LITE 550 Creating a TED-ED Flipped Lesson
Critical Performance (200 points)

Task:

You will develop your own TED-ED Flipped lesson on the TED-Ed website that includes a TED Talk. Is there some technology project that you have wanted to do with your class but have not had the time? Or have you wanted to try the "Flipped" idea with your students? Well, this is your chance to plan that idea.

You will select an authentic, real-world topic for your project. Email your proposed project to your instructor by the due date (see course schedule). You are planning this lesson—you are not required to teach it in this class. You should review several TED Talks and TED Flipped lessons before you select your topic. You will find many TED-Ed Flipped lessons that use other YouTube videos that are NOT a TED Talk but this project must include a TED Talk.

Be sure to print and use the scoring rubric below while you are developing each section of the lesson.

Standards addressed in this course and Critical Performance:

KTS Standard I: Content Knowledge
KTS Standard III: Creates/Maintains Learning Climate
KTS Standard IV: Implements/Manages Instruction
KTS Standard V: Assesses and Communicates Learning Results
KTS Standard VI: Demonstrates Implementation of Technology

ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity
ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments
ISTE Standard 4: Promote and Model Digital Citizenship and Responsibility
EPSB's code of ethics (url: http://www.kyepsb.net/legal/ethics.asp)
EPSB Themes: Closing Achievement Gap

Resources:

- CPI: TED-Ed Flipped Lesson Project Description Form – use this form to complete your project
- CReaTE Framework – this file gives you the full CReaTE framework
- Bloom's Taxonomy – this file give you a short description and example of each level and cognitive process
- Sample References – this file gives you a sample of correct APA format for references
- TED Talks YouTube Channel
- **Flipped Lesson Resources:**
  - TED-ED: Lessons Worth Sharing
  - TED-ED: Creating a Flipped Lesson
  - How to Make a Flipped Class Video with Someone Across the Country
  - Flip this lesson! A new way to teach with video from TED-Ed
  - Salman Khan: Let's use video to reinvent education
  - TED Conversations about Flipped Classrooms
  - Flipping the Classroom
  - 7 Things You Should Know About Flipped Classrooms
  - The Problem with TED Ed

Specific contents and requirements of the TED-ED Flipped Lesson:

1. Review the flipped lesson resources above. You will create a TED-ED style flipped lesson on the http://ed.ted.com website that includes all sections: Watch, Think, Dig Deeper, And Finally.
2. There are two parts to complete for this assignment:
   a. **TED Ed online**: Complete all sections of the online TED ED lesson. Some of the sections are very limited in how many characters you can input.
   b. **TED Ed Flipped Lesson Project Description Form:** Use this form to describe and elaborate on your full lesson. The online lesson allows limited characters and you cannot fully describe your lesson.

3. **Scenario: Give an introduction to the students setting the stage for this lesson. This is your Hook for the lesson. So, you are addressing students, not adults.**

