FlippedClass.com
The Flipped Learning Experts

COURSE SYLLABUS

Course: The Flipped Classroom: Personalizing the Classroom to Reach Each Student Every Day

Presenters: Jon Bergmann and Aaron Sams

Hours: 45

Course Overview

In this course, you will explore the pedagogical approach of flipped learning. You will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, you will learn how to obtain buy-in from stakeholders, thus ensuring your implementation is successful. In the end, you will discover ways to combine flipped learning with other strategies to take your flipped class to another level.

As you take this course, you will:

- Listen to experts.
- Watch real classroom learning.
- Read research and best practice.
- Access an application toolkit that provides resources, lesson plans, and graphic organizers.

Biographies:

Jon Bergmann

Jon Bergmann is the Chief Learning Officer of FlippedClass.com. He and Aaron Sams have written two books: *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012) and *Flipped Learning: Gateway to Student Engagement* (2014). They are considered to be the pioneers of flipped learning. He is a founding board member and the treasurer of the Flipped Learning Network™, the only not-for-profit organization run by and for flipped educators. Mr. Bergmann hosts the radio show "The Flip Side", and he has presented at numerous events and trained educators and corporate leaders throughout the world.

Mr. Bergmann has been a middle school math and science teacher, a high school science teacher, and a technology integration specialist in Colorado and Illinois for 27 years. He serves on the advisory board of TED-Ed. He received the Presidential Award for Excellence in Mathematics and Science Teaching in 2002 and was named a semi-finalist for the Colorado Teacher of the Year award in 2010. He holds a bachelor's degree in science education from Oregon State University and a master's degree in instructional technology from the University of Colorado at Denver.

Aaron Sams

Aaron Sams is the founder of Sams Learning Designs, LLC, Turn About Learning, LLC, and The Flipped Learning Network™. He has been an educator since 2000 and is currently the Director of Digital Learning at the Reformed Presbyterian Theological Seminary in Pittsburgh, PA and Adjunct Lecturer at Saint Vincent College in Latrobe, PA. He taught Chemistry and AP Chemistry at Woodland Park High School in Woodland Park, Colorado and at Los Altos High School in Hacienda Heights, CA. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching. Aaron recently served as co-chair of the Colorado State Science Standards Revision Committee and serves as an advisor to TED-Ed. Aaron is co-author of *Flip Your Classroom: Reach Every Student in Every Class Every Day* and *Flipped Learning: Gateway to Student Engagement*. He frequently speaks and conducts workshops on educational uses of screencasts and The Flipped Classroom concept. He believes strongly in inquiry and in student centered learning environments in which students are encouraged to learn and demonstrate their understanding in ways that are meaningful to them. Aaron brings a unique educational perspective to any audience with experience in public, private, and home schools in face-to-face, online, and blended learning environments. He is a lifelong learner, reader, maker, and explorer. He can often be found making beer, roasting coffee, or figuring out a way to control either process with his computer and a voided warranty. He holds a B.S. in Biochemistry and an M.A.Ed. both from Biola University.

Course Learning Objectives
In this course, you will learn:

1. How to research from a variety of educational frameworks that inform and provide a strong rationale for flipped learning.

2. Examples of strategies and tools for planning for the flipped classroom.

3. Examples from actual classrooms of a day in the life in a flipped classroom as well as from different subject and grade-level classrooms.

4. Next steps for going deeper with flipped learning strategies in your classroom in a variety of ways, for example, using flipped project-based learning and flipped peer instruction.

Course Outcomes
By the end of this course, you will have acquired the skills to:

1. Prepare stakeholders such as students and parents for points of resistance and provide evidence and examples of how flipped learning will increase benefits to learning.

2. Plan and organize a lesson and unit to incorporate the principles and practical strategies of flipped learning, including formative assessment, questioning strategies, and flipped mastery.

3. Create your own content in the form of video and find additional resources as needed to enhance the students' skills.

4. Troubleshoot specific issues as they develop when trying out flipped learning in your own classroom.

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Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen.

