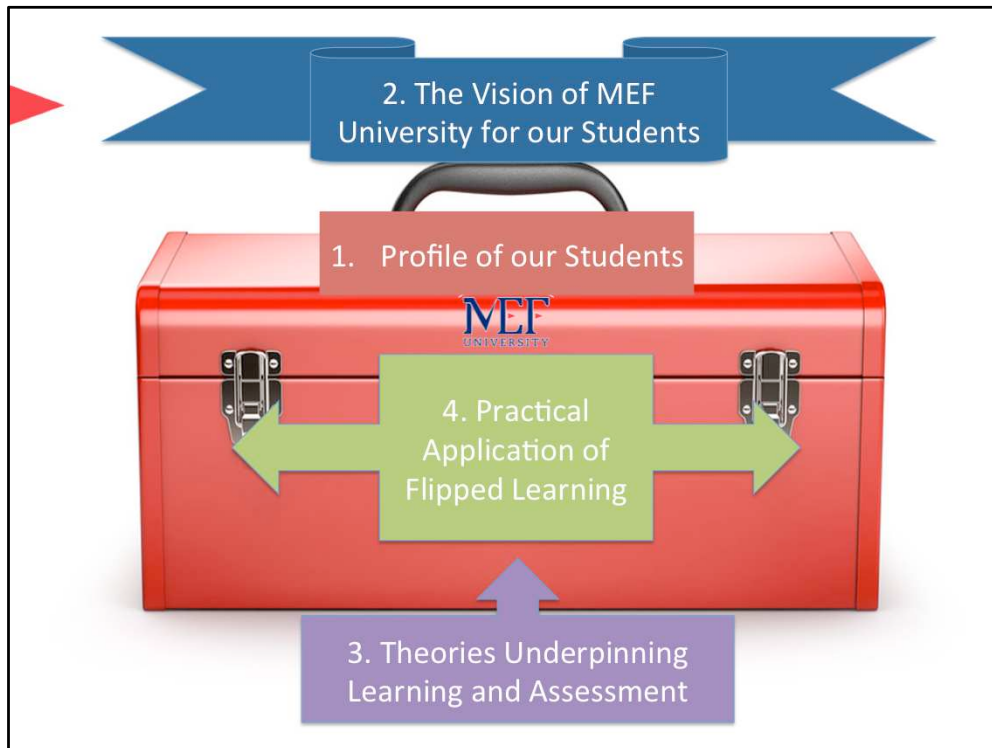




In this session, I will give the big picture of flipped learning course design and present a flipped learning course design tool kit.



There are four main aspects included in the flipped learning tool kit. First, we need to take into consideration the profile of our students. Second, we need to take into account the vision of MEF University. What we want for our students. How we are going to differentiate our graduates from other universities. What encapsulates the spirit of the university. Third, we need to look at contemporary theories underpinning learning, assessment, feedback and language. Fourth, we need to package all of the above into a simple and practical framework for designing flipped learning courses.

1. Profile of our Students



The first aspect in our tool kit that we need to take into consideration is the profile of our students. This is what we know.

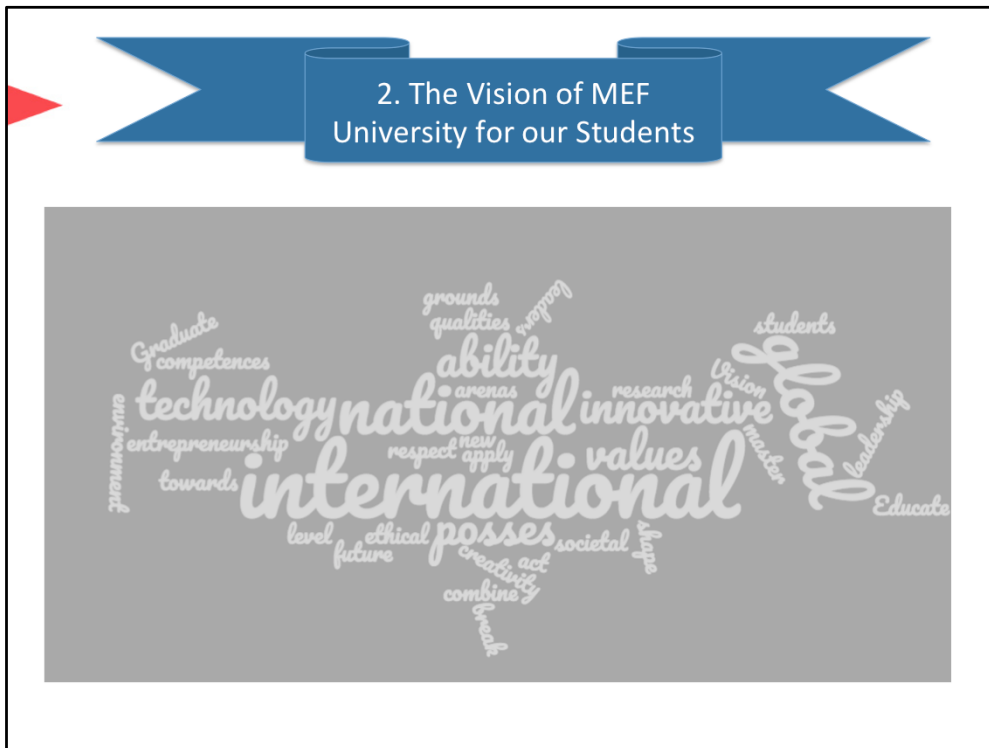
- Technology: Our students are digital residents. They grew up with technology and use it on a daily basis. However, they still need to develop their skills in order to effectively use technology for learning, collaborating, creating and connecting – skills that they need to be proficient in to be successful in today's workforce.
- Geography: Our students are based in Istanbul and all live off campus all around the city. Travelling to and from campus takes up a large portion of their daily lives. In addition, they often live far from their classmates, meaning working collaboratively outside class hours can be challenging.

1. Profile of our Students



- Language: Our students are majority non-native speakers. Most come through the English Language Preparatory Program before moving into faculty when they reach B1+ on the CEFR, which is only just sufficient enough to manage. They need support to continue to develop their English throughout the rest of their time at university, in particular with discipline-specific vocabulary.
- Workload: Our students have a packed schedule of flipped courses. On average, our students take 5-6 courses per semester (that's 7-8 courses if they are in the Law Faculty). Each of their courses is flipped. This means that pre-class work can be extremely high if instructors do not look at the big picture of their students' workload.

All of these factors need to be accounted for in our course design to ensure we really are providing the most effective learning environment for our students.

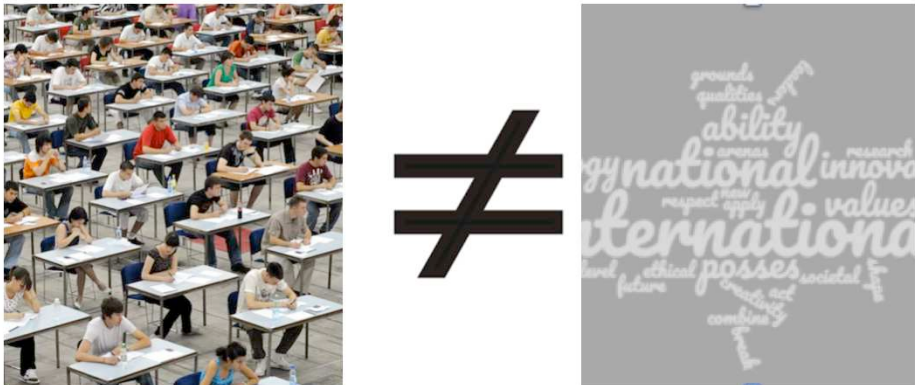


The second aspect in our tool kit that we need to take into account is the vision of MEF University.

