

Action, Discussion & Blogs, Oh My – What Happened When I Flipped My Course

CTLT Teaching and Learning Symposium 2014
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Special Education

My Assistive Technology (AT) Course

Overall Learning Goals

- ▶ Change expectations about success and achievement of students with disabilities AND the use of AT with all students with disabilities
- ▶ Understand how AT is related to functional ability gaps – not disability labels
- ▶ Understand how AT is a tool to provide *compensatory benefit* in educational and other life activities
- ▶ Apply a *problem-solving process* model for selecting technology to match a person's individual abilities and needs

My Flip Solution

Flipped Learning

- ▶ Move **information “transmission”** – knowledge, ideas, concept explanation and illustration – out of the classroom lecture
 - *Expert as Information Broadcaster*
- ▶ Move **information “application”** – knowledge, idea, concept or procedural application and use – into the classroom/lab
 - *Expert as “Adventure Guide”*

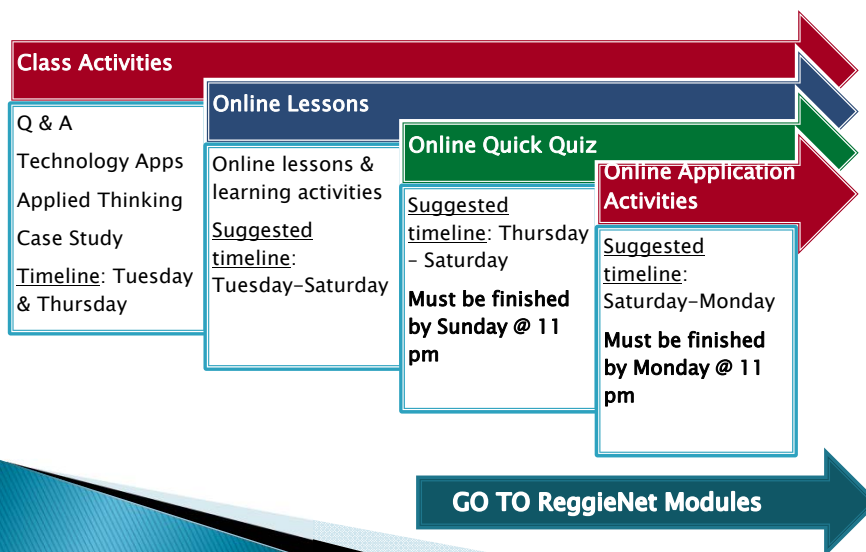
Design Assumptions

- ▶ AT “Info Content” Delivery
 - Multi-media content
 - Interactive learning activities
- ▶ Application of Content
 - Goal-directed interaction with technology
 - “Process thinking” about how to use technology
- ▶ Assessment of Learning
 - “Just in time” *accountability*
 - Thinking process *visibility*
 - Low-risk, high reward formative assessment
 - Rigorous summative assessment

