to the teacher’s expertise and their peers. This course will encompass researching the benefits of the flipped classroom model as revealed in the literature; discovering the tools necessary to facilitate the flipped classroom; researching resources for using the flipped classroom in differing grade levels and subject areas; how the common core standards allow more freedom in creating a flipped classroom environment; and problem areas for instituting the flipped classroom. This course addresses standards set forth for educators within both the National Educational Technology Standards for Students, the National Board for Professional Teaching Standards, and the Common Core Standards. In addition, this course will help teachers meet the goals of the 2010 National Education Technology Plan, which set forth the following goals for educators:

1) The Practice of Connected Teaching
2) Connecting with Exemplary Practices
3) Connecting to Content, Expertise, and Activities Through Online Communities
4) Connecting with the Growing Demand for Skilled Online Instruction
5) Closing the Technology Gap in Teaching
6) Connecting With Students to Personalize and Motivate Learning

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The flipped classroom model can be highly motivational, provide for very individualized (differentiated) instruction, increase problem solving opportunities, provides for blended learning practices, and increases contact between teacher and student through more hands-on interactions.

**Course Dates**
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: [http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto [http://ce-connect.fresno.edu](http://ce-connect.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at [http://col.fresno.edu/contact/request-services](http://col.fresno.edu/contact/request-services). Please identify that you are with the Continuing Education/Independent Studies department.
Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Grading Options**
Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit. If you would like a letter grade, please check the appropriate box on the Grade Form and the Procedure for Completing Coursework. Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Course Materials**
The required reading for this course includes the textbook: *Flip Your Classroom: Reach Every Student in Every Class Every Day* by Jonathan Bergmann and Aaron Sams. Otherwise, the remaining materials for this course are completely online, using various sources and online tools exemplifying the very nature of the course.

**Discussion Forums**
Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The instructor’s role in the discussion forum is that of an observer and facilitator.

**Course Requirements**
Course participants will be required to:
1. Complete all course assignments as listed in detail within the Moodle pages for the course and must post each assignment to an online portfolio (this process is explained as one of the course assignments).
2. Explore and investigate all Internet resources.
3. Participate in all discussion forums and post responses that reflect critical thinking and demonstrate positive online interaction techniques.

**National Standards**
This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.
NETS:
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

NBPTS:
1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they Teach and How to Teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Learning Objectives / Outcomes
Upon completion of this course, students will be able to:

1. Model digital age work and learning through the process of each lesson delivery and assessment (NETS 3a,b,c,d and NBPTS 5a,b,c,e)
2. Engage in professional growth and leadership by participating in local and global learning communities, demonstrate a vision of technology infusion, participate in building learning communities, evaluate and reflect on current research and professional practice to make use of existing and emerging digital tools for student learning (NETS 5a,b,c,d and NBPTS 5a,b,c,e)
3. Advocate, model, and teach digital etiquette and responsible social interactions relating to the use of technology and information (NETS 4a,c,d)
4. Use innovative tools to formulate activities that enhance their teaching and interactions with their peers and students. (NETS 1a,c,d, 2a,b,c and NETS 3a,d, 4a,c, 5a,c)
5. Develop and design digital learning experiences to promote diverse learning styles and skills including assessment types. (NETS 2a,b,c,d, NBPTS 1a,b,c,d, 2a,b,c, 3a,b,c,d, 4d, 5a)
6. Locate, evaluate, and analyze online tools for the purpose of sharing with and instructing their peers as well as students and their parents on the benefits and advantages of implementing these tools within the flipped classroom environment. (NETS 3a,b,c,d and NBPTS 4a,c, 5a,c,d,e)
7. Identify methodologies that incorporate the ease of equitable access, including access to others around the world. (NETS 4b,d and NBPTS 1a,b,d, 3a, 4c)
8. Demonstrate a vision for technology infusion into their classroom and personal life while contributing to their effectiveness, vitality, and self-renewal by participating in the global community of educators through the use of these online tools. (NETS 5b,c,d, NBPTS 4c, 5a,c,d,e)
9. Critically analyze and reflect on benefits and drawbacks of the flipped classroom approach based on curricular need. (NETS 1a,b,c,d, 2a,b,c,d, 3a,d, 4b and NBPTS 2a,b,c, 3a,b,c,d, 4a,b,c)

10. Collaborate with others using online tools and demonstrate how to locate or create video and other teaching materials for home use by students for a specific instructional need. (NETS 2a,b,c, 3a,b,c,d, 5a,b,c,d and NBPTS 5a,c,d)

11. Create project-based learning units and assessment action plans and field test flipped classroom approach and demonstrate ability to determine a curricular/training fit in instructional decision making. (NETS 1a,b,c,d, 2a,b,c, and NBPTS 2c)

12. Design cooperative learning and peer tutoring activities using the flipped classroom approach and utilize self and group assessment rubrics to assess group work and team activities. (NETS 1c,d, 2d, 5b and NBPTS 2c, 5a)

13. Critique scenarios and analyze best practices for effective classroom management in the flipped classroom to minimize disruptive behavior and increase engaged learning. (NETS 2a,b,c, 5c and NBPTS 2c, 3a,b)

14. Interpret assessment results of field tests and assess the effectiveness in supporting identified learner outcomes. (NETS 1c, 2a,b,c,d, 4b,d and NBPTS 3b,c,d)

Schedule of Topics and Assignments
The assignments listed below are not in any particular order.

1. Research and reflect on what the literature states concerning the positive and negative elements of the flipped classroom in comparison to the traditional classroom. (25 points)
2. Create a video lesson in several different formats (50 points)
3. Discover the necessary tools to create a flipped classroom environment (40 points)
4. Create an online presence for your classroom to put all the tools together in one place (25 points)
5. Create and implement a professional learning network of other educators that use the flipped classroom model (25 points)
6. Research other methodologies and learning tools to further your knowledge and expertise in the area of the flipped classroom model (25 points)
7. Formulate lessons that exemplify the flipped classroom process (60 points).

Grading Policies and Rubrics
280 total points possible
250 – 280 = A
220 – 249 = B or Credit Grade
Below 220 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

<table>
<thead>
<tr>
<th>Rubric for Evaluating Assignments</th>
<th>Sub-Standard (No Credit)</th>
<th>Standard</th>
<th>Superior</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection on the Literature</strong></td>
<td>Not over a single page in length or off topic, lacking specific examples.</td>
<td>Less than two pages in length or not detailed in included information or examples provided. Perhaps lacking flow of information.</td>
<td>A full three-page summary (no longer) including response to the research side as well as to the personal experiences in the reading. Specific examples referenced. Includes full, topical paragraphs.</td>
<td>30 points possible Superior=27-30 Standard=24-26</td>
</tr>
<tr>
<td><strong>Record a Video</strong></td>
<td>Did not record a complete video or did not post video online.</td>
<td>Was able to gather the necessary tools to record a lesson, posted the video online, short video.</td>
<td>Was able to gather the necessary tools to record a lesson, posted the video online, length of video corresponds to a typical lesson length, topic was educationally related.</td>
<td>40 points possible Superior=36-40 Standard=32-35</td>
</tr>
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<table>
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<tr>
<th><strong>Screencast</strong></th>
<th>Created a screencast under 30 seconds in length or is off topic or does not teach how to do something, or video is not uploaded to a site.</th>
<th>Created a screencast at least 1 minute in length that teaches how to do something, video is uploaded to a site and usable by others.</th>
<th>Created a screencast over 3 minutes in length on a topic related to something the student’s courses and teaches how to do something, video is uploaded to a site and usable by others.</th>
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<tr>
<td><strong>Software Choices</strong></td>
<td>Shared only one choice for software or choices were not related to the flipped classroom and the process of completing the flip, no pros and cons discussed</td>
<td>Shared only two different choices for software related to the flipped classroom and the process of completing the flip, missed either pros and cons of each choice</td>
<td>Shared at least three different choices for software related to the flipped classroom and the process of completing the flip, discussed pros and cons of each choice</td>
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<tr>
<td><strong>Sharing Lessons</strong></td>
<td>What was shared was not a lesson that someone else could understand and run with in their own classroom.</td>
<td>Shared one in-depth, fully comprehensible lessons that could easily be used in the Flipped process. Include roles of both student and teacher.</td>
<td>Shared more than one in-depth, fully comprehensible lessons that could easily be used in the Flipped process. Include roles of both student and teacher.</td>
</tr>
<tr>
<td><strong>Create an online presence</strong></td>
<td>Created a network of online resources that are not located in one place, but includes video lessons and assignment information.</td>
<td>Created a classroom web site which includes pages for watching class lessons on video.</td>
<td>Created a classroom web site which includes pages for watching class lessons on video, a calendar of events, lesson information, and other tools for student use.</td>
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## Write Parent Letter