4. **Objectives:**
    a. You must have only ***one*** content objective and only ***one*** technology objective. These objectives describe the outcome of your lesson. Objectives have four parts—A, B, C, D: (See the file "*ABCD Objectives 2019*" posted with the TED Ed assignment files.)
        1. Audience: the group of learners that the objective is written for such as Eighth grade students or Eleventh grade English AP students.
        2. Behavior: the verb or observable action/behavior that describes what the learner (audience) will be able to demonstrate, perform, or exhibit after the instruction. The Behavior MUST be measurable, observable (visible or audible), and specific. "To understand mathematics" or "to appreciate music" are not measurable. Examples of measurable Behaviors would be "will create an original community helper and tools" or "will design an original alternative energy model". The primary verb phrase is very important and identifies the Behavior of the objective.
        3. Condition: the circumstances (under commands, materials, directions, etc.) which the objective must be completed.
            a. What will the learners be expected to use when performing (e.g., equipment, tools, forms, calculator, charts, etc.)?
            b. What will the learner be allowed to use (or not use) while performing (e.g., checklists, notes, textbook, or other study aids)?
            c. What will be the real-world conditions under which the performance will be expected to occur (e.g., on top of a flagpole, under water, in front of a large audience, in a manufacturing plant)?
        4. Degree: the degree of measurement, the standard, or criteria that the learner must achieve to demonstrate an acceptable performance. With projects such as the IDP, we usually say "scoring Proficient or better on the scoring rubric".
    b. The Content Objective must require higher level thinking of students. In other words, the objective must represent the Analyze, Evaluate, or Create level of the Revised Bloom's Taxonomy.
5. **Watch** Section: Select a TED Talk video about your authentic topic from the TED Channel on YouTube. Some students select talks that are not a TED Talk. You know it's a TED Talk when it begins with the same TED opening music and title "TED Ideas worth spreading", it gives the speaker's name, and it is one individual standing up and giving the talk to an audience.
6. **Think** Section: Create your own questions that are appropriate to the topic/video and to your students' learning characteristics. This is really a formative assessment.
    a. You will create at least 2 or more multiple choice questions. Be sure to provide feedback for each answer with video hints. These questions check for understanding of the content in the video.
    b. You must also create 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher.
    c. On the **TED Ed Flipped Lesson Project Description Form**, give the full text for all questions, indicate the correct answer, and give the starting point for the video hint. Give a sample answer for the open-ended higher-level questions.
7. **Dig Deeper** Section: Provide the title and links to at least four additional resources about this topic. Describe each resource describing how this resource can be used in the student project. This will lead up to the student project described in the last section.
8. **Discuss:** Provide a class discussion prompt and add at least two sample student posts that you create. Put these sample responses both online and in your Project file.
9. **"…And Finally**" Section: This is where you will describe a project assignment for students with this topic. Provide enough detail in your instructions and links to any websites that they need. The "…And Finally" section of TED Ed Flipped Lesson will only accept 1000 characters. So, you need to elaborate and fully explain the student assignment in the Flipped Lesson Description Form. Requirements for student projects are as follows:
    a. Students must create some technology product on this topic.
    b. Students must engage with the content at the Create level 3 or higher in each component.
    c. Students must engage with the content at the Analyze level or higher of the Revised Bloom's Taxonomy. Remember that we look at how students interact with the CONTENT, not the technology, when deciding on the Bloom's thinking level.

d. Design higher-level thinking objectives with all four parts: Audience, Behavior, Condition, and Degree. If you are not familiar with this format, review this "Objectives Tutorial" link.
e. Write clear directions for the students who will be completing this project.
    i. You are not describing the lesson for other teachers, write the directions to the students.
    ii. If you are giving many steps within the directions, you may need to create a worksheet to guide students' work.

10. Create an assessment rubric for each of your objectives.
11. Other questions on the project form include the following:
    a. Create level and justification of higher-level thinking with the Content in your project: (Give the level and justification for each of the four components of Create.)
    b. Revised Bloom's level, Cognitive Process, and justification: (You only need to give the highest-level thinking in your lesson. It is understood that students will also be using any of the levels under your identified highest level.)
    c. How long did this project take you?
    d. What mistakes did you make and how did you correct them?
    e. Give APA references and annotations for ALL sources used in creating this project:
    f. Complete a self-evaluation using the scoring rubric.
12. Submit the Ted-Ed Flipped Lesson Project Description Form according to directions on the course calendar in the syllabus by the due date.

Scoring Rubric for the TED-Ed Flipped Lesson Project

	1. Indicator Not Met; Needs Much Improvement; Novice (0-44% of points)	2. Indicator Partially Met; Needs Improvement; Apprentice (45-74% of points)	3. Indicator Met; Acceptable; Proficient (75-94% of points)	4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)	Comments/ Justifications
Watch (25 points)	• Poor choice of video for the flipped lesson that is not appropriate for topic and grade level • OR did not use a TED Talk; used a YouTube video	• Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level • OR did not use a TED Talk; used a YouTube video	• Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	• Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	•
Think (50 points)	• Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils. • 1 multiple choice question with no feedback and no video hints	• Questions may not be appropriate to topic/video or learning characteristics of pupils. • 2 multiple choice questions with poor feedback and no video hints • 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	• Questions are appropriate to topic/video and learning characteristics of pupils. • 2 multiple choice questions with appropriate feedback and video hints • 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	• Questions are creative and clearly address the topic/video and learning characteristics of pupils. • 3 or more multiple choice questions with excellent feedback and video hints • 3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher • Accomplishes the above on the first attempt	•
Dig Deeper (25 points)	• Only 1-2 print/media/	• Not all specific print/media/ technology/websites	• All specific print/media/	• All specific print/media/ technology/websites resources are presented.	•