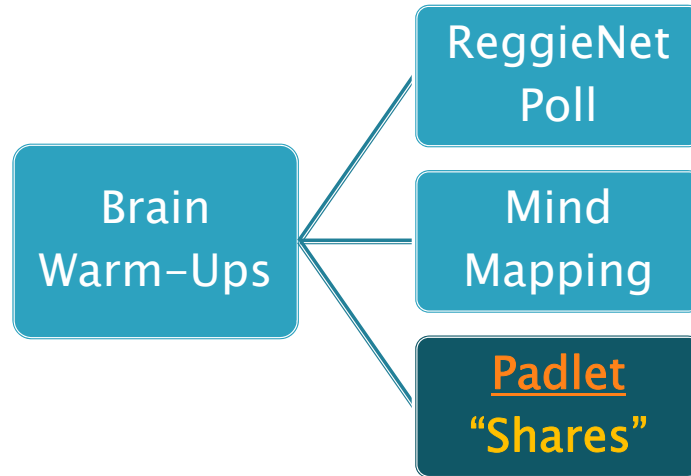
The Flipped Course Elements



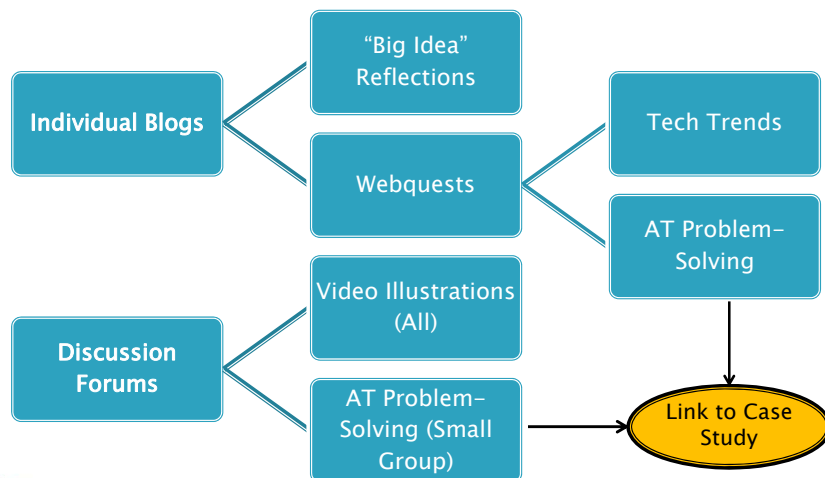
The Weekly Learning Module Cycle

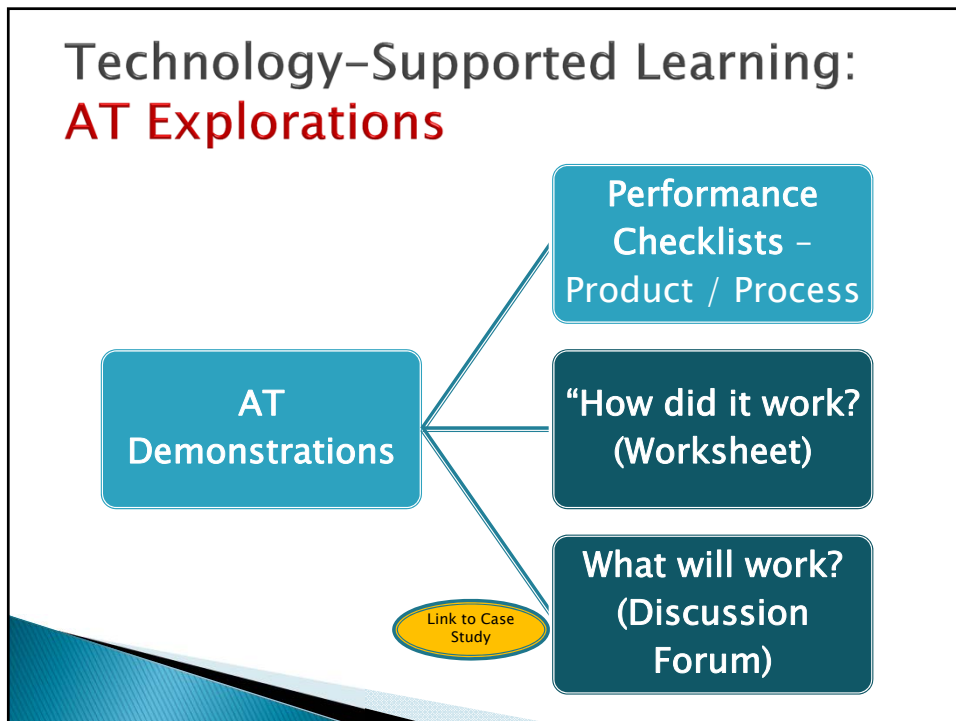
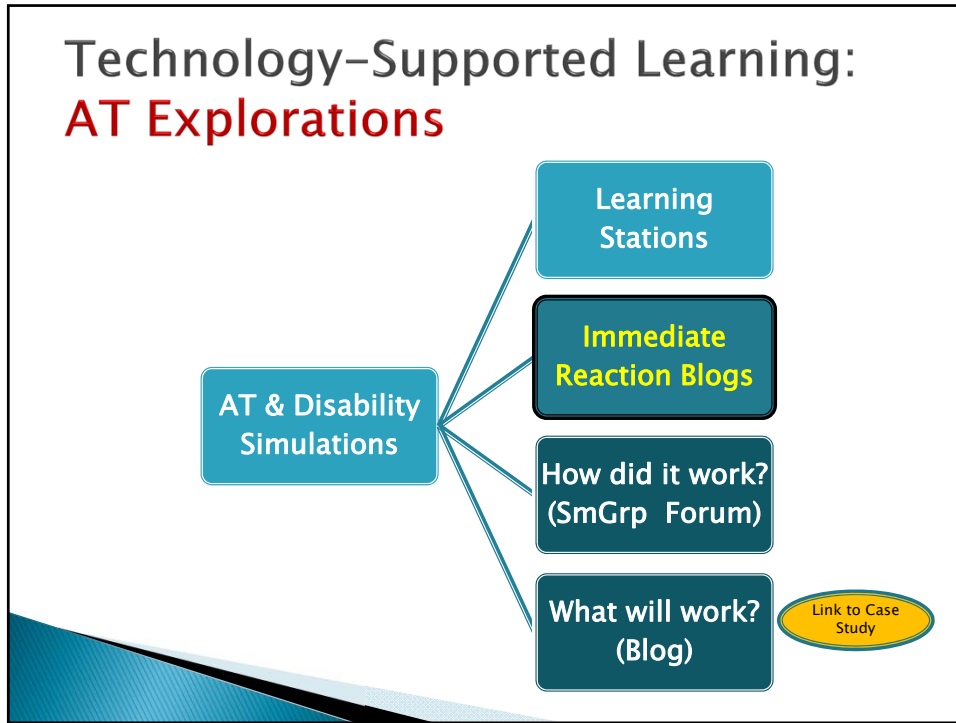


