ED 633 Emerging Technologies

CREDIT HOURS: 2 Semester Hours
CLASS TIME: Spring
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Office Hours: Wednesday 8:00-4:00 & Thursday 8:00-3:00 (anytime via email)

Course Description

In this course, students will apply their understanding of educational technology to curriculum design process. Students will be asked to follow content area and pedagogical best practices in the design process. Special attention will be given to national standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies.

Purpose/Objectives of Course

• Apply a working knowledge of instructional systems design (ISD) to the research of emerging technologies in education and training
• Explore and provide a detailed review of conferences and organizations related to the research of emerging technologies in education
• Identify and compare various scholarly publications and resources
• Develop knowledge for using technology in your practice and facilitate student learning through the integration of technology.
• Reflect on and analyze evidence of the effects of instruction on learning.

Required Resources

1. Access to a computer (Mac or PC) with high speed Internet and administrative access.
2. Google account for projects and communication.
3. Microphone and headphones for the computer (either built into your computer or a headset).
4. Webcam for video recording and video conferencing.

Required Textbooks

None
Performance Outcomes:

- Use technology, telecommunications, and information systems to enrich curriculum and instructional.
- Use current technologies to support school classroom management and school business procedures.
- Monitor the effect of technologies on curriculum, instruction, and classroom management systems and the impact of these technological developments on student outcomes, school priorities, and school operations.

Standards Addressed:

National Board of Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Learning

1A National Board Certified Teachers (NBCT)’s are dedicated to making knowledge accessible to all students. They believe all students can learn.

1C NBCTs understand how students develop and learn.

1F NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

2A NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

2C They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

3A NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

3B They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

3D They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

4A NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

4B They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

4C They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

5A NBCTs collaborate with others to improve student learning.

5B They are leaders and actively know how to seek and build partnerships with community groups and businesses.

Unit 1 Nets and Technology Planning


1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   c. collect and analyze data to identify solutions and/or make informed decisions.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators
2. Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

b. model and promote the frequent and effective use of technology for learning.

c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

3. Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

4. Systemic Improvement
Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

5. Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

c. promote and model responsible social interactions related to the use of technology and information.
Unit 2 Integrating Technology into the Education

**NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers**

1. **Facilitate and Inspire Student Learning and Creativity**

   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   
   b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
   
   c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
   
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. **Design and Develop Digital-Age Learning Experiences and Assessments**

   Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:
   
   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   
   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
   
   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

3. **Model Digital-Age Work and Learning**

   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   
   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

4. **Promote and Model Digital Citizenship and Responsibility**

   Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
   
   d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. **Engage in Professional Growth and Leadership**

   Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

   a. Ensure instructional innovation focused on continuous improvement of digital-age learning.

   b. model and promote the frequent and effective use of technology for learning.

   c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

3. Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.

   c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

5. Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

ELCC: Educational Leadership, ELCC: Master's Level, School Building Leadership
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. 1.1 Develop a Vision

   b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

2.2 Provide Effective Instructional Program

   a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

   b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

Unit 3 Research on Effectiveness of Instructional Technology

NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators

2. Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

b. model and promote the frequent and effective use of technology for learning.

d. ensure effective practice in the study of technology and its infusion across the curriculum.

3. Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement
Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:
a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

**Unit 4 Technology Planning**

**NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers**

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

   b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

**NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators**

1. Visionary Leadership
Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

   a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.

   b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.

**Unit 5 Tech-Enhanced Professional Development**

**NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers**

2. Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:

   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

   d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

   b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

   a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

   d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

**NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators**

2. Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

   a. Ensure instructional innovation focused on continuous improvement of digital-age learning.

   b. model and promote the frequent and effective use of technology for learning.

   d. ensure effective practice in the study of technology and its infusion across the curriculum.

3. Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

   a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.

   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

**ELCC: Educational Leadership, ELCC: Master's Level, School Building Leadership**

2.4 Design Comprehensive Professional Growth Plans

   a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

**Unit 6 Administrative Uses**

**NETS for Teachers, All Levels, NETS.T and Performance Indicators for Teachers**

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

   a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

   c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

   b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

   c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

**NETS for Administrators, Administrators, NETS.A Performance Indicators for Administrators**
3. Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement
Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.

e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

c. Promote and model responsible social interactions related to the use of technology and information.

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

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**Topics and Assignments Checklist (Subject to Modification)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
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</table>
| **Week 1** | 1. Review Syllabus and D2L Site (Watch ED 633 Intro. Video). Please note that all readings can be found on the D2L website for ED 633. You will also be asked to periodically provide feedback to the instructor (D2L Drop-Box) on the progress you are making on the two major assignments for this course (Twitter, Blog, and Wiki Activity and the Flipped Classroom Activity.)

2. *Introduce yourself to your classmates and explain what you hope to learn in this course by Date via (Voicethread).* Note**All Discussion Questions will be done via Voicethread.