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<tr>
<th>20 points possible</th>
<th>Superior=18-20</th>
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<tr>
<td>Standard=16-17</td>
<td></td>
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At least two paragraphs on resources not found in the course that have to do with implementing the flipped classroom model.

At least a two paragraph reflection on the research done to find specific tools and resources not covered in this course and their usefulness toward the flipped classroom model.

A full one-page reflection on the research done to find specific tools and resources not covered in this course and their usefulness toward the flipped classroom model.

## 3 Lesson Plans

<table>
<thead>
<tr>
<th>60 points possible (20 Points Each)</th>
<th>Superior=54-60</th>
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<tbody>
<tr>
<td>Standard=48-53</td>
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Lessons do not model the flipped classroom concept, lack clarity in carrying out the lesson, or lessons do not address standards.

All 3 lesson plans are clear in directions for both teacher and student roles, lessons lack clarity in how the flipped classroom plays a role, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards.

All 3 lesson plans are succinct in directions for both teacher and student roles, each lesson has specific inclusion of the flipped classroom model, plans include some form of assessment and/or project-based conclusion and address either the Content Standards and/or the Common Core Standards (as per subject area - History, Science, Technology) and the Common Core Literacy Standards.

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<table>
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<th>Assessments</th>
<th>Paper is off topic and/or leads the reader to be unclear of any assessment procedures took place.</th>
<th>Reflection discusses what assessment was used and information drawn as conclusions from it. At least 2 paragraphs in length.</th>
<th>Reflection includes what assessments have been used, opinions and/or data on what was measured, how the assessment process went, and comparing/contrasting to assessment within a traditional environment. Close to a page in length.</th>
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<tbody>
<tr>
<td>15 points possible</td>
<td>Superior=14-15 Standard=11-13</td>
<td></td>
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| Discussion Forums | Less that 100% of Discussion Forum assignments were completed, postings minimally responded to the question and the information is superficial without any evidence of insight or analysis, off topic, no connections made to personal experiences - 1 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. | 100% of all Discussion Forum assignments were completed, postings respond to the question and deliver information that demonstrate insight, thought, and analysis, connections made to personal experiences - 2 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. | 100% of all Discussion Forum assignments were completed, postings fully addressed the question and delivers information that is full of insight, thought, and analysis, connections are made to the world of education including the student’s own classroom - 3 Points Each. Clearly pointed and succinct responses to at least two classmates - 1 Point Each. |
| 30 points possible | Superior=27-30 Standard=24-26 | | |

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The rubric for all assignments will be posted on the Moodle site for the course.

Writing Requirements
Superior: Writing is clear, succinct, and reflects graduate level expectations and analysis.
Standard: Writing is acceptable with very few mistakes in grammar and spelling.
Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options
Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact
Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |

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| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

| Student Learning Outcomes Oral Communication: | Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| Written Communication: | Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| Content Knowledge: | Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will *reflect* on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will *apply* critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning: | Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view. |
| Service: | Students will *demonstrate* service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: | Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |
| Quantitative Reasoning: | Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| Information Literacy: | Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information. |

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