



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Blended Learning

Course Description:

Blended learning (aka Flipped Classroom) is the practice of combining online learning and resources with traditional face to face classrooms. In a traditional classroom, the instructor would lecture about material, then assign students homework on that same material. The flipped classroom provides students with the digital lecture material and resources beforehand (videos, lessons, handouts, etc....), and then uses the valuable face to face time in the classroom to work on homework/activities.

Overall Course Objective and Expectation(s):

The benefits to this method of teaching is that students can work at their own pace with the online components of the lesson, and then have more one on one time with the instructor to clarify any points of difficulty. This model also gives students who are confident in the material a chance to peer mentor their struggling classmates.

This course will teach you how to combine course materials into an easy to navigate online digital portfolio, and “flip” your classroom!

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher’s own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- A. Intro to the flipped classroom videos published by the authors of Flip Your Classroom.
- What is the flipped classroom?
<http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>
 - What does a flipped class look like?
<http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>
 - Hurdles to flipping your classroom
<http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>
 - Top 3 questions about flipping your classroom
<http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>
 - Why the flipped classroom?
<http://www.ascd.org/Publications/Books/Overview/Flip-Your-Classroom.aspx>
- B. The Flipped/Blended Classroom
Introduction to a flipped/blended lesson created by instructor <https://hkench.wixsite.com/kenchflip>
- C. Required reading: The Flipped Classroom (link will be provided) Chapters 1 “Creating the Flipped Classroom”, Chapter 2 “The Flipped Classroom”, and Chapter 3 “Why You Should Flip Your Classroom”.
- D. Your reaction will be one or more of the following:
- Agreement/disagreement with the ideas in the text.
 - Reaction to how the ideas in the text relate to your own experience.
 - Reaction to how ideas in the text relate to other things you've read.
 - Your analysis of the author and audience.
 - Your evaluation of how this text tries to convince the reader and whether it is effective.

Essential question: How can the flipped classroom aid in personalization of your curriculum?

Objectives:

- 1. Introduction to the Flipped Classroom/Blended Learning**
- 2. Intro to instructors flipped classroom**
- 3. Required reading. Chapters 1-3 of The Flipped Classroom**
- 4. Complete a reaction paper to the required reading**
- 5. Answer essential question**

Impact on Classroom Instruction:

The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants' own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.

Learner Outcomes:

Participants will be able to successfully describe a flipped classroom, and explain the benefits of using it.



Topic(s):

- A. Required reading: The Flipped Classroom (link will be provided) Chapters 4 “How to Implement the Flipped Classroom”, Chapter 5 “The Flipped-Mastery Classroom”, and Chapter 6 “The Case for the Flipped-Mastery Model”.
- B. Your reaction will be one or more of the following:
 - Agreement/disagreement with the ideas in the text.
 - Reaction to how the ideas in the text relate to your own experience.
 - Reaction to how ideas in the text relate to other things you've read.
 - Your analysis of the author and audience.
 - Your evaluation of how this text tries to convince the reader and whether it is effective.
- C. Essential questions:
 - 1) What is the Cornell Note Taking System, and how does it work?
 - 2) What technology resources could you use to create an online lesson?
 - 3) Explain the 4 stages of video production listed in the reading.
 - 4) Bookmark a series of resources from the web that you can refer to when creating your own flipped lesson (week 4)

Objectives:

1. **Required reading. Chapters 4-6 of The Flipped Classroom**
2. **Complete a reaction paper to the required reading**
3. **Answer essential questions.**
4. **Collect existing online resources that will aid in flipping a lesson in your classroom.**

Impact on Classroom Instruction:

The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants' own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.

Learner Outcomes:

Participants will start to amass a collection of online resources to include in their own “flipped” lesson during week 4.



Week III

Topic(s):

- A. Required reading: The Flipped Classroom (link will be provided) Chapters 7 “How to Implement the Flipped-Mastery Model”, Chapter 8 “Answering Your Questions (FAQ)”, and Chapter 9 “Conclusion”.
- B. Required reading: Flipping the Script K12 article at:
<https://www.districtadministration.com/article/flipping-script-k12>
- C. Required reading: The Flipped Classroom – It’s Got to Be Done Right:
https://www.huffingtonpost.com/entry/the-flipped-classroom-its_b_2300988.html
- D. Essential Questions:
 - 1. Why is it important to inform parents about switching to a flipped model classroom?
 - 2. After reading the article located at District Administrator, explain how the flipped model classroom can aid in differentiated instruction. Can you think of any additional ways it could help?
 - 3. What can you do with kids who don’t have access to a computer at home?
 - 4. How can you deal with students who don’t “buy in” to the flipped model?

Objectives:

- 1. Required reading. Chapters 7-9 of The Flipped Classroom**
- 2. Required reading. District Administrator article Flipping the Script K12**
- 3. Answer essential questions.**

Impact on Classroom Instruction:

The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.

Learner Outcomes:

Participants will discover methods to help overcome obstacles to flipping their classrooms.



Week IV

Topic(s):

- A. Participants will be introduced to Google Drive so that they can easily share their flipped lesson with fellow participants (and possibly students).
 - a. Create Google account
 - b. Explore Google Drive
 - c. Upload lesson to Google Drive
 - d. Share lesson link with fellow participants
- B. Creating your own flipped classroom.
 - a. Participants can create a new lesson, or modify an existing lesson to the Flipped model.
 - b. Finding online resources
- C. Creating flipped lesson documents with hyperlinks

Objectives:

- 1. Introduction to the Google Drive**
- 2. Creating your own flipped lesson**

Impact on Classroom Instruction:

The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants' own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.

Learner Outcomes:

Participants will create their very own "flipped" lesson and share it with the class via Google Drive.