

Blended & Flipped Learning

#ETEC 516NM 01 Fall 2018

University of the Arts

Professional Institute for Educators

Course Information:

Location: Online

Dates: October 1, 2018 to October 29, 2018

with synchronous sessions

on Mondays from 6:00 to 7:00PM

on 10/1, 10/8, 10/15, and 10/22.



Faculty Information:

Name: Maria Geiger

Email: mgeiger@uarts.edu

Email Policy: Will respond to emails within 48 hours



Bio: Maria Geiger is an educational technology and college writing instructor. Maria's interests include blended/flipped learning, digital communication, and integrating media/web tools into the curriculum to better facilitate student engagement. She recently participated in the 2017 NJEDGE Faculty Showcase as an Ignite presenter ("Engaging Students with Free Web Apps") and conducted an educational technology integration workshop at the New Jersey Writer's Alliance (NJWA).

Course Description:

Are you looking to expand your knowledge of- and ways to best facilitate- blended and flipped learning? We will explore multiple ways to optimize- and to comfortably and appropriately balance- classroom time and at-home time within blended and flipped formats. Begin to experiment with flipped classroom practices using free classroom resources. Learn how to flip learning in any environment, even with limited online access and/or limited devices. How might you use structures that are already in place, such as stations and clusters, to tailor the best learning experience for students in your classroom? Open to K-12 educators who have experience at all levels of blended learning and flipped classroom implementation.

Course Overview

This course will explore the advantages and disadvantages of the flipped classroom and the various options for implementing the process, which can range from a small number of flipped classes a year to a complete transition to the flipped classroom model. Numerous free resources will be introduced, including interactive videos and slide shows, screencasting, online debates, blogging, collaborative tools, and useful assessment applications that provide ongoing student feedback.

Each week, students will read/view various sources that are all accessed on the Digication website. Weekly reflections (of roughly two pages per week) and Put It Into Practice (PIP) creations will demonstrate that students have engaged with the assigned sources (PIPs can be described as "learning put into action by hands on creating"). In addition to sharing the PIPs on our Google + Forum, we will engage in weekly discussions (**both online and synchronously on Mondays from 6:00PM to 7:00PM on 10/1, 10/8, 10/15, and 10/22**) related to a specific prompt. The course will culminate with a final

reflection in the form of a focused paper and related project.

Course Objectives

At the end of this course, students will be able to:

1. Create flipped learning lessons that improve student learning/outcomes
2. Choose the most effective strategies for successful flipped learning
3. Design flipped/blended learning lessons/curriculums (including assessment)
4. Evaluate appropriateness of content for flipped learning
5. Develop a plan to successfully flip/blend the classroom

Course Prerequisites:

Basic understanding of the internet and using email.

Required Course Texts/Readings:

All class readings will be digital and provided by the instructor.

Course Materials | Supplies

Computer/internet access is required.

COURSE ASSESSMENTS:

Your final grade will be based on the following assignments/weighting:

Component	Total Points
Discussion Board (5 points per week)	15
Weekly Reflections (15 points each)	45
Weekly Mini-Lesson Presentation: PIP (Put It into Practice) (5 points each)	15
Final Project: PIP Complete Lesson Design Paper	25
Total	100

GRADING:

Your final grade will be calculated using the following scale:

Grade	Percentage Range	Grade Point
A	100 – 93%	4.0
A-	92 – 90%	3.67
B+	89 – 87%	3.33

B	86 – 83%	3.0
B-	82 – 80%	2.67
C+	79 – 77%	2.33
C	76 – 73%	2.0
C-	72 – 70%	1.67
D+	67 – 69%	1.33
D	63 – 66%	1.0
F	59% or less	0.0

ALIGNMENT WITH LEARNING FORWARD PROFESSIONAL LEARNING STANDARDS:

Professional Learning Standards	PIE + MEd Program Outcomes	Student Learning Outcomes	Teaching Activity to Support Learning Outcome	Assessment to Evaluate Student Performance
LEARNING COMMUNITIES	2	1, 2, 3	Sessions 1-5	Blog Post, Discussions
LEADERSHIP	1	1, 2, 3	Sessions 1-5	Critique/Analysis, Discussions
RESOURCES	3, 4, 5	1, 2, 3	Sessions 1-5	Evaluation of Tools
DATA	2 through 5	3	Sessions 1-5	Readings and analysis
LEARNING DESIGNS	3, 4	1, 2, 3	Sessions 1-5	Tool use, evaluation and implementation
IMPLEMENTATION	1 through 5	1 through 5	Sessions 1-5	Final assignment
OUTCOMES	2, 5	1, 2, 3	Session 5	Blog posts, implementation plan.

