



## **Enhanced Flip Learning**

***EDUO 9057 - 3 Graduate-Level Credits/Units***

Instructor - Kathy Swanger  
KSwanger@DominicanCAonline.com

### **Course Description:**

This course focuses on the development of a Flipped Learning Unit and leads the participant through a stringent process of reflection, evaluation, and transformation. The process pushes the participant to reflect on their pedagogy/andragogy, and help to transform their classes into active places where students are engaged, cared for, and motivated.

The process primarily consists of creating and delivering Flipped Learning lessons, and then reflecting on what went well and what didn't. In the process, the participant will examine what and why they do things with the end result of becoming an Expert Flipped Learning Practitioner. Each participant will need to create an extensive document with external links to other media such that the evaluators can get a clear picture of how they currently flip their class. The evaluator will also serve as a guide to help ensure success.

Preparing for this project will take some advance preparation. The participant will need to survey their students, so provide plenty of time to get the necessary feedback. They will also need to video at least one class. This will likely require the participant to get permission from the parents of their students to use the footage for this certification.

## **Course Assignments & Required Content**

### **Flipped Learning Level I - Complete all Modules**

#### **1. Introduction**

- a. Introduction
- b. The top reason why flipped learning works
- c. The one question
- d. The problem with schools
- e. Bloom's Taxonomy and Flipped Classrooms
- f. The Grand Meta Principle
- g. Student Perceptions
- h. The Global Elements of Effective Flipped Learning
- i. Five Hurdles to Flipping
- j. Discussion & Assessment

#### **2. Planning for Flipped Learning**

- a. Planning introduction
- b. Defining Flipped Learning
- c. Unit Planning
- d. Designing a Flipped Lesson: Before, During, After
- e. I Do, We Do, You Do
- f. The Art of Questioning (Part 1)
- g. The Art of Questioning (Part 2)
- h. Discussion & Assessment

#### **3. Best Practices in Flipped Learning**

- a. Introduction to Best Practices
- b. Three essential tips in the Individual Space
- c. Create your own content
- d. Building Interactivity into the Individual Space
- e. Accountability in Group Space
- f. Teach them How to Watch
- g. Plan for Students with Incomplete Understanding
- h. Make Class time Engaging
- i. Student Buy-In
- j. Parent Buy-In
- k. Don't Give Up
- l. Student Standards
- m. Discussion & Assessment

#### **4. Tech Tools of the Flipped Classroom**

- a. Introduction
- b. Tips for Effective Flipped Videos
- c. Principles of Good Digital Design
- d. Video Creation
- e. Video & Text Interaction Tools
- f. Learning Management Systems
- g. Hardware
- h. Assessment Tools to Personalize Learning
- i. Low Tech Flipping
- j. Discussion & Assessment

#### **5. What to Do in Class?**

- a. Process vs. Activity
- b. The Duh's of Flipped Learning
- c. Questioning Strategies
- d. The In Flip
- e. Flipping Feedback
- f. Three Tips to Make the Group Space
- g. Discussion & Assessment

#### **6. Levels & Subjects**

- a. Levels and Subjects Introduction
- b. Science Part 1
- c. Science Part 2
- d. Math Part 1
- e. Math Part 2
- f. English & Language Arts
- g. Social Sciences
- h. World Languages
- i. Elementary
- j. Other Subjects
- k. Flipping an Online Class
- l. Discussion & Assessment

#### **7. Assessment in Flipped Learning**

- a. Introduction
- b. Grading Flipped Homework
- c. Note taking & Flipped Videos
- d. How to Deal with Impromptu Questions
- e. How to Stop Taking Papers Home to Grade
- f. Formative Feedback