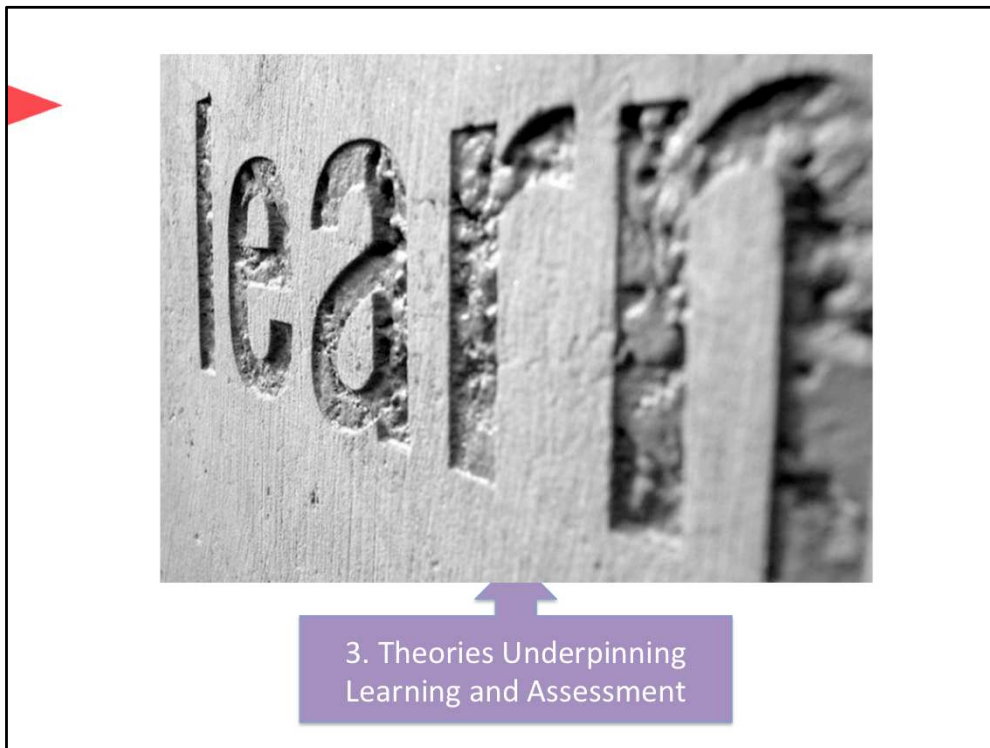
The MEF vision and mission is presented here as a word cloud highlighting the key words.

In summary, at MEF University, we want our students to be national, international and global citizens. We want them to be creative, innovative and entrepreneurial. We want them to be technologically savvy. We want to give them the knowledge as well as the practical skills that they need to become both employable in today's ever-changing workforce, and to enable them to become the leaders of tomorrow.

2. The Vision of MEF University for our Students

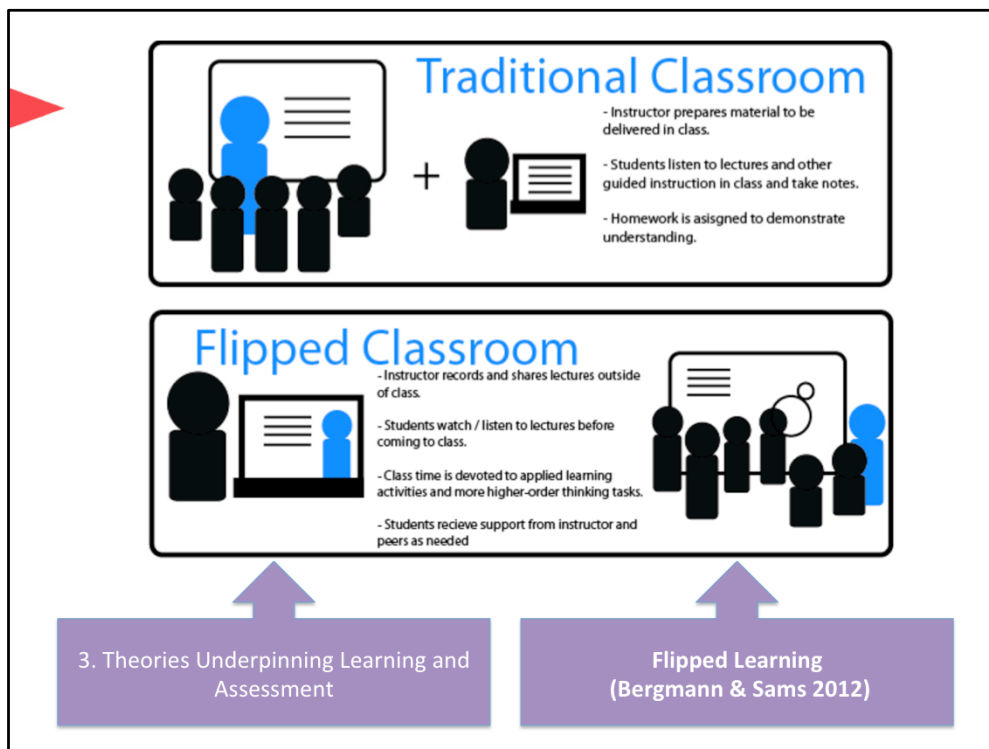


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The third aspect in our tool kit that we need to look at are the contemporary theories underpinning learning and assessment, feedback, and language development. In this section I will share five theories.

1. Flipped learning theory.
2. Backwards Design theory.
3. The 21st Century assessment framework.
4. Contemporary theories on feedback.
5. Linguistic theory on the importance of developing language to understand concepts.

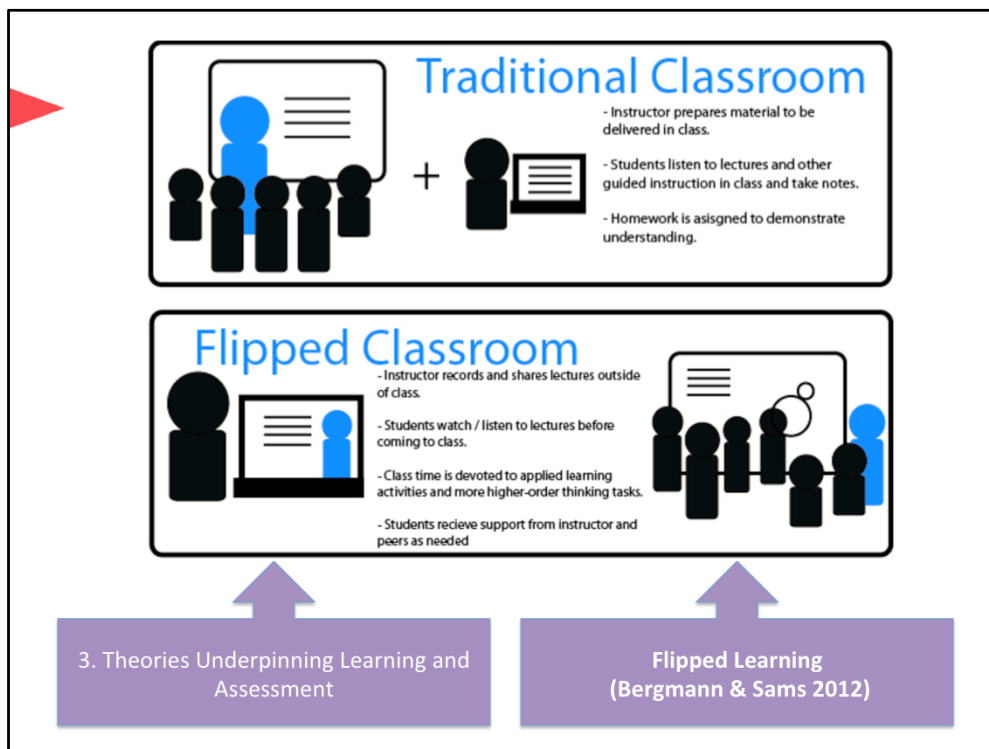


1. Flipped Learning

I start by asking what is flipped learning?

