Instructional Plan

Using TED-Ed Lessons to Flip the Classroom

Discipline/Topic

The discipline and topic for this workshop are utilizing the website, TED-Ed, (http://ed.ted.com) to find videos and create lessons from these videos to use in the middle and high school classrooms. The learners will customize videos by adding questions, discussions, and further activities for higher order level of thinking about the lesson and flip the lesson. When the lesson is flipped, educators can assign the videos for viewing at home or in another learning environment. The topics covered in the workshop: Using TED-Ed Lessons to Flip the Classroom are:

TED-Ed background
Why TED-Ed works in flipped classroom
Step 1: Overview
- K-W-L: TED-Ed
- What is TED-Ed
- Objectives
Step 2: Video
- Choose a video
- Add questions
- Add resources: hyperlinks
Step 3: Completed Lesson with TED-Ed
- Share lesson
- Student results
- Feedback
Step 4: Students
- Access
- Student view
Step 5: Completed Lesson with YouTube
- Completed Lesson with YouTube
- Present Lesson

Target Population

Middle School and High School Educators consisting of teachers and administrators from Northwest Indiana from various content areas are the target audience. Most of these educators are varied in their technology practices from novice users to more advanced users when using technology in the classroom. With the digital push of one to one computers across the state, educators need more innovations on how to utilize technology in the classroom by the teachers and the students. The beginning skills of the target population are they have to know basic computer skills such as using a mouse, typing, and navigating websites.

Instructional Grouping

Grouping of the workshop will start as whole group and then small groups will be utilized. The whole group will consist of 15 educators maximum. When the whole group breaks into the smaller groups, the educators will be broken up by content area. Educators within their smaller content area groups will be able to discuss, collaborate, and provide feedback to their peers when developing their flipped lessons. When the educators are within their group, they will devise a lesson from a video that they will be able to flip and use in their classroom by using TED-Ed.

Curriculum Links
Prior to using technology to explore the website http:ed.ted.com, the learners will do a semantic map of what the educators know about TED-Ed by utilizing Popplet. Popplet is an information gathering web tool or topic mapping tool. Popplet can be viewed at http://popplet.com. Also in the Prezi (http:prezi.com) presentation, the instructor will discuss how TED-Ed is utilized in the flipped classroom.

This lesson on using TED-Ed to find video and customize a lesson fits well into the unit on flipped classrooms. Before utilizing this lesson on using TED-Ed to flip a lesson for either content area or lesson, learners will need information on the flipped classroom. Once learners understand the components and layout of a flipped classroom then leaners are taught how to use TED-Ed to flip a lesson. After learners learn how to utilize created lessons on the TED-Ed website, then they can be taught how to create podcasts to incorporate into the flipped classroom. Furthermore, a workshop on how to create videos for a flipped classroom using a computer's internal webcam, or software tools such as TechSmith's SnagIt and drawing tools, and video editