



## Course Number and Title: IDT G87 Designing a Flipped Classroom

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2018-51

**Prerequisite:**

None

**Co-Requisites:**

None

**Course Credits and Hours:**

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course focuses on the fundamental elements of the flipped classroom learning model, including theory and instructional strategies. Participants explore key principles, examine design challenges, develop effective learning activities and assessments, and design a unit of study for use in a flipped classroom.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

A computer with Internet access. A webcam with video and microphone or webcam and headset microphone.

**Schedule Type:**

Hybrid Course

**Disclaimer:**

Course syllabus and schedule subject to change.

**Core Course Performance Objectives (CCPOs):**

1. Analyze and discuss instructional theories fundamental to the flipped classroom learning model. (CCC 1, 2; PGC 1)
2. Examine the challenges of implementing a flipped classroom. (CCC 1, 2; PGC 1)
3. Design effective learning activities and formative assessments to be used outside of the classroom. (CCC 1, 2, 5; PGC 1, 2, 3, 4)
4. Design effective learning activities and formative assessments to be used inside the classroom. (CCC 1, 2, 5; PGC1, 2, 3, 4)
5. Design a unit of study using the flipped classroom learning model. (CCC 1, 2, 5; PGC 1, 2, 3, 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Analyze and discuss instructional theories fundamental to the flipped classroom learning model.
  1. Define the flipped classroom.
  2. Identify instructional theories fundamental to the flipped classroom learning model.
  3. Compare and contrast the flipped classroom model to the traditional model of instruction.
  4. Discuss the impact the flipped classroom learning model has on learning.
2. Examine the challenges of implementing a flipped classroom.
  1. Summarize the challenges experienced by educators implementing the flipped classroom learning model.
  2. Discuss methods of overcoming the challenges of implementing the flipped classroom learning model.
3. Design effective learning activities and formative assessments to be used outside of the classroom.
  1. Examine the technologies necessary for effective implementation of learning activities and formative assessments outside of the classroom.
  2. Examine effective learning activities and assessments that can be used outside of the classroom.
  3. Create effective learning activities and formative assessments that promote student learning to be used outside of the classroom.
4. Design effective learning activities and formative assessments to be used inside the classroom.
  1. Examine effective learning activities and formative assessments that can be used inside the classroom.
  2. Create effective learning activities and formative assessments that promote student learning to be used inside the classroom.
5. Design a unit of study using the flipped classroom learning model.
  1. Collect and create the necessary components to design an effective flipped learning classroom environment for specific learning objectives.
  2. Design lesson plans for specific measurable performance objectives using the flipped classroom learning model that include pre-class and in-class learning activities, and both formative and summative assessments that engage students and promote learning.
  3. Design a unit of study that uses the flipped classroom learning model, encompasses multiple measurable performance objects, and requires at least four lesson plans.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.