In the traditional classroom, the instructor prepares materials which are delivered in class, the students listen and take notes, they then use this knowledge to complete homework when they are alone after class.

However, this is not an effective use of the teacher's time. In addition, it means that when students are working on the most challenging tasks, they are doing so alone without the support of their classmates or instructor. This is also not how they will be asked to operate when they enter the workforce where they will be asked to work in collaborative groups with their colleagues.



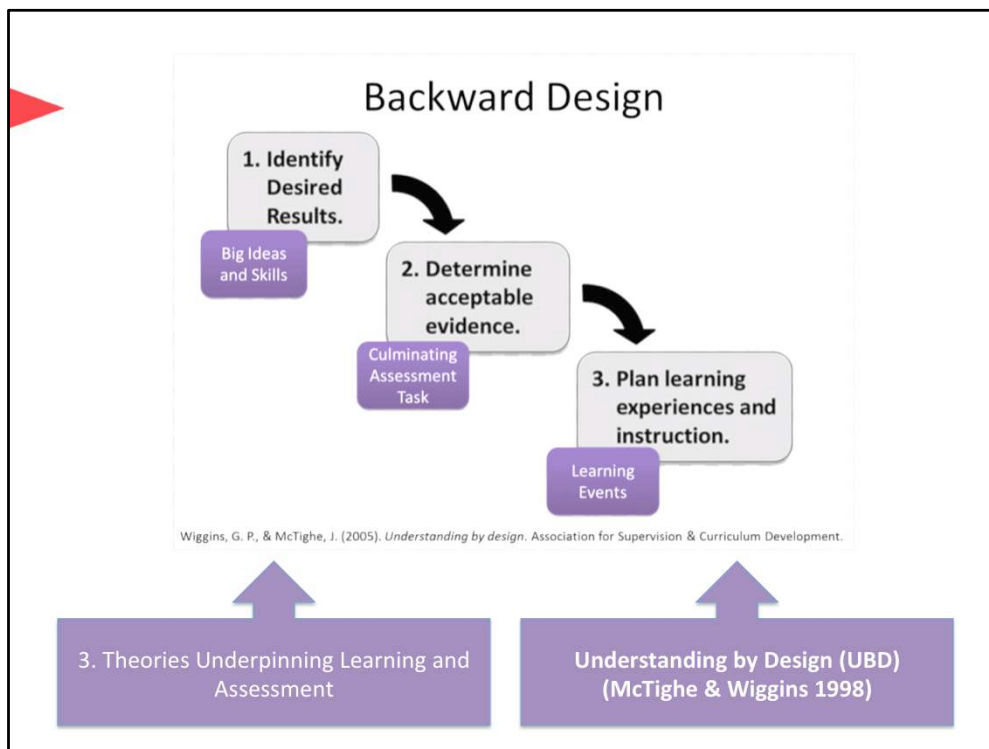
In the flipped learning approach, these stages are reversed. Instructors record lessons which they make available online. The students watch the videos prior to class and acquire the knowledge. Class time is then freed up for student-centered, active learning activities that ask them to put that knowledge into practice in collaborative groups, usually at a higher level of cognition, when they can be supported by their instructor.

Challenges	Solutions
Students not familiar with flipped learning.	Include learner training on your course.
Students don't watch the videos before class.	Hold students accountable with graded quizzes (online prior to class or at the start of the lesson).
Students say they learn everything from the videos so they don't need to come to class. Students do not actively participate in class.	Hold the students accountable by giving grades for class participation activities.
Students focus is on passing the exam at the end of the course, not on participating throughout the course.	Replace final exams with an ongoing assessment structure that has a mixture of formative and summative assessment.
3. Theories Underpinning Learning and Assessment	Flipped Learning (Bergmann & Sams 2012)

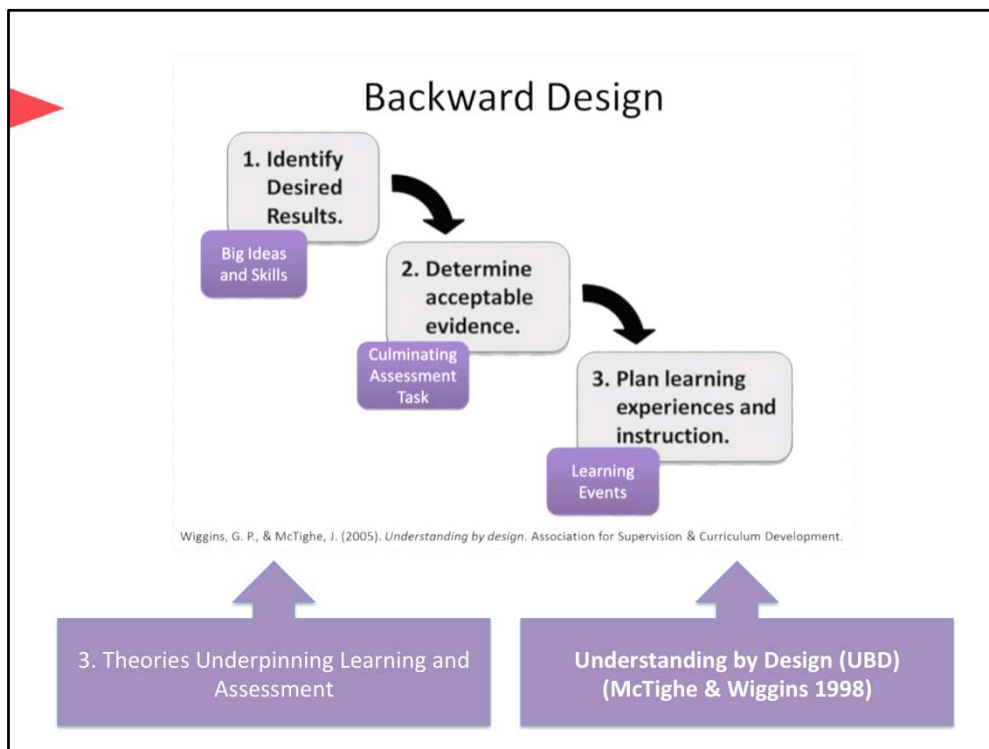
This is not without challenges, however. And it is these challenges that we have been trying to overcome over the past three years at MEF.

Here are some of the challenges along with some of the solutions we have developed.

What really emerged from this is that you can't introduce a contemporary learning approach, but retain traditional forms of assessment. This sends conflicting messages to students about what is valued. To really implement flipped learning, the assessment structure needs to fit the flipped philosophy as well.



