



Your University of Choice

MTI 568 –Creating and Designing the Flipped Classroom

Website: Once you register you will be receiving an invitation from your instructor via www.coursesites.com along with registration information.

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Credits: 3 hours from Calumet College of St. Joseph

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the **Higher Learning Commission**, a member of **North Central Association (NCA)** 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440.

Grades: 6-12

Credit Limits:

All students taking graduate courses through Midwest Teachers Institute are limited to the following maximum number of classes:

Fall Semester	9 credit hours
Spring Semester	9 credit hours
Summer Semester	12 credit hours
Total maximum for year	30 credit hours

Requirements for Taking Courses through Midwest Teachers Institute

All MTI courses are designed for educators who have a minimum of a bachelor's degree. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.

Course Description

This course is designed to provide an introduction to the Flipped Classroom. An overview of this new and exciting model will first be explored. Then the basics of how to implement a Flipped Classroom will be examined. Components of the course will allow for teachers to take this model and make it their own, allowing for flexibility and teacher autonomy. Teachers will learn how to make the most of their face-to-face time in order to maximize student achievement. They will also be able to restructure their class time to include projects, activities, and discussions they have never had time for before.

Compliance with National Board for Professional Teaching Standards (NBPTS)

NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community. **This course is in compliance with all of the 5 NBPTS Core Propositions.**

Course Objectives

Following the completion of this course, the student should be able to:

- Demonstrate a thorough understanding of the Flipped Classroom model
- Analyze their own curriculum and make decisions about where the Flipped Classroom model would be most beneficial for students
- Construct and stream internet hosted videos (at least 1 video using at least 1 method)
- Create their own video lesson
- Design a unit plan to incorporate the Flipped Classroom model and enhance student learning through the additional classroom time
- Express their own opinions on this model and reflect upon their future intentions

Grading

The total grade will be determined by adding the points from the following 4 categories:

Forum/discussion posts	120 points
Applications	100 points
<u>Evaluation</u>	<u>100 points</u>
Total	320 points

The grading scale for the final grade is:

100-90%	A	320-288 total points
89-80%	B	287-256 total points

(Anything resulting in fewer than 256 points will not receive credit.)

Weekly Schedule

Week 1 – An Introduction to Flipping

- Explore several videos and consider important questions on Flipping for you and your students. Locate resources, discuss pros and cons, develop your initial reflections on Flipped Learning

Week 2 – Where could this fit in my curriculum?

- Utilize a curriculum guide or scope and sequence to assess where Flipping would be beneficial for your students, provide rationale for selected lessons, and determine where and how you could get started. Consider what you would do inside and outside of the classroom.

Week 3 – Video Capture

- Explore the best video creation tools. Create an initial video lesson and share with classmates.

Week 4 – The “Other” Educational Technology

- A brief overview of other educational technology tools that are useful when flipping. Tools to engage students inside and outside of class (including tools to locate videos, store content, collaborate, and create).

Week 5 – Reflection

- Explain what you would/will do and your plan for your class using the Flipped Classroom mindset. Reflect on what you still need to learn.

Application rubric:

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal (9-7 pts)	Below Standard (6-4 pts)
Understanding of web tool ____/40	Response shows strong understanding of the web tool and is utilized to maximize student learning	Response shows adequate understanding of the web tool and will benefit student learning	Response shows some understanding of web tool but may not benefit student learning	Response shows little understanding of web tool and may not benefit student learning
Task Completion ____/40	All tasks are completed and are thoughtful and meaningful.	All tasks are completed but with minimal quality	Almost all tasks are completed.	A few tasks were not completed.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Evaluation rubric:

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal (12-9 pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.

Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.
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Forum/discussions rubric:

Category	Superior (5 pts)	Sufficient (3 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/5/10/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/5/10/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

END OF COURSE SURVEY

Now that you are finished with your class, please take the time to help us improve. In order to make sure that we are providing the best possible service, please go to: http://www.midwestteachersinstitute.org/course_survey_12.html. Take the course survey, **which is required for you to receive your grade.** We at MTI appreciate and value your feedback.