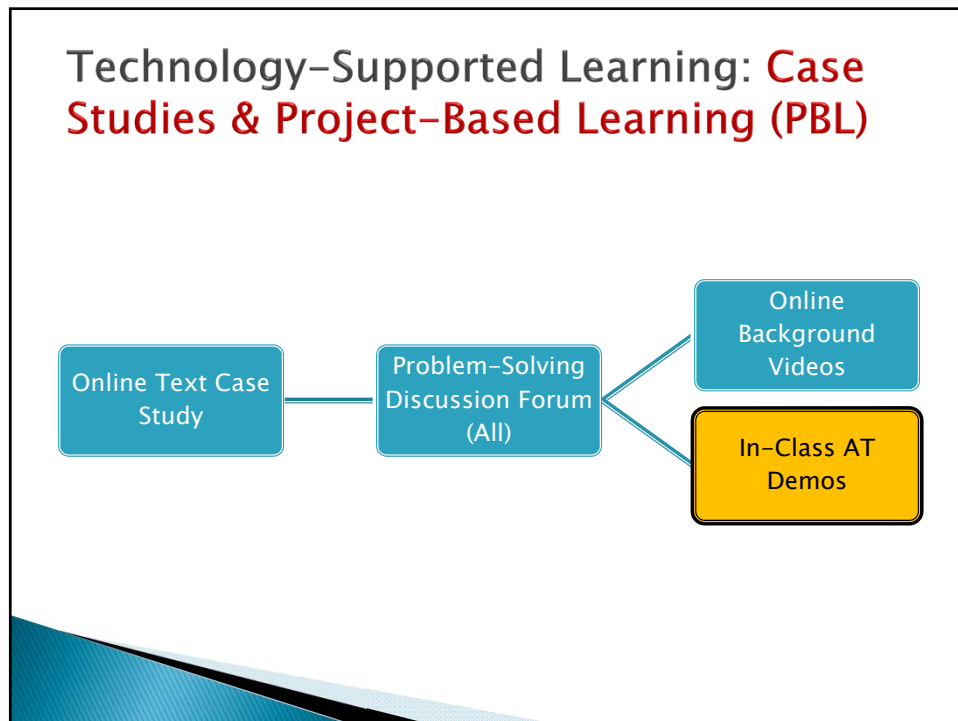
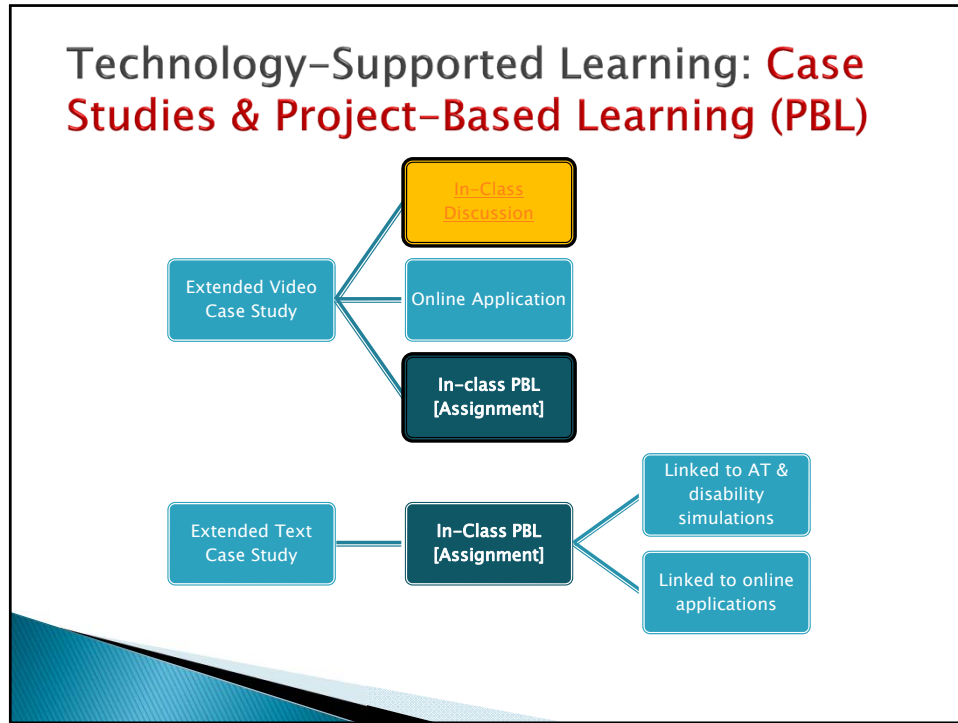
Technology-Supported Learning: In-Class Discussions