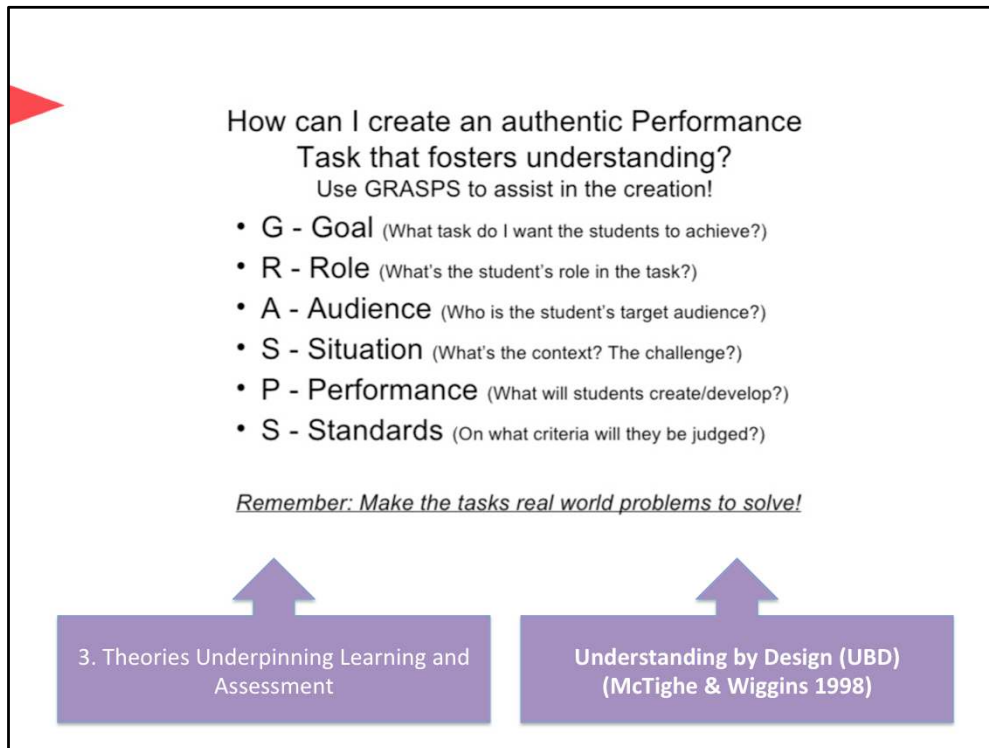
Theory 2 is Backward Design or Understanding by Design (UBD). The aim of Backwards design is for students to achieve not surface level understanding but deep understanding and then demonstrate this understanding through a real-life, authentic, performance tasks that fosters and demonstrates understanding. This is achieved through the following stages:



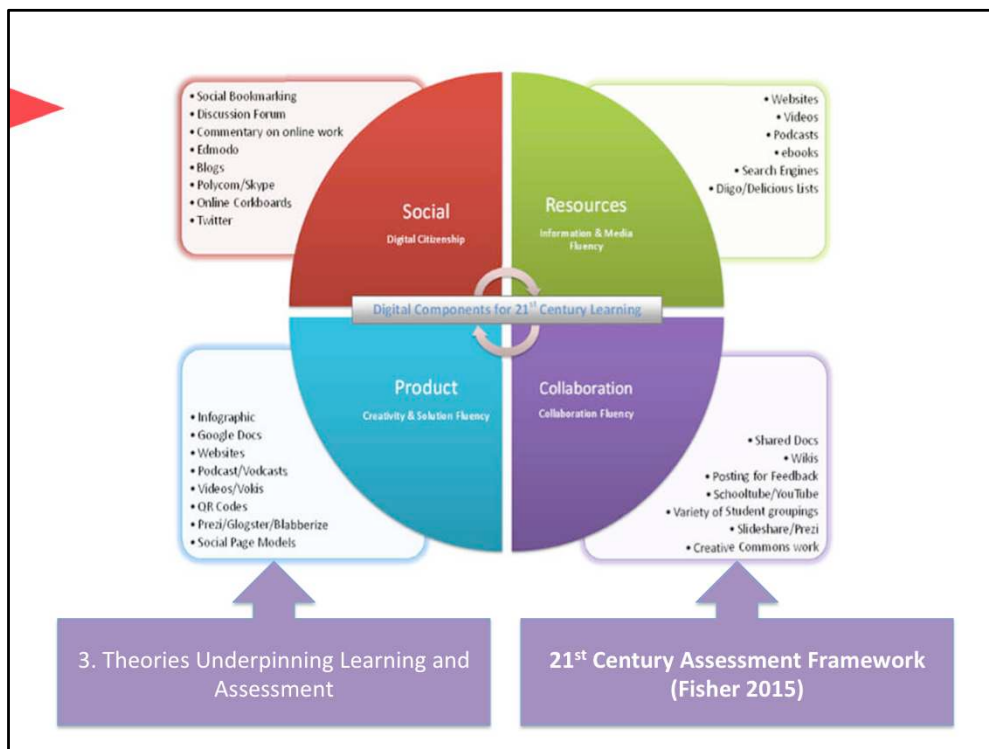
First, instructors identify desired results for their students (learning outcomes), the big ideas or essential understandings that you want your students to grasp, and essential questions that will lead them towards this understanding.

Second, instructors determine what evidence will show students' understanding. They do this by developing a summative performance task for students to complete by the end of the course that involves demonstration of the essential questions and learning outcomes.

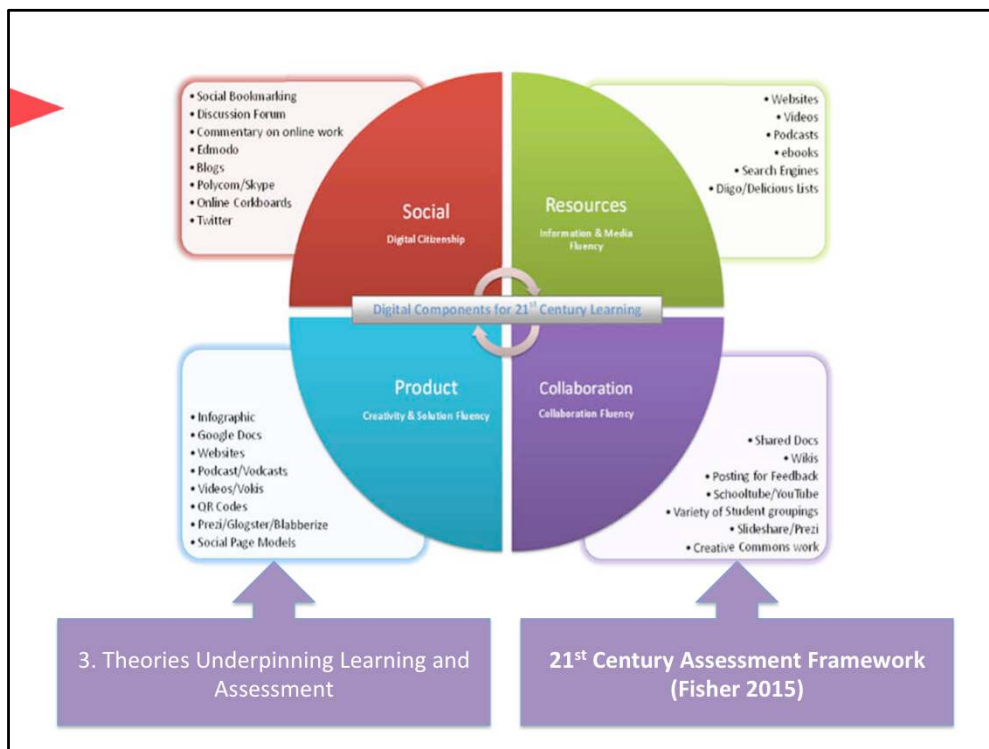
Third, they work backwards from the performance task to create formative learning activities and formative assessments that will lead their students to the desired understandings and desired results.