- g. Using Student Feedback to Change and Improve
- h. Discussion & Assessment

## **8. Selecting the Right Technology**

- a. Introduction
- b. Initial Cost
- c. Hidden Costs
- d. Switching Costs
- e. User Friendliness
- f. Interactivity
- g. Versatility
- h. Cultural Compatibility
- i. Infrastructure
- j. Compatibility
- k. Support
- l. Reliability
- m. Technology Life Cycle
- n. Maintenance
- o. Ease of Set Up
- p. Training and Time
- q. Student Privacy
- r. Student Safety
- s. Discussion & Assessment

## **9. Taking Flipped Learning to the Next Level**

- a. Introduction
- b. Why Flipped is the Balanced Approach
- c. Student Created Content
- d. Projects & PBL
- e. Choice
- f. Peer Instruction
- g. Flipped Mastery
- h. Flipped Learning 3.0 Part 1
- i. Flipped Learning 3.0 Part 2
- j. Flipped Learning 3.0 Part 3
- k. Flipped Learning 3.0 Part 4
- l. Flipped Learning 3.0 Part 5
- m. Being a World Class Practitioner
- n. Differentiation
- o. First Person Narrative
- p. Discussion & Assessment

## **Flipped Learning Level II - Complete all Modules**

### **1. Taking Flipped Learning to the Next Level**

- a. **Welcome to Level Two Certification**
- b. Flipped Learning 3.0 & Level Two
- c. It Doesn't Have to be Glitzy
- d. Practice Makes Perfect

### **2. Introduction to Models**

- a. What is the In-Class Flip, and Why Consider it?
- b. The Different Types of In-Class Flipping
- c. Station Rotation Models
- d. Non-Station Rotation Flip
- e. Common Issues with the In-Class Flip
- f. Best Practices of the In-Class Flip
- g. Setting Up for Optimal Success
- h. Tying it All Together
- i. In-Class Flip Discussion

### **3. Flipped Mastery**

- a. What is Flipped Master?
- b. Why Consider Flipped Mastery?
- c. Planning for Flipped Mastery
- d. The Flipped Mastery Cycle
- e. The Homework Stage
- f. Learn and Practice Stage
- g. Mastery Check Stage
- h. Summative Assessments Stage
- i. Pacing in a Flipped Mastery Classroom
- j. Organizing the Chaos
- k. Setting up the Room for Flipped Mastery
- l. What to Do When Students Get Ahead?
- m. Do's and Don'ts of Flipped Mastery
- n. Tying it All Together
- o. Flipped Mastery Discussion

### **4. Gamification**

- a. What is Gamification?
- b. Benefits of Gamification
- c. Gamification Terminology

- d. Rethinking Objectives
- e. Elements of Effective Gamification
- f. Feedback in Gamification
- g. Leveling and Choice
- h. Additional Resources
- i. Gamification Discussion

## **5. Learning Spaces**

- a. Rethinking Spaces for Active Learning
- b. Redesigning with a Budget
- c. How to Design a Room with a Limited Budget
- d. What Comes First?
- e. Learning Spaces Discussion

## **6. Project Based Learning**

- a. What is Project Based Learning? (New)
- b. Project Based Learning Graphics and Follow Along Notes (New)
- c. How Flipped Learning Supports PBL (New)
- d. The Underpinnings of PBL (New)
- e. Essential Questions Discussion
- f. Essential Strategies for PBL Part 1 (New)
- g. Essential Strategies for PBL Part 2 (New)
- h. Planning for PBL (New)
- i. Start with the End in Mind: The Rubric (New)
- j. The Design Lab (New)
- k. Project Based Learning Discussion

## **7. Socratic Seminars**

- a. What is a Socratic Seminar?
- b. Selecting an Appropriate Text
- c. Setting up the Room
- d. Crafting Great Questions
- e. Role of the Teacher
- f. Assessment
- g. Ground Rules of a Socratic Seminar
- h. Why Should you do Socratic Seminars?
- i. Socratic Seminar Discussion

## **8. Peer Instruction**

- a. What is Peer Instruction?
- b. The Peer Instruction Cycle
- c. How to Make Awesome Peer Instruction Questions
- d. Peer Instruction Questions
- e. Tips for Effective Peer Instruction
- f. Additional Information
- g. Peer Instruction Discussion