Technology-Supported Learning: Online Application Activities







Extended Case Study: **Project-Based Learning**

▶ **Identify the Problem**

1. Student Abilities & Needs
2. Task Demands / Expected Performance

- ▶ Identify Solutions
- ▶ Select a Solution Set
- ▶ *Implement & Evaluation Solution*

Problem-Solving Model

- ▶ Instructor models process / product on **worksheet**

- ▶ Small group guided practice w/ **worksheet**
 - Posted to *Small Group Discussion Forum*
 - Just in time feedback posted back to *SG Discussion Forum*

Instructional Framework

Extended Case Study: **Project-Based Learning**

▶ Identify the Problem

- Student Abilities & Needs
- Task Demands / Expected Performance

▶ **Identify Solutions**

- ▶ Select a Solution Set
- ▶ *Implement & Evaluation Solution*

Problem-Solving Model

Solution Sources:

- ▶ ***AT & Disability Simulations***
 - In-class
 - Online applications
- ▶ Online ***Webquest***
 - Completed prior to class sessions
 - Posted to *Small Group Discussion Forum*

Instructional Framework

Extended Case Study: **Project-Based Learning**

- ▶ Identify the Problem
 - Student Abilities & Needs
 - Task Demands / Expected Performance
- ▶ Identify Solutions
- ▶ **Select a Solution Set**
- ▶ *Implement & Evaluation Solution*

Problem-Solving Model

- ▶ Instructor model process / product w/ **PPT Template**
- ▶ Small group work w/Q & A
 - Submit as **Assignment**
 - **Extra Credit** components (*generalization*)

Instructional Framework