Eyejot Feedback: Send me an Eyejot (no shorter than 5 minutes) Explain: after reading the article, tell me what resonated with you and what aspects of the article can be related to your current position. (NBTS – Ass. # 1 - 1a, 2a, 3b,4a, 4b, 4c)

4. **READ** - Flipped Classroom Activity (found at end of syllabus) and begin making preparations

**Week 2**

1. **READ** - The Crisis in Higher Education (Found on D2L)

   Read the document and write a reflection/opinion paper (1 page minimum) answering the author’s question, “Is this only a fad, or is higher education about to get the overhaul it needs?” (4a, 4b, 4c)


3. Take Quiz #1

4. Look over Twitter/Blog/Wiki (TBW) activity found at the end of the syllabus and begin making preparations. If you plan to do this activity in partners, please share the names with the instructor by the end of the week.

**Week 3**


   Read the document and write a reflection paper (1 page minimum) and discuss 2 of the 5 myths. In your writing state if you believe (based on your current position and institution) if the myth is true or not. (1a, 1c, 1f, 2a, 2c, 3d, 4a, 4b, 4c, 5a)

2. Share with the instructor the progress you have made on the TBW and Flipped Classroom Activity found at the end of the syllabus.

3. Discussion Question via Voicethread. *What are the most challenging aspects of either the TBW or the Flipped Classroom Activity that you have encountered thus far? Also, explain how you plan to overcome these challenges.*

**Week 4**

1. **READ** - Handbook on Emerging Technologies from Page 8 (What We Know About Learning) to Page 25. Take Quiz #2 after you are finished reading.

2. **WATCH** - The Vision of Students Today
3. **WATCH - Why Kids Hate School**

   [https://www.youtube.com/watch?v=dGCJ46vyR9o&hd](https://www.youtube.com/watch?v=dGCJ46vyR9o&hd)

**Eyejot Feedback:** Send me an Eyejot (no shorter than 2 minutes) and tell me what resonated with you after watching one of the two videos above (1a, 1c, 2a, 2c, 3d, 4a, 4b, 4c)

4. Individual (or group) discussion (via WebEx) on progress made on TBW and/or the Flipped Classroom activity.

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### Week 5

1. **READ - The New Traditional Student**


2. **READ - Handbook of Emerging Technologies** pp’s 25-41

3. **WATCH - Adventure Learning**

   [http://www.youtube.com/watch?v=hfrlUoGqxfw&feature=plcp](http://www.youtube.com/watch?v=hfrlUoGqxfw&feature=plcp)

4. **READ - The Emergence of the K-12 Digital Learner**

5. Take Quiz #3.

6. Share with the instructor the progress you have made on the **TBW and Flipped Classroom Activity**

7. Individual (or group) discussion (via WebEx) on progress made on Twitter, Blog, Wiki activity and/or Flipped Classroom Activity

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### Week 6

1. **WATCH - What you need to know about MOOC’s**

   [https://www.youtube.com/watch?v=eW3gMGqcZQc&hd=1](https://www.youtube.com/watch?v=eW3gMGqcZQc&hd=1)

2. **READ - 7 Things You Should Know About MOOC’s**

   PDF on D2L

3. **READ - Why Virtual Worlds Can Matter**

   PDF on D2L

Watch and read the information about A) MOOC’s (or) B) Why Virtual Worlds Can Matter. Write a reflection paper (2 pages maximum) about anything that resonated with you following your reading. If you are/have participated or are currently teaching a MOOC, forget about reading and just tell me about your experience. (1a, 1c, 2a, 2c, 3d, 4a, 4b, 4c)

4. **READ - Handbook of Emerging Technologies pp. 42-50**
### Week 7
1. WebEx presentations on Twitter, Blog, Wiki activity (1a, 1f, 2c, 3a, 3b, 4a, 4b)

### Week 8
1. WebEx presentations on Flipped Classroom Activity (1a, 2a, 2c, 3a, 3b, 4a, 4b, 4c, 5b)
2. Complete Course Evaluation by 11:59 pm on DATE.

#### Explanation and Outline of Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Twitter, Blog, and Wiki Activity</th>
<th>Flipped Classroom Activity</th>
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</table>

#### Twitter/Blog/Wiki

2 students per group (Twitter, Blog, or Wiki), research and be prepared to answer the following questions in your presentation:

1. What is a twitter/blog/wiki?
2. How is a twitter/blog/wiki created?
3. How can twitter/blog/wiki be used in the classroom?
4. What are some challenges in integrating twitter/blog/wikis in the classroom?
5. How could you implement (TBW) into one (or more) of the courses that you currently teach? If you already have, please share your successes or challenges.