## **9. First Person Narrative**

- a. Why Flipped Learning Supports First Person Narrative
- b. Scripts
- c. Journaling
- d. Student Made Videos
- e. Creative Use of Social Media
- f. Tying it All Together
- g. First Person Narrative Discussion

## **10. Inquiry**

- a. What is Inquiry?
- b. Explore, Flip, Apply
- c. Inquiry in Science
- d. Inquiry in Math
- e. Inquiry in Social Sciences
- f. Best Practices in Inquiry
- g. Tying it Together
- h. Inquiry Discussion

## **11. Genius Hour**

- a. What is Genius Hour? (New)
- b. 1The Three Key Ingredients in a Successful Genius Hour (New)
- c. The Nitty Gritty Details of a Successful Genius Hour (New)
- d. What Happens When Students Follow Their Passions (New)
- e. Why Genius Hour Matters (New)
- f. Genius Hour Discussion

## **12. Research**

- a. Introduction to Research
- b. What Does the Research say about Flipped Learning?
- c. What Can We Learn from Research?
- d. How to Find Research
- e. How to Read Research
- f. How to Determine the Quality of Research
- g. Applying Research to Our Classrooms

- h. Research Discussion

### **13. Jigsaw Method**

- a. Jigsaw Outline
- b. What is the Jigsaw Method?
- c. Why Flipped Learning and Jigsaw Go Together
- d. The Preparation Phase
- e. The Performance Phase
- f. The Reflection Phase
- g. Different Ways to Jig

### **14. The Most Important Things**

- a. The Key to it All
- b. Relationships Matter
- c. Don't You Want to be That Teacher?
- d. Decide
- e. Which Strategy Resonated the Most?
- f. What Will You Do Differently?

## **Flipped Learning Level II - Complete all Modules**

### **1. Introduction**

- a. Your Story: How did you discover Flipped Learning?
- b. What problems did Flipped Learning solve?
- c. What specific flipped model do you use? Why? (Options would include: In-Class Flip, Flipped-Mastery, or the standard Flip)
- d. How have you communicated with students, parents (if applicable), and administrators about your teaching methodology?
- e. How do you build positive relationships with students?

### **2. Sample Lesson Plan**

- a. Provide a complete lesson plan that follows the template provided

### **3. Sample Unit Plan**

- a. Provide a complete unit plan that follows the template provided.

### **4. Student Reflection Video**

- a. Create a short video of a flipped lesson with students. (Make sure you have permission to film students)
- b. Reflect on the lesson. What went well, and what were your challenges?



## **5. Student Reflection Survey**

- a. Administer the FLGI student survey. (First you must take the teacher survey: [https://es.surveymonkey.com/r/teacher\\_eng\\_2017](https://es.surveymonkey.com/r/teacher_eng_2017). After completing the teacher survey, you need to email Raul Santiago at [educacion@me.com](mailto:educacion@me.com) to receive a specific URL for your school or classroom survey.)
- b. Reflect on the findings of your student survey
  - i. What did you learn about your flipped class from the survey?
  - ii. What is working well in your flipped class?
  - iii. What could you do to improve your flipped course?

## **6. Individual Space**

- a. What strategies do you use to engage or hook students in the individual space?
- b. How do you accommodate students of differing abilities in the individual space?
- c. How do you teach students how to interact with the work done in the individual space?
- d. How do you make the individual space interactive for your students?
- e. How do you deal with students who have an incomplete understanding even after they have done the work in the individual space?
- f. How do you deal with students who don't do the work in the individual space?

## **7. Group Space**

- a. Describe which active learning strategies you use in the group space.
- b. How do you accommodate students of differing abilities in the group space?
- c. How do you tie the individual space work to the group space activities?
- d. How do you build in reflection into the group space?
- e. How do students work together in the group space?
- f. How do you establish clear expectations for student responsibilities during the group space?
- g. To what extent do you still do whole-class lecture in the group space?

