

Antoinette Pinder-Darling  
EDTC 813 - Flipped Classroom Project

Using the flipped classroom model, students become engaged in active learning activities which are intended to increase the depth of learning outside of the traditional classroom environment. Learning material in this way, can be further enhanced when digital tools are explored and added. This mode of student learning yields benefits for both the teacher and the learner.

Five **instructional guidelines** followed:

1. Materials selected are appropriate for the grade level
2. Learning goals and objectives for instructional activities are clear
3. Lesson materials are organized to maximize students attention (Bergmann & Sams, 2012, p. 71)
4. Lesson integrates digital technology and is accessible (Bergmann & Sams, 2012, p.56).
5. Lesson emphasizes critical thinking and problem solving strategies using appropriate experiential learning strategies (Bergmann & Sams, 2012, p. 76)

**Lesson overview:**

Social science is the exploration and explanation of cultural activities that occur in our social world. “For students, nothing is more exciting than the continual and deepening understanding of the “how” and the “why” of activities all around us that grow out of inherent curiosity and expansion of the imagination” (Denman, 2013, p.15). Being able to explain how something occurs, students come to more fully understand aspects of their social and cultural life. “For students to become independent, competent, and confident writers, they need many opportunities in many different contexts, to practice the writing skills they are being taught” (Wray, Medwell, Fox & Poulson, 2000).

Descriptions for each activity is available via the website and completed activities will be reviewed in class and assessed by student peers. Teacher will give final grade based on rubric.

**Student Projects:**

Project 1: <http://ansypp.wix.com/apd-tech-theme-park#!/galleryPage>

Project 2: <http://ansypp.wix.com/apd-tech-theme-park#!/the-arts/cao4>

Project 3: [http://ansypp.wix.com/apd-tech-theme-park#!/practice\\_areas/c1iwz](http://ansypp.wix.com/apd-tech-theme-park#!/practice_areas/c1iwz)

Project 4: <http://ansypp.wix.com/apd-tech-theme-park#!/c1n8o>

### **Systems view for the Flip Classroom:**

- The instructional material should be focused and not directed at just keeping students from being distracted.
- For the flipped model to be effective the students' need to access the material prior to class (with appropriate technology) and they need to be given the opportunity to reflect.
- Class time must be used effectively and efficiently. Students need to apply what they have learned by solving problems or working on projects. The teacher needs to guide students as they solve problems or work on projects (Bergmann & Sams, 2012).
- The teacher needs to work with individual students or groups of students who need additional help and allow students who have grasped the content to delve deeper into the material or move forward in the curriculum for that subject. Finally, all participants need to buy in to the change with the goal of improving student learning—students are responsible for their learning (Senge, 2006).
- The curriculum drives the technology—and not the reverse.

### **References:**

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. United States: ASCD.

Denman, G. A. (2013). *Think it, show it science: Strategies for demonstrating knowledge*. Huntington Beach, CA: Shell Education.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.

Wray, D., Medwell, J., Fox, R., & Poulson, L. (2000). The teaching practices of effective teachers. *Educational Review*, 52(1), 75-84.