Here is an example of how authentic, summative performance tasks are developed.



Theory 3 is the 21st Century Assessment framework (Fisher 2015). Fisher believes even though we are now nearly 20 years into the 21st century, ‘teachers continue to struggle with designing digital assignments as a viable tool for learning and with assessing the demonstration of that learning through student-created products’. He believes many teachers continue to use digital tools for ‘consumption of resources rather than creating something new’ (2013).



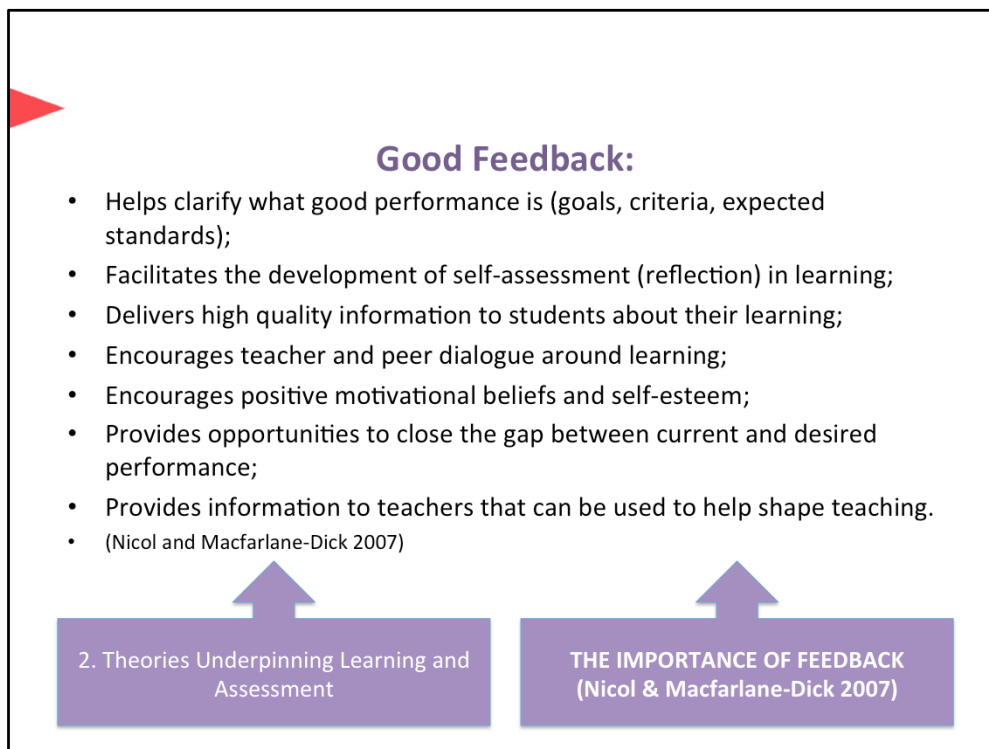
To combat this, he came up with a 21st century assessment framework (shown in the diagram), in which students should:

- know how to access to digital resources (information and media fluency);
- utilize social resources (digital citizenship);
- create digital products (creativity and solution fluency);
- and collaborate in groups (collaboration fluency).

He believes all of these aspects should be included in contemporary assessment to prepare students for the skills they will need in the workplace.



Theory 4 regards feedback. Prior to the 1990s, education was seen as a knowledge transfer process. However, by the 1990s, education was increasingly being seen to involve students actively constructing their own knowledge (Barr & Tagg 1995; DeCorte 1996). Despite this shift, the role of feedback continued to be seen as a transmission process with the responsibility lying with the teacher (Yorke 2003) meaning students were not encouraged to develop the self-regulation skills they need to be effective learners both within and after university (Boud 2003). However, these self-regulation skills are imperative in a student-centered approach such as flipped learning.



In 2007, Nicol and Macfarlane-Dick devised seven principles of 'good feedback practice that supports self-regulation'. Their suggestions are shown in this slide. In addition, Keith Topping (2009: 20) suggests that peer feedback should be used to 'help students help each other plan their learning, identify their strengths and weaknesses, target areas for remedial action, and develop metacognitive and other personal and professional skills.'

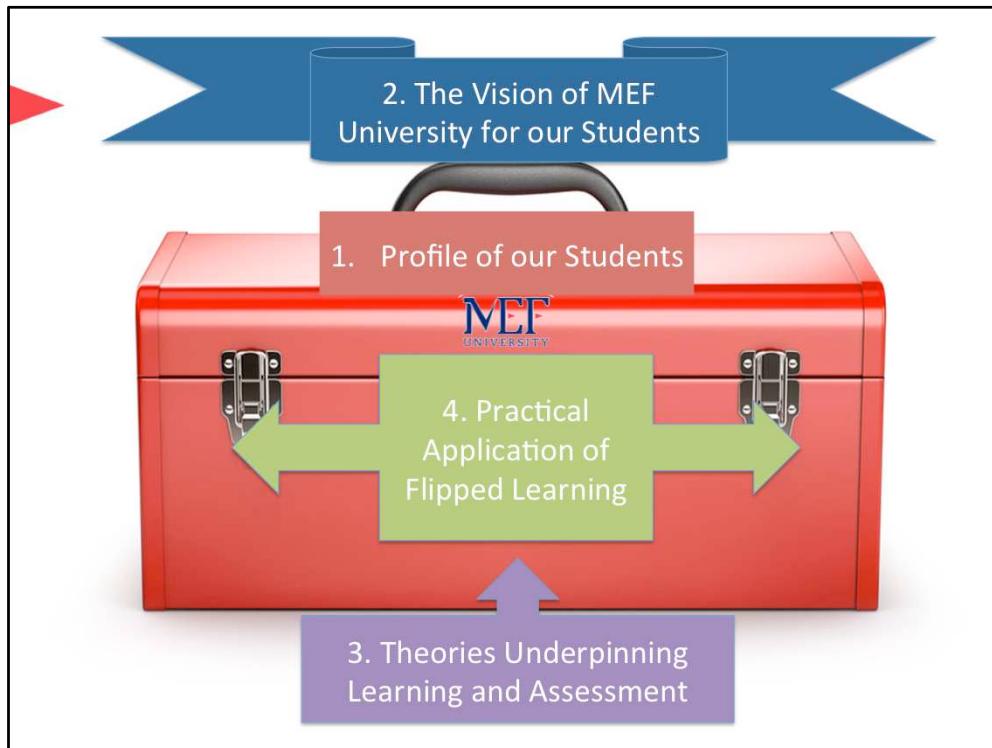
I believe self and peer feedback should definitely be included in flipped learning courses in order to help students develop the self-regulation skills they need to be successful.



The fourth theory regards developing the language of conceptual knowledge. Cummins (2000) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." If a person already understands the concepts of "justice" or "honesty" in her own language, all she has to do is acquire the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language at the same time. However, this is exactly what is happening with our students.



