

TEC-982: The Flipped Classroom

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K – 14 Teachers/Instructors
Course Access: <https://connect.fresno.edu>

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 a typical flipped classroom model, students watch a lesson (lecture/presentation) on video or research a specific topic 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 as well as their peers.

This course will encompass researching the pedagogical 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

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

Note: Required book must be purchased separately.

Required Texts and Course Materials

Book: Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education. ISBN-13: 978- 1564843159.
<https://www.amazon.com/dp/1564849864>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

This course will apply the International Society for Technology in Education (ISTE) Essential Conditions, the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards as applied to each Course Student Learning Outcome (C-SLO) within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

ISTE Essential Conditions:

1. Create a shared vision for transforming student learning through the effective use of technology with participation from all stakeholders (including teachers, support staff, administrators, students, parents, teacher-preparation programs, policy makers and members of the community) and align that vision to established frameworks or standards.
2. Develop a comprehensive plan for building and sustaining technology infrastructure, evaluating and selecting digital learning resources, and providing and sustaining professional learning and coaching.
3. Ensure robust and reliable access to digital devices, internet connectivity, capable teachers and technology platforms required to support the learning vision for all students (including language learners, students with physical or learning disabilities, foster or homeless youth, etc.).
4. Ensure educators and education leaders know how to use technology in appropriate ways, aligned to learning research and the school system's vision for learning.
5. Ensure technology leadership and sufficient technical support staff capable of maintaining the learning infrastructure and providing technical support for learning.
6. Select effective digital learning activities and content aligned to standards and create authentic and creative learning experiences that support the school system's vision for learning.
7. Continually evaluate learning experiences in partnership with all stakeholders identified in Condition #1.

National Board for Professional Teaching Standards:

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.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Model digital age work and learning through the process of each lesson delivery and assessment	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6

C-SLO 3	Advocate, model, and teach digital etiquette and responsible social interactions relating to the use of technology and information	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 4	Use innovative tools to formulate activities that enhance their teaching and interactions with their peers and students	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 5	Develop and design digital learning experiences to promote diverse learning styles and skills including assessment types	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 7	Identify methodologies that incorporate the ease of equitable access, including access to others around the world	ISTE 3 and NBPTS	CE 1-6
C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 9	Critically analyze and reflect on benefits and drawbacks of the flipped classroom approach based on curricular need	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6

C-SLO 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	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 13	Critique scenarios and analyze best practices for effective classroom management in the flipped classroom to minimize disruptive behavior and increase engaged learning	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 14	Interpret assessment results of field tests and assess the effectiveness in supporting identified learning outcomes	ISTE 1-5, 7 and NBPTS	CE 1-6

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	<ul style="list-style-type: none"> Welcome Video Course Syllabus Policies and Procedures Introduce Yourself Forum 	
Module 1 – What Does the Literature Say?	<ul style="list-style-type: none"> Overview, Goals, and Objectives Textbook: Flip Your Classroom, Revised Edition College Instructor - Additional Resource Introduction to the Flipped Concept 1.1 Read Ch. 1 Our Story: Creating the Flipped classroom Read the Research 1.2 What Else Does the Research Say Discussion 	20pts 10 pts
Module 2 – The Mechanics - How to Create Your Videos	<ul style="list-style-type: none"> Overview, Goals, and Objectives Introduction to the Mechanics of Flipping the Classroom with Video The Mechanics of Creating Videos - Links Page Recording a Video with Zoom 2.1 Record a Lesson Creating a Screencast 2.2 Create a Screencast Assignment 2.3 Discussion Chapters 2 & 3 2.4 Software Choices Assignment 	40 pts 25 pts 20 pts 10 pts
Module 3 – Creating an Online Presence to Post Your Videos	<ul style="list-style-type: none"> Overview, Goals, and Objectives Creating an online Presence to Post Your Videos 3.1 Create an Online Presence 3.2 Reflecting on Creating an Online Presence 	20 pts 10 pts

Module Title	Module Assignments and Activities	Points Possible
Module 4 – Now What Do I Do During Class Time?	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • Read Chapters 4 & 5 • 4.1 Chapter 4 Nearpod Quiz • 4.2 Discussion Chapter 5 • What to Do With Class Time • Now What Do I Do? Watch Video 1 & Video 2 • ELA Resources • Math Resources • History Resources • Science Resources • Second Language Resources • 4.3 Sharing Lessons 	<p>20 pts 15 pts</p> <p>30 pts</p>
Module 5 – The Case for the Flipped Mastery Model	<ul style="list-style-type: none"> • Overview, Goals, and Objectives • Read Chapter 6 • 5.1 Choose a Mastery Model and share a creative presentation 	10 pts
Module 6 – How to Implement the Flipped-Mastery Model	<ul style="list-style-type: none"> • Read Chapter 7 • 6.1 A Step-By-Step Approach 	20 pts
Module 7 – Was All This Worth It?	<ul style="list-style-type: none"> • Read Chapter 8 • 7.1 Nearpod Quiz 	30 points
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request 	
	TOTAL POINTS	280 points

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

Superior: Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.

Standard: Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.

Sub-standard: Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

Superior: Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.

Standard: Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.

Sub-standard: Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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 faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For

more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.