## **8. Technology Reflection**

- a. Describe your technology workflow. Create a graphic that explains your workflow. It should be written such that a teacher at your school who might not be technologically savvy would be able to use it.
- b. Create a short (less than 4 min) video of you demonstrating one of the tools you use.
- c. Have you improved your digital competencies as a result of flipping your class? Explain. [Go to this link](#) to find a full list of digital competencies.
- d. Describe your perfect flipped technological tool. Dream about the ideal tool and tell us what features it would have.

## **9. Learning Spaces**

- a. Describe the physical layout of your learning spaces. Include either a picture or a diagram. How has Flipped Learning changed how you use your space?
- b. Describe the perfect Flipped Learning space. If you had a robust budget what would be your ideal space?
- c. To what extent does your learning space help students take more ownership of their learning?
- d. To what extent is your learning space flexible to accommodate different activities? For some, your learning space is not “yours.” If so, share how you have used the learning space creatively even though it is not flexible.

#### **10. Concluding Thoughts**

- a. What has been the impact of your implementation of flipping on your school? (colleagues, parents, teachers, administrators, beyond)
- b. Next Steps
  - i. Who will you work with in the future?
  - ii. How are you going to be or stay connected to the Global Flipped Learning Community?
  - iii. What additional training do you need?
- c. Take one of the above topics and write a 700-1000 word blog which FLGlobal can post to announce you as a Flipped Master Teacher.

#### **Submitting the Project**

Once completed you will need to send the completed file in WORD or Google Doc format to [jon@FLGlobal.org](mailto:jon@FLGlobal.org)

## Course Assessment Rubric

**\*\* Note: Phase I & Phase II must be completed prior to beginning Phase III.**

Final Grades will be based on the following point totals and percentages:

A: 85-100%

B: 70-84%

C: 60-69% (with a minimum of 50% from Level 4 column)

Item	1	2	3	4
Complete Phase I	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III
Complete Phase II	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III	Must be completed 100% prior to Phase III
Introduction (5%) - 4	Does not explain, or explains very little about his/her experience with the FL model, the problems that FL solves or the benefits in its applications	Explains little about his/her experience with the FL model, the problems that FL solves or the benefits in its application	Explains clearly about his/her experience with the FL model, the problems that FL solves or the benefits in its application	Explains very clearly and with precision about his/her experience with the FL model, the problems that FL solves or the benefits in its application
Sample Lesson Plan (5%)- 4	Does not provide a lesson plan or the lesson plan does not match the parts of the template provided	Provides a lesson plan that follows the template provided, but many parts are not clear or are missing	Provides a lesson plan that follows the template provided, but some parts are not clear or are missing	Provides a complete lesson plan that follows the template provided
Sample Unit Plan (15%) -12	Does not provide a unit plan or the unit plan does not match the parts of the template provided	Provides a unit plan that follows the template provided, but many parts are not clear or are missing	Provides a unit plan that follows the template provided, but some parts are not clear or are missing	Provides a complete unit plan that follows the template provided
Student Reflection Video (10%)- 8	The quality of the provided video is very poor and does not show the reflection between the teacher and the students	The quality of the provided video is not fair and does not show clearly the reflection between the teacher and the students	The provided video is good and shows some kind of reflection between the teacher and the students	The provided video is very good has shown clearly the reflection between the teacher and the students
Student Reflection Survey (10%) - 8	Does not administer or has little data, and does not clearly reflect the information provided. Does not draw conclusions or conclusions are very	Administers but does not get much data and does not clearly reflect the information provided. Does not draw clear conclusions to improve his/her flipped	Administer and reflects with the information provided by the data and draws some conclusions to improve his/her Flipped Class	Administer and clearly reflects with the information provided by the data and draws many conclusions to improve his/her flipped class