- See below for some resources to **begin** your research:

**Twitter resources:** [Article #1](#), [Article #2](#), [Article #3](#), [Article #4](#)

**Blog resources:** [Article #1](#), [Article #2](#), [Article #3](#)

**Wiki resources:** [Article #1](#), [Article #2](#), [Article #3](#)

- Meet online via Google Hangout (or) WebEx (or) however you wish
- Decide how you will present your information to the class (PPT., Prezi, Haiku Deck, other)
- Presentations will be due the second to last week of class via WebEx
- 12 slides minimum (PPT)
- 10-12 minute presentation (minimum)

#### Flipped Classroom

In this assignment you will develop a flipped classroom learning segment that you will teach in your classroom. You will compare the outcomes of a regular class to your flipped classroom segment. In essence, you will create two learning segments. The student outcomes for both segments should be very similar. The flipped classroom segment should lead directly to a hands-on computer based lesson where students will produce a product through the use of
technology. Successful completion of this assignment will demonstrate that you have the abilities to:

- Develop knowledge for using technology in your practice and facilitate student learning through the integration of technology (UNDERSTANDING OF TECHNOLOGY TO PROMOTE STUDENT LEARNING)
- Reflect on and analyze evidence of the effects of instruction on learning (ASSESSMENT OF STUDENT LEARNING)

Read these two short articles: Article #1, Article #2

Watch these two short YouTube Videos (less than 5 minutes) on why teachers use flipped classrooms: Video #1, Video #2

3. Think flipped classrooms won't work for younger elementary students? Think again! Watch these two short videos (less than 5 minutes): Video #1, Video #2

4. Check out this site (click here) for pre-made videos that could be used in flipped classrooms

5. Here is a Flipped example from the website about Roman Culture and Society

http://www.sophia.org/tutorials/ch5-rome-and-the-rise-of-christianity-section-3-ro

6. Your task is to create a Flipped Lesson. The lesson needs to include:

- Lesson Topic
- Notes (at least 2 paragraphs, no more than 4) about your topic
- Videos (at least 2, no more than 4) about your topic. You can place them on your document like the example above (Roman Culture) or you can use a hyperlink.
- Sample form for what you want your students to do (worksheet, get into cooperative groups and work on a project/perform and activity, whatever).

Steps to developing the learning segment and reflection:

- Provide a context for teaching your learning segment (i.e., information about the school where you are teaching; special features of the school you are teaching; any district, school, requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests; time devoted each day for the lessons, textbook or instructional program primarily used; grade level; number of students in the class; variety of students in the class (English Language Learners, gifted students, students with IEPs, underperforming students)
- Lesson plans should include:

  - State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning.
<table>
<thead>
<tr>
<th><strong>Learning objectives associated with the content standards</strong></th>
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<tbody>
<tr>
<td>Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed (ASSESSMENT OF STUDENT LEARNING)</td>
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<tr>
<td>Rationale(s) for integrating technology into your lesson (i.e., change in student and teacher roles; increased motivation and self-esteem; increase technical skills; accomplishment of more complex tasks; more collaboration with peers; increased use of outside resources; improved design skills/attention to audience (UNDERSTANDING OF TECHNOLOGY TO PROMOTE STUDENT LEARNING)</td>
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**After developing the lesson plan, write a reflection that:**

- Describes the central focus and purpose for the content you will teach in the learning segment.
- Knowledge of your students to inform teaching—What do students know, what can they do, and what are they learning to do?
- Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices and interests?
- Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.
- Describe how your planned formal and informal assessments will provide direct evidence that students have developed the learning objective. (ASSESSMENT OF STUDENT LEARNING)
- Describe the assessment you used to develop the students’ developing knowledge and identify the evaluation criteria that was used to analyze student learning. (ASSESSMENT OF STUDENT LEARNING)
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class. (ASSESSMENT OF STUDENT LEARNING)
- Select 3 student work samples that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for the remainder of this reflection, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge. (ASSESSMENT OF STUDENT LEARNING)
- Compare the feedback you gave to each of the 3 focus students following the regular classroom segment and the flipped classroom segment. (ASSESSMENT OF STUDENT LEARNING)
• Based on your analysis of student learning describe next steps for instruction for the whole class for the 3 focus students and other individuals/groups with specific needs. (ASSESSMENT OF STUDENT LEARNING)
• Describe if your flipped classroom segment allowed more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons (UNDERSTANDING OF TECHNOLOGY TO PROMOTE STUDENT LEARNING)
• Describe how your role as teacher changed (if at all) during each segment.
• Based on your analysis of the two learning segments, describe if there was an increased inclination on the part of the students to work cooperatively and an increase in the use of outside resources (UNDERSTANDING OF TECHNOLOGY TO PROMOTE STUDENT LEARNING)
• Based on your analysis following your flipped classroom segment, do you think your students can handle more complex assignments and do more with higher-order skills because of the supports and capabilities provided by technology? (UNDERSTANDING OF TECHNOLOGY TO PROMOTE STUDENT LEARNING)