When our students start specializing on their faculty courses, they are not only developing new concepts, but also have to gain the vocabulary both in their mother tongue as well as in their second language in order to express those concepts. This is a difficult task, and one that we should fully support our students in developing. This can be done by adding a specific linguistic focus to our courses, to help our students develop the new language related to the new concepts they are learning.



So, now we have established three of the four main aspects included in the flipped learning tool kit.

First, have considered the profile of our students.

We have taken into account the vision of MEF University for our students.

Based on this profile and vision, we have identified contemporary theories underpinning learning and assessment that can help us to design effective courses.

So next, we need to bring these all together into a simple framework for course design.



Course Design – The Big Picture

1. Course Aim:
2. Essential Understanding, Essential Questions:
3. Learning Outcomes
4. Design Summative End-of-course Performance Task



This is the framework that I follow:

1. I write a clear aim for my course.
2. I encapsulate the learning for my course by writing an essential understanding and essential questions.
3. from the aim and understandings for the course, I develop learning outcomes – what I want my students to have achieved by the end of the course.
4. I carefully design a summative end-of course performance task that will allow the students to demonstrate their deep understanding of the essential understanding and the learning outcomes.



Course Design – Identifying Units

5. Identify the Stages of Learning (Units)
6. Write an essential understanding and essential questions for each unit.
7. Identify the key concepts and vocabulary
8. Design formative assessments to scaffold learning towards the end project.



At this stage, I work backwards from the end point (the performance task), to create a scaffolded learning journey that will help my students to develop their understanding, language and skills to reach that end point.

5. First, I break the course down into conceptual stages – units.

6. For each unit, I write an essential understanding of what I want my students to know, as well as writing essential questions to guide them towards that understanding.

7. From this, I identify the key concepts and vocabulary that my students will need to know to be successful

8. Looking over the units, I create a number of formative assessments that will help my students to scaffold their knowledge and skills towards the end-of-course summative performance task.

I now have a clear overview of the units in my course.



Course Design – Individual Units

PRE-CLASS/ONLINE

- 9. Introduction to key vocabulary
- 10. Introduction to concepts (via video, article, chapter)
- 11. Hold students accountable for their learning (graded quiz)



The next stage is to develop each of these in line with flipped learning (including 21st century skills, a language focus, feedback).

On this slide, I deal with the online/pre-class component.

9. I introduce the key vocabulary – I usually use an application called Quizlet which gives students the definitions and then gives them a range of games to play to learn the words.

10. For introducing the concepts, I make my own videos, use other videos e.g. National Geographic, use articles, etc. I often put the information as both a video and text to suit different learners' learning preferences.

11. I include an activity (quiz, pinboard contribution, discussion board – something graded or public) to hold the students accountable for their learning.

I always hold my students accountable for engaging with the materials by providing an online graded quiz.



Course Design – Individual Units

IN CLASS

12. Review the pre-class concept.
13. Student-centered activities to practise the concept
14. (Formative assessment – Collaborative Products – Wikis, blogs, etc.)



The students are now prepared for class. In class, I go through the following stages.

12. I get students to review the pre-class concepts. They usually have a tangible task such as drawing a Venn diagram, chart, mind map on the whiteboards. They have five minutes to do this, then have to present to the class. This is another way of holding them accountable. There are two elements of social pressure – to be a contributing part of the group – they know they will have to present to the other students.

13. Students are involved in student-centered activities to practise the concept.

14. If this a unit in which I have identified a formative assessment would be useful, I allocate one or two lessons to this.



Course Design – Individual Units

END/AFTER CLASS

15. Self-reflective Journal Entry or Discussion Board Entry

16. Vocabulary Quiz (graded)



Finally, to encourage students to review and revise what they have learnt, either at the end of a class, or after the class, students.

15. Complete a self-reflective journal entry where they give answers to the essential questions and review their own learning. This could also be done as a discussion thread.

16. Complete a vocabulary quiz on all the key vocabulary



Now, I'm going to show you an example of one of my courses designed using this tool kit.
(Go through Unit 2 of EDS 101 on Blackboard).

The screenshot displays the Canvas LMS interface for the EDS 101 course. On the left is a navigation sidebar with links such as 'Course Home', 'Instructor Information', 'Syllabus', 'Rubrics', 'Glossary', 'Tutoring Documents', 'Core Books', 'Course Content', 'Individual Reflective Journal Entries', 'Collaborative Product Wikis', 'My Grades', 'Control Panel', and 'Content Collection'. The main content area features a large blue banner with the text 'EDS 101 Introduction to Educational Sciences' and the quote 'Education is a method for change and social reform.' Below the banner is a 'Course Home' section with tabs for 'Add Course Module' and 'Customize Page'. The 'Add Course Module' tab is active, showing three modules: 'My Announcements' (with a message that no announcements have been posted), 'Dictionary' (with a search bar and a 'Go' button), and 'Calculator' (with a numeric keypad).

Instructor Information

EDS101.01 Introduction to Educational Sciences

Course Home

Instructor Information

Syllabus

Rubrics

Glossary

Tutoring Documents

Core Books

Course Content

Individual Reflective Journal Entries

Collaborative Product Wikis

My Grades

Contacts

Create Folder Create Contact



Dr. Caroline Fell Kurban

Email kurbanc@mef.edu.tr

Office Location A Block, Room 107

Office Hours Please email to arrange an appointment in advance. I may not always be in my office, as my role involves me working with different groups of people all over the MEF building.





Dr. John McKeown

Item is not available.

Email mkeownj@mef.edu.tr

Work Phone 2123953675

Office Location You can usually find me in the prep office on the 2nd floor of C Block.

Office Hours

Notes

WELCOME TO THE COURSE>





- Syllabus
- Rubrics
- Glossary
- Tutoring Documents
- Core Books

- Course Content
- Individual Reflective Journal Entries
- Collaborative Product Wikis

- My Grades

COURSE MANAGEMENT

- Control Panel
- Content Collection →
- Course Tools
- Evaluation →
- Grade Center →
- Users and Groups
- Customization →
- Performance and History →

Syllabus

Introduction to Educational Sciences Syllabus

DESCRIPTION

Course Code and Name:
EDS 101 Introduction to Educational Sciences

Course Essential Understanding:
Education is a method for change and social reform.

Course Aims:
The aim of EDS 101 Introduction to Educational Sciences is to facilitate prospective teachers' understanding of social, economic, historical, political and philosophical foundations of education, which shape the education system, theory and practice. In addition, you will undertake one-to-one tutoring with students in MEF partnership schools under the umbrella of the University within School model to learn and practice your future profession.

There may be some aspects that come up on this course that you agree with and some that you disagree with. That is fine. The aim of this course is not to teach you what to think, but to teach you how to think. The aim is to get you to challenge your pre-existing assumptions, unpackage them, then research and analyze, before deciding if you wish to stick with your original assumption or wish to change it. Progress only happens through challenging the existing status quo.

Relationship to MEF-EDU Vision and Mission:
Our vision is to prepare knowledgeable, skillful, and virtuous educators according to both national and internationally-recognized professional standards, who will be able to teach all students regardless of their individual and social differences, and be able speak with the world, work with the world, and compete with the world. The preparation of **Professional Educators** with these qualities requires a sound understanding of social, cultural, political and historical forces shaping educational research, theory and practices in Turkey and around the world.

