

Pasadena ISD – Personal Learning Environments – The Flipped Classroom

Project description

The project that has been agreed on between Pasadena Independent School District's Instructional Technology Department and myself, is that I will take a face-to-face course that they provide and convert it to a fully self-sufficient, asynchronous, online course. The topic for this course will be "Personal Learning Environments: The Flipped Classroom". The face-to-face course currently runs 3 hours in length, including time for questions and answers. The course's goals are to determine exactly what the "Flipped Classroom" is, what the obstacles are for implementing one, what steps are necessary for preparing your students (classroom) for it's use, and what tools can be used throughout the entire process. With the inability for learners to directly ask questions in an asynchronous course, we assume that the completion time for the online course will be slightly less than 3 hours, but the participants will still receive 3 hours of professional development credit.

While the course documents have previously been created, the instruction was largely provided in an impromptu style, following an agenda, but without a script. I will be working with the original creators of the course (the SME's) to ensure that the material taught is complete and correct. I will also be creating screencasts and videos that show the depth of the material and instruction being presented. Informal evaluations will be used to check for understanding, and summative evaluations will allow the participants to receive professional development credit. The participants will participate in a pre-course survey to gauge their prior knowledge of the "Flipped Classroom" and they will also complete surveys that measure the effectiveness of the course and the participants' happiness with the course format.

The course will be presented online through Project Share Texas (<http://projectsharetexas.org>), an online learning community for Texas Educators. Project Share can be used for high-quality professional development, a social networking site for creation and collaboration in personal learning communities, and also as simply a resource for current information on Web 2.0 tools.

Identification and description of the project's key artifacts

The major sections of this project are listed below. Each of these sections will have video/screencast instruction following a carefully written script that details what the learners need to know about each section. A short description is provided below.

1. Pre-Work – The learners will watch a lead-in Prezi presentation, watch a related video, and share their initial thoughts (asynchronously) with other learners. This resource will remain open and available for all users to read and borrow ideas from others.
2. Project Share – Though all learners *have* a Project Share account, for many this will be their first time using it. Fundamentals of using it will be discussed, including logging-in, navigation, and general usage.
3. Flipped Video – The key ideas and principles behind the concept of Flipping the Classroom will be presented.

4. Challenges/Benefits – The major challenges and benefits of the Flipped Classroom will be presented.
5. Class Time Activities – Flipping the classroom opens up a wide variety of possibilities for what will happen in the in-class time. Some of these possibilities will be offered.
6. Make it happen – Details for what is needed (hardware, software, time-management, etc.) to “Flip” the classroom will be presented.
7. Create – Examples of the tools needed to create flipped learning material, and links to resources for further learning will be provided.
8. Deliver – Presentation and delivery methods of flipped learning will be presented, with heavy preference toward Project Share.
9. Assess – The learners will be instructed in the value of proper assessment and how to create such assessments for their flipped classroom students.
10. Web 2.0 Tools – A variety of Web 2.0 tools that will assist the learners in managing their Flipped Classroom will be presented with reference to their ease of use, value, and cost.
11. Review – Create a video review of all highlights of the Flipped Learning course
12. Learner Assessments – Informal assessments will be created to assess understanding throughout the course, and upon completion of all sections of the course, a formal assessment will assess the major learning goals of the course.

Title and description of the organization* where the project will be completed (e.g., school description, company, training organization)

This project will be completed for the Pasadena Independent School District’s (ISD) Instructional Technology (IT) Department. Pasadena ISD is headquartered in Pasadena, Texas, outside of the Houston metro area. The Pasadena ISD Instructional Technology department provides ongoing professional development in technology for all of Pasadena ISD’s 62 schools (35 Elementary, 8 Middle, 10 Intermediate, 5 High, and 4 Alternative). This e-course will be made available to all campuses that can benefit from the training, which could possibly include up to 3,000 teachers from all campuses at all levels.

Goals of the completed project

My goal for this project is that it will be well-developed and as flawless as possible, provide an excellent example of an e-course for the Pasadena ISD faculty, and further the desire for well-developed e-courses throughout the IT department’s repertoire.

How the finished project will be used (or how it fits) within the organization

The IT department of Pasadena ISD is in the process of migrating, adapting, and creating e-courses to better serve the professional development needs of the District’s staff members. The e-course being created for my practicum is already available as a face-to-face course, and is planned to be offered immediately upon completion to the faculty and staff of the district.

Your specific role in the project

As previously mentioned, the course materials have already been created, but the course was presented in a face-to-face method. Because of this, the majority of the course

materials for an e-course, do not yet exist. My role in this project will be to create those materials (audio, video, presentations, assessments, and anything else needed), and to assemble them into a seamless e-course format on Project Share Texas.

Who the supervisor of the project will be (name, contact information, position within the organization)

The supervisor for my project will be an IT Specialist for Pasadena ISD, Mrs. Emily Bourgeois. She may be contacted by email at ebourgeois@pasadenaisd.org, or by phone at 713-740-5305.

Timeline for the project with all major milestones highlighted

Week 1:

- Gain approval of the proposal’s topic and submit pre-proposal.

Week 2:

- Collect materials that were created for the face-to-face course
- Organize collected materials into sections according to their anticipated usage
- Submit full proposal to the project supervisor and in Blackboard

Week 3:

- Script and storyboard sections 1 – 6 (listed above)
- Begin work on presentations (PowerPoint) for all sections
- Record rough audio for presentation sections

Week 4:

- Script and storyboard sections 7 – 12 (listed above)
- Complete presentations for all sections
- Process and polish the recorded audio for presentation sections
- Record rough audio for screencast sections

Week 5:

- Process and polish the recorded audio for screencast sections
- Record screencasts (video)
- Import and combine audio/video screencasts into single video files
- Import audio into presentations

Week 6:

- Create learner assessments
- Format all videos and presentations to fit the requirements of the LMS
- Import into LMS (Project Share Texas)

Week 7:

- Final project due to be completed
- Complete narrative about the project