At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics, which are available to print or download.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Pre and Post surveys

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)
Total grade for the course is a culmination of performance grades

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Percentage of Course Credit
Course grade is determined by the following:

- Reflections   40%
- Checks for understanding   60%

To support professional development standards, participants should take the learning beyond the course to implement in practice. Resources are provided to bridge learning to practice. In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.

Course Calendar

Unit 1: What is Flipped Learning?

Objectives

In this unit, you will receive an introduction to the course, an orientation to flipped learning, as well as the educational frameworks that inform and provide a rationale for flipped learning.

Outcomes

By the end of this unit, you will be able to describe flipped learning and how it is influenced by the frameworks of Universal Design for Learning and Bloom's Taxonomy.

Readings:

CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA

Unit 2: Planning and Implementing a Unit in the Flipped Learning Classroom

Objectives

In this unit, you will explore the principles and practical strategies needed in order to make a successful flipped learning unit and lesson plan.

Outcomes

By the end of this unit, you will be able to plan and organize both a unit and lesson that incorporate the principles and practical strategies of flipped learning.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Bergmann, Jon & Sams, Aaron. (2013). Flip your students' learning. *ASCD,*70(6). Retrieved
from http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Flip-Your-Students'-Learning.aspx

Unit 3: Assessment in the Flipped Learning Classroom

Objectives
In this unit, you will discuss how both formative and summative assessments shape student learning in a flipped classroom. You will also learn how flipped learning is utilized in different content areas.

Outcomes
By the end of this unit, you will know how to ensure learning has taken place by utilizing formative and summative assessments.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Honeycutt, Barb. (2013, July 31). Ten formative assessment strategies for flipped learning environments. *Raleigh Education Examiner.* Retrieved from http://www.examiner.com/article/10-formative-assessment-strategies-for-flipped-learning-environments

Unit 4: Video Creation Process

Objectives
In this unit, you will explore strategies that will enable you to create homework videos.

Outcomes
By the end of this unit, you will be able to create simple to complex homework videos to utilize in your flipped lessons.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Raths, David. (2013). Nine video tips for a better flipped classroom. *The Journal: Transforming Education Through Technology.* Retrieved from http://thejournal.com/Articles/2013/11/18/9-Video-Tips-for-a-Better-Flipped-Classroom.aspx?Page=1

Fox, Sr., Jasper. (2013, February 28). Re: Making quality flipped class videos. Retrieved from http://flipped-learning.com/?p=1176

Unit 5: Preparing Others for the Flipped Classroom

Objectives
In this unit, you will learn ways to obtain buy-in for flipped learning from school administration, students, and parents.

Outcomes
By the end of this unit, you will be able to provide examples to stakeholders of how flipped learning engages students and impacts student achievement.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Arfstrom, Ph.D, Kari M., McKnight, Ph.D, Katherine, Hamdan, Noora, & McKnight, Ph.D, Patrick. 2013). A review of flipped learning. Retrieved from http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf

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Unit 6: Troubleshooting

Objectives
In this unit, you will learn how to address issues such as access to technology and student engagement in your flipped classroom.

Outcomes
By the end of this unit, you will know how to ensure student buy-in for all aspects of flipped learning.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Bergmann, Jon & Sams, Aaron. (2014). *Help! My students didn't watch the video.* Unpublished manuscript

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Unit 7: Going Deeper: Moving from the Flipped Class to Flipped Learning

Objectives
In this unit, you will learn ways to take your flipped class to the next level by combining flipped learning with other educational techniques/strategies.

Outcomes

By the end of this unit, you will be able to incorporate new strategies to enhance your flipped class.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Bergmann, Jon & Sams, Aaron. (2013). Flipping for mastery. ASCD,71(4), pp. 24-29. Retrieved from http://www.ascd.org/publications/educational-leadership/dec13/vol71/num04/Flipping-for-Mastery.aspx

Driscoll, Tom. (2013, November 20). Re: Level up with gamification. Retrieved from http://www.flipped-history.com/2013/11/level-up-with-gamification.html

Kapp, Karl M. (2014, February 18). Re: Getting started with gamification. Retrieved from http://www.astd.org/Publications/Blogs/Learning-Technologies-Blog/2014/02/Getting-Started-with-Gamification