Teaching Methods and Strategies:
Teaching methods and strategies have been selected to create a democratic learning community in which you will learn from one another, from inquiry, research and practice. Every member of the class is expected to freely share her/his knowledge, ideas and questions with the group without any concern. Throughout the course, experiential, constructivist, research-based and reflective teaching strategies are used. In all kinds of teaching and learning activities, student participation, active learning and learning by doing are essential.

Course Design:
This course will draw upon cultural comparison in order for you to reflect on education both within and outside Turkey. It will involve team-based and project-based learning, whereby you will work in groups throughout the course on a number of real-life projects. Working in groups and working on real-life

Syllabus

Help

Quick Unenroll

Course Schedule:

This course will take place on XXXXX from XX-XX in room XXX.

Units/Essential Understandings and Essential Questions:

1. Education is a method for change and social reform.
 - What are the three components of teacher education degree?
 - How does a traditional degree program differ from MEF's?
2. To teach is to touch a life forever.
 - What does it mean to be a teacher?
 - What does it mean to be a tutor?
3. Educational theory is the theory of the purpose, application and interpretation of education and learning.
 - Which theories underpin our educational methods?
 - How have these theories impacted education?
4. Humankind cannot exist without education.
 - Can humans exist without education?
 - What examples exist from history or legend of humans who have been raised without education?
 - What patterns emerge from these stories?
 - What does this tell us about the nature of being human?
5. Informal education emerges to support our physiological needs, safety needs, and need for belonging and esteem.
 - Which needs drive informal education?
 - How are these needs prioritised?
6. People will always be the weakest link in education because people always have cultural biases.
 - What is culture? Which cultural universals can be seen in all groups?

Syllabus

LEARNING OUTCOMES AND ASSESSMENT

COURSE LEARNING OUTCOMES: By the end of this course, you will have:

- Understood the meaning and importance of education, schooling, teaching, guidance and counselling, achievement gap, equality and equity of educational opportunities, culture, cultural diversity, prejudice and discrimination, and the like (UNDERLYING CONCEPTS);
- Examined the role of history, politics, economy and culture in shaping current educational policy and practice in Turkey and around the world (POLICY AND PRACTICE);
- Questioned the purpose of schooling in light of universal democratic values, and the role of schools in educating the democratic mind and promoting the democratic way of life (SCHOOLING AND DEMOCRACY);
- Gained insight into the perspectives and experiences of disadvantaged students through engagement in community service and learning in partner K-12 schools or in other institutions providing service and education (COMMUNITY SERVICE LEARNING);
- Examined personal attitudes and approaches to race, ethnicity, language, social class, religion, gender, sexual orientation and ability differences (PERSONAL ATTITUDE);
- Become professional educators, developed empathic, receptive and expressive communication skills, gained knowledge and skills for doing scientific research, effectively used digital technology in education, improved critical thinking skills and internalized professional virtues (BASIC SKILLS).

ASSESSMENT

Assessment on this course will be continuous, meaning it will take place throughout the course.

The combined assessments are worth 100% (1000 points).

The assessment structure is as follows:

Summative Assessments

1. End-of-course Performance Task (Individual component 100 points, group component 100 points)

- Goal: To develop a policy to improve one aspect of current educational provision in Turkey (related to national needs, diversity, global needs, etc.)
- Role: You are a member of an educational advisory board.
- Audience: The Ministry of National Education
- Situation: You and your advisory board team will identify one aspect of the current Turkish educational system that you wish to improve. You will conduct research into this area, then write a report that includes: the current situation; problems; your suggested response; an evaluation of how this will improve educational provision for this group of students and for the nation/world as a whole.

Syllabus

Formative Assessments

3. Pre-class Quizzes (100 points / 10 points per unit)
4. Pre/Post Unit Reflective Journal Entries (100 points / 10 points per unit)
5. Post-unit Vocabulary Quizzes (100 points / 10 points per unit)
6. In-class Collaborative Products (maximum number of students per group is four) (300 points / 50 points per product)
 - Unit 2 - Presentation on Tutoring: As an expert tutor, you have been asked to give an Ignite presentation to a group of people who are going to tutor a tutee, but have never tutored before. How will you make them feel relaxed about tutoring? What advice will you give them? What techniques will you recommend?
 - Unit 4 - Presentation on a Feral Child: You are a social worker. You have come across a case of a feral child. You are presenting your study of this child to local authorities so that a plan can be made for how to support this child's development. Or, You are a historian who will present an example of a legend of a feral child to other historians. Both groups will compare history to legend.
 - Unit 5 - Presentation of a Modern Day Clan: As a cultural anthropologist, you have been approached to raise global awareness of a modern day clan's culture and community. You have been asked to design a wiki showing information about this clan (food, shelter, clothes, ceremonies, etc.), and indicating how this clan achieves each of Maslow's hierarchical levels.
 - Unit 8 - Historical Education Reform Plan. You
 - Unit 9 - Letter from a Diverse Student to their Teacher. You are a student with diverse needs. You have been struggling at school. You will write a letter to your teacher, describing the challenges you face, what makes you happy, and how your teacher can support you more.
 - Unit 9 - School Support Plan for a Diverse Student. You are a school principal. You have a student with special educational needs who will be attending your school. You need to research how you can support this child and what legal obligations you have to adapt the learning environment. You will create a support plan, then present this to the teachers and support staff at the school to ensure a safe environment for this child.

Grading

There are no set grade boundaries on this course. Grades will be set using a grade distribution curve. This allows for standardization across different instructors and different sections. Grade distribution curves will be used by the instructors throughout the course to ensure standardization within and across sections.

Syllabus

REQUIRED MATERIALS AND COURSE POLICIES

There is no textbook assigned for this class. Instead, there is a set of common topics which are specific for each week of the course. You will be required to search for relevant literature and other resources for each of the topics.

Course Policies

1. **Active Participation:** Student participation in every aspect of the course is essential. Active participation requires attendance, research, reading, reflection, participation in class discussions, sharing the observations made in K-12 schools and classrooms, asking questions and giving feedback to students who are making presentations. To meet this requirement, the presence of students in the class is vitally important. Students missing the participation in class activities jeopardize their chance to earn a full or passing grade. There must be no more than four students in any collaborative product group.
2. **Attendance:** Attendance in class activities is very important. The instructor may request the withdrawal of students not attending class for more than eight hours (two weeks). Working collaboratively on projects/research/reports/presentations is an important part of a teacher/counselor's role. Class participation/collaborative produce grades will only be given to students who attend the class and work with their classmates on the projects.
3. **Accommodations:** Any student needing special accommodations (testing, seating, etc.) must notify the instructor within the first two weeks of class.
4. **Late Assignments:** Late assignments cannot get the full points. For each 'late' day, five percent of the assignment's total value may be deducted.
5. **Academic Integrity:** In meeting course requirements, honesty is essential. All students are expected to abide by academic integrity, which prohibits cheating, plagiarizing, or otherwise falsifying results of any work. This applies to exams, papers, reports, and all other assignments. Any violation of this policy will be reported to the university administration, and penalties ranging from failure of the assignment to failure of the course will be enforced.
6. **Email Addresses:** Emails assigned by the university must be used to communicate by the instructor and classmates.
7. You must fully complete your community service hours on order to pass this course.
8. In order to gain permission to work with children, first you will need to obtain a criminal record check. You can obtain this from any courthouse, or online at <https://www.turkiye.gov.tr>. After you have obtained this form, you must send a copy to your instructor. You will not be allowed to tutor until this form has been submitted to your instructor.

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Customization

Packages and Utilities

Rubrics for Formative and Summative Assessments

have completed a minimum of 15 hours of tutoring.