	poor to improve his/her flipped class	class		
Individual Space (IS) (15%) - 12	Does not indicate clearly the way he/she engages students, and provides differentiation and interaction. There is a lack of explanation about the strategies used to assist students with incomplete understanding or the ones who did not do the work in the IS	Indicates vaguely the way he/she engages students, and provides differentiation and interaction. There is a poor explanation of the strategies used to assist students with incomplete understanding or the ones who did not do the work in the IS	Indicates the way he/she engages students, and provides differentiation and interaction. There is a good explanation of the strategies used to assist students with incomplete understanding or the ones who did not do the work in the IS	Clearly indicates the way he/she engages students, and provides differentiation and interaction. There is a solid explanation of the strategies used to assist students with incomplete understanding or the ones who did not do the work in the IS
Group Space (GS) (15%)- 12	Does not describe the active learning strategies in the GS, and the ways to differentiate. There is not an explanation, (or it is very poor), of the link between Individual and Group Space, and also of the way to establish clear expectations for student responsibilities	Describes very vaguely the active learning strategies in the GS, and the ways to differentiate. There is a poor explanation of the link between Individual and Group Space, and also of the way to establish clear expectations for student responsibilities	Describes in a general way, the active learning strategies in the GS, and the ways to differentiate. There is a good explanation of the link between Individual and Group Space, and also of the way to establish clear expectations for student responsibilities	Clearly describes the active learning strategies in the GS, and the ways to differentiate. There is a solid explanation of the link between Individual and Group Space, and also of the way to establish clear expectations for student responsibilities
Technology Reflection (10%) 8	Does not describe the technology workflow or does it in a very poor way without using a graphic to explain it. Does not provide a video or if he/she does, it does not explain clearly the technology used. There is no reflection about his/her own digital competences and the way to improve them, and also does not explain (or does in a poor way) of his/her "perfect" technological tool.	Describes very vaguely the technology workflow but does not use a graphic to explain it. The provided video does not explain well the technology used. There is a poor reflection about his/her own digital competences and the way to improve them, and also a description of the "perfect" technological tool.	Describes in a general way the technology workflow using a graphic to explain it. The provided video explains the technology used. There is a reflection about his/her own digital competences and the way to improve them, and also a description of the "perfect" technological tool.	Clearly describes the technology workflow using a graphic to explain it. The provided video explains very well the technology used. There is a great reflection about his/her own digital competences and the way to improve them, and also a description of the "perfect" technological tool
Learning Spaces (10%) - 8	Does not describe the physical layout of the learning spaces. Does not provide a picture. There is not reflection or if it is, there is a poor reflection on how the learning space helps students to take more ownership of their	Describes very vaguely the physical layout of the learning spaces using a picture but does not add information about how to improve them. There is a poor reflection on how the learning space helps students to take more	Describes in a general way, the physical layout of the learning spaces using a picture and also adds information about how to improve them. There is a good reflection on how the learning space helps students to take more	Clearly describes the physical layout of the learning spaces using a picture and also adds good information about how to improve them. There is a great reflection on how the learning space helps students to take more

	learning and also does not explain how to do it flexible in a creative way	ownership of their learning and also does not explain how to do it flexible in a creative way	ownership of their learning and how to do it flexible in a creative way	ownership of their learning and how to do it flexible in a creative way
Concluding Thoughts (5%) - 4	Does not include a final reflection, or if he/she does, it is very poor and does not encompass the most important elements or factors. Does not describe (or if he/she does it is very poor) the next steps, strategies and needs to improve the whole process	The final reflection is very vague and does not encompass the most important elements or factors. Describes very vaguely the next steps, strategies and needs to improve the whole process	There is a good final reflection that encompasses most of the elements and factors. In addition, it describes the next steps, strategies and needs to improve the whole process	There is a great, solid and consistent final reflection that encompasses all elements and factors. In addition, it describes clearly the next steps, strategies and needs to improve the whole process