	technology/website s are presented. • Few of the instructional documents, worksheets and assessments are listed and linked to the Appendix. • Very short description telling how resources are used in the student project or incomplete sentences.	are presented. Some obvious items are left out or discussed in very general terms. • Very short description telling how resources are used in the student project or incomplete sentences.	technology/websites are presented. • 1 sentence description telling how resources can be used in the student project. .	• 2-3 sentence description for each resource telling how this resource can be used in the student project. • Accomplishes the above on the first attempt	
Discuss (25 points)	• Discussion prompt that is not age appropriate and does not require higher level thinking • Inadequate sample student responses to the prompt	• Poorly written discussion prompt that may not be age appropriate or it does not require higher level thinking • Only one good or adequate sample student responses to the prompt or two samples are posted but they are too short or inadequate	• Good or adequate discussion prompt that is age appropriate and requires higher level thinking • Two good or adequate sample student responses to the prompt	• Excellent, well-written discussion prompt that is age appropriate and requires higher level thinking • Two excellent, well-written sample student responses to the prompt	•
…And Finally (online) (25 points)	• Poorly written description (in the lesson file) of the student project; It does not describe what the student is supposed to do. The reader does not understand what students are supposed to do. • No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues • Does not require that students create a technology product. • No objective or student directions or not enough detail to determine the student project; students would not understand the project • No assessment rubric or it does not address the objective or student project or many parts are missing.	• Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader may have many questions about what students are supposed to do. • No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) • Requires that students create a technology product but the project does not require higher level thinking with the content of the lesson. • Unclear objective and student directions; students would have several questions about the project • Detail in assessment rubric is not clear enough to assess most of the objective and project •	• Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may have 1-2 questions about what students are supposed to do. • Evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) • Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. • Adequate objective and student directions to complete the project • Detail in assessment rubric is clear enough to assess most of the objective and project	• Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire project. • Clear evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) • Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. • Excellent objective and student directions to complete the project • Detailed assessment rubric that clearly assesses the objective and project • Accomplishes the above on the first attempt	•

Flipped Lesson File (50 points)	• The TED-Ed Flipped lesson does not reflect a level 3 or higher in all CReaTE components and no justification. • Incorrect identification and no justification of Bloom's Taxonomy level • Listed 1-2 references, used incorrect APA format; • No annotations. • No "borrowed" information (even the video) is cited. • Incomplete self-evaluation and no justification for each rating in last column.	• The TED-Ed Flipped lesson does not reflect a level 3 or higher in all CReaTE components. Justification does not discuss how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. • Incorrect identification and justification of Bloom's Taxonomy level • Listed more than two references, used correct APA format; • No annotations for references or poorly written. • Not all "borrowed" information (even the video) is cited in the lesson in correct APA format or very poor APA style. • Incompletion self-evaluation or no justification for each rating in last column.	• The TED-Ed Flipped lesson reflects a level 3 or higher in all CReaTE components. Justification discusses how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. • Correct identification and justification of Bloom's Taxonomy level • Listed more than four references, used correct APA format; • Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson. • All "borrowed" information (even the video) is cited in the lesson in correct APA format with 2-3 APA errors. • Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.	• The TED-Ed Flipped lesson clearly reflects a level 3 or higher in all CReaTE components. Justification discusses how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. • Correct identification and justification of Bloom's Taxonomy level • Listed more than six references, used correct APA format; • Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson. • All "borrowed" information (even the video) is cited in the lesson in correct APA format. • Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. • Accomplishes the above on the first attempt	•