6. Collaborative Product - Ignite Presentation on Tutoring

Name

Ignite Presentation on Tutoring

Description

As an expert tutor, you have been asked to give an Ignite presentation to a group of people who are going to tutor a tutee, but have never tutored before. How will you make them feel relaxed about tutoring? What advice will you give them? What techniques will you recommend? When you create your ignite presentation, make sure you do the following: stick to the main points; pose questions and answer them in your presentation; choose images that make an impact/have a clear message; create a scene/paint a picture with your words; use confident body language; use humour. Make sure you use the Ignite PowerPoint template. Don't forget to check your Ignite slides before you present. If you use the template, they will automatically move forward after 20 seconds. Practise your presentation so that you are all presenting at the correct time to match your slides.

Rubric Detail

	Levels of Achievement		
Criteria	Novice	Competent	Proficient
Presentation Slides	0 to 6 points The presentation included few points, posed few questions and answered them, used non-relevant images. The speaker wasn't clear, confident and did not present well.	7 to 12 points The presentation included the main points, posed questions and answered them, used impactful images.	13 to 18 points The presentation included exceptionally clear points, posed insightful questions and answered them, used extremely impactful images.
Delivery of Presentation	0 to 5 points The speaker was not very clear or confident, did not present well and did not maintain good eye contact.	6 to 10 points The speaker was clear, confident and presented well with good eye contact.	11 to 16 points The speaker was exceptionally clear, confident and presented well with good eye contact.

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Customization →

Packages and Utilities →

Help

Glossary of Key Terms and Concepts

ABCDEFGHIJKLMNOPQRSTUVWXYZ

A

Term	Definition
ability	skill or proficiency
abstract conceptualization	creating theories to explain observations
active experimentation	using theories to solve problems, make decisions
ADHD	Attention-deficithyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often continues into adulthood. It includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.
aesthetic	concerned with beauty or the appreciation of beauty
agriculture	the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products
anaesthetic	a substance that induces insensitivity to pain
analyzing	Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
anthropology	the comparative study of human societies and cultures and their development
applied research	a form of systematic inquiry involving the practical application of science. It accesses and uses some part of the research communities' (the academia's) accumulated theories, knowledge, methods, and techniques, for a specific, often state-, business-, or client-driven purpose
applying	Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

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Glossary of Key Terms and Concepts

ABCDEFGHIJKLMNOPQRSTUVWXYZ

A

Term	Definition
ability	skill or proficiency
abstract conceptualization	creating theories to explain observations
active experimentation	using theories to solve problems, make decisions
ADHD	Attention-deficithyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often continues into adulthood. It includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.
aesthetic	concerned with beauty or the appreciation of beauty
agriculture	the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products
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Course Content

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Build ContentAssessmentsToolsPartner ContentDiscover Content

Unit 1 - Education is a method for change and social reform

Unit 2 - To teach is to touch a life forever

Unit 3 - Educational theory is the theory of the purpose, application and interpretation of education and learning

Unit 4 - Humankind cannot exist without education

Unit 5 - Informal education emerges to support our physiological needs, safety needs, and need for belonging and esteem

Unit 6 - People will always be the weakest link in education because people always have cultural biases

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Add a Learning Module

This provides a table of contents and supports students in moving through materials chronologically.

The screenshot displays a course management system interface. At the top, a navigation bar shows 'Course Content' and 'Unit 2 - To teach is to touch a life forever'. Below this, a sidebar on the left lists various course components: 'EDS101.01 Introduction to Educational Sciences', 'Course Home', 'Instructor Information', 'Syllabus', 'Rubrics', 'Glossary', 'Tutoring Documents', 'Core Books', 'Course Content', 'Individual Reflective Journal Entries', 'Collaborative Product Wikis', and 'My Grades'. The main content area is titled 'Unit 2 - To teach is to touch a life forever' and features a sub-header with 'Build Content', 'Assessments', 'Tools', and 'Partner Content' dropdown menus. A 'Discover Content' button is also visible. The unit title is repeated below the sub-header.

Unit Overview

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2. Pre-class - Tutoring Vocabulary

2. Pre-class Video - Teacher versus Tutor

2. Pre-class Quiz - Teacher versus Tutor

2. Pre-class Video - Tutoring Techniques

2. Pre-class - Text from the Field

2. Pre-class Quiz - Tutoring Techniques

2. In-class - Teacher versus Tutor

2. In-class - Music for Reflection

2. In-class - Reflection - Third

2. In-class - What do you have to say?

2. In-class - Preparing to Meet with a Tutee

2. Pre/Post Unit Reflective Journal

3. In-class - What are Ignite Presentations?

3. In-class - Watch an Example

3. In-class - Collaborative Product

3. In-class - Ignite Presentation

3. In-class - Ignite Presentation

4. Pre-class - Upload your Ignite Presentation

4. In-class - Ignite Presentation

4. Post-unit Vocabulary Quiz

Unit 2 - To teach is to touch a life forever

Build Content

Assessments

Tools

Partner Content

Discover Content

Unit Two Overview

Unit 2 - To Teach is to Touch a Life Forever.

Essential questions:

What does it mean to be a teacher?

What does it mean to be a tutor?

Learning Outcomes:

By the end of this unit, you will have:

Gained insight into the perspectives and experiences of disadvantaged students through engagement in community service and learning in partner K-12 schools or in other institutions providing service and education (COMMUNITY SERVICE LEARNING)

Vocabulary in this Unit:

Teacher, tutor, student, tutee, low socio-economic status (SES), bilingual, disabled, culturally different background, cognitive informational gain, affective motivational gain, preparation, nurture, model, feedback, motivate, challenge, reflect.

Assessment in this unit:

Pre-class Quizzes - 10 points

Pre/Post Unit Individual Reflective Journal - 10 points

Post Unit Vocabulary Quiz - 10 points

In-class Collaborative Product - Ignite Presentation on Tutoring Techniques - 50 points

Lesson Two

Lesson objectives: To find out what the role of a tutor is. To prepare for your first meeting with your tutee.

Pre-class Materials

Key vocabulary, video (or other material), pre-class quiz
Label shows the number of the lesson and which materials are pre-class.



2. Pre-class - Tutoring Vocabulary



2. Pre-class Video - Teachers versus Tutors



2. Pre-class Quiz - Teacher versus Tutor

In-class Materials

All materials that will be used in class are included.
Label shows the number of the lesson and which materials are for in class.



2. In-class - Teacher versus Tutor

In your group, review the differences between teachers and tutors and write your ideas up on the board. Present your ideas to the class.



2. In-class - Music for Reflection Activity



2. In-class - Reflection - Think of a Time you Tutored

For the second activity, you are going to think of a time when you tutored someone (a brother or sister, a friend, a parent). If you have not tutored anyone, think about a time when you have been a tutee (a parent teaching you to drive, someone supporting you to play a piece of music at a concert).

End-of-class/After Class Materials

Label shows the number of the lesson and which materials are for after class.

	4. In-class - Ignite Presentations will be Presented and Graded Groups will present their Ignite Presentations on Tutoring
	4. Pre/Post Unit Reflective Journal Entry Complete the first part of this reflective journal entry after lesson two (preparing to meet your tutee). Complete the second part of this reflective journal entry after you have had your first meeting with your tutee.
	4. Post-unit Vocabulary Quiz



And that is how we use the MEF Flipped Learning Course Design Tool Kit.