WEEK-TO-WEEK ACTIVITY:

(ALL IN-CLASS READINGS/VIDEOS AVAILABLE ON DIGICATION LMS)

DATE	TOPIC	IN-CLASS/READINGS
	Due Dates	All Weekly Reflections are due one week from assigned date. PIPs and participation in the Discussion Forum is expected no later than Wednesday of each week so that we may enjoy robust conversation as we learn from each other.

<p>Week 1 (10/01/2018)</p>	<p>Course overview/Introductions</p> <p>All About Blended/Flipped Learning</p>	<p>Introductions via Flipgrid</p> <p>Digication/Google+ overview</p> <p>Readings:</p> <p>What is Blended Learning?</p> <p>Blended Learning vs Flipped Learning: Can You Tell the Difference?</p> <p>Videos:</p> <p>The Case for Blended Learning</p> <p>Flipping the Classroom Explained</p> <p>Blended Learning Vs. Technology Integration</p> <p>Blended Learning: Transforming Classrooms with Technologies</p>
<p>Week 2 (10/08/2018)</p>	<p>Blended/Flipped Learning Models in Detail: Who, What, Where, and Why?</p> <p>Assessment Strategies</p>	<p>Pick two from “Blended and Flipped: Exploring New Models for Effective Teaching & Learning”</p> <p>Blended Learning Model</p> <p>Videos:</p> <p>The Flipped Classroom Model</p> <p>Blended Learning: Making it Work in Your Classroom</p> <p>Mastery Learning in the Blended Classroom</p>
<p>Week 3 (10/15/2018)</p>	<p>How to Blend/Flip the Classroom</p>	<p>Readings:</p> <p>How to Flip a Classroom</p> <p>Videos:</p> <p>A Step-By-Step Guide into the Flipped Classroom</p>

		<p>The In-Class Flip in Action</p> <p>How to Flip Your Classroom in 5 Easy Steps</p> <p>Overcoming the Hurdles</p>
<p>Week 4 (10/22/2018)</p>	<p>Final Paper and Project (due 10/29/2018)</p>	<p>Topics/readings/videos of the semester, as well as relevant outside sources the student chooses culminate in a final reflection and sample blended/flipped lesson.</p>

UNIVERSITY POLICIES:

Attendance + Participation

All students are expected to attend classes regularly and promptly, and for the duration of the scheduled instructional time. Individual instructors will determine optimum time for taking attendance and may penalize for habitual lateness and/or absence. Repeated absences may result in a grade of "F" for the course. *Students who withdraw from a course must do so in writing. Nonattendance does not constitute an official withdrawal.*

Academic Honesty + Integrity Policy

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. Visit <http://cs.uarts.edu/pie/policies#academichonesty/integritypolicy> for more information.

Notice of Nondiscrimination

As reflected in our core values, the University of the Arts is a supportive community committed to individual and artistic integrity and inclusion. We promote and respect self-expression, a wide range of ideas, and diversity in all of its forms. Faculty, staff and students of the University are entitled to participate in and obtain the benefits of University programs, activities and employment without being discriminated against on the basis of: race, color, religion, sex, gender identity, national origin, age, mental or physical disability, veteran status, genetic information, the use of a guide or support animal because of the blindness, deafness or physical handicap of any individual or independent contractor, possession of a GED instead of a high school diploma and military status as defined by Pennsylvania law, sexual orientation, marital status, familial status and domestic/sexual violence victim status or any other

prohibited factor. The University also prohibits acts of retaliation against those who report acts of harassment discrimination or who cooperate with the investigative process.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law. All faculty and professional staff at the University must report any incidents of sexual misconduct to the University's Title IX Coordinator. To make a report, e-mail titleix@uarts.edu or file a report through the Title IX Resource Page: www.uarts.edu/title-ix-resources.

Students, faculty, and staff with questions about or complaints concerning discrimination, harassment, and/or retaliation should contact the University's Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu or 215-717-6362.

Educational Accessibility

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at [215-717-6616](tel:215-717-6616) or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

PA Act 48

Courses taken for credit qualify for PA Act 48; non-credit coursework does not qualify. A three-credit course will be posted as an Act 48 90-hour equivalency. Students must supply their unique PA Act 48 Professional Personal ID (PPID) and complete the Act 48 request form, distributed in class, for credit to be reported by UArts to the Pennsylvania Department of Education (PDE) after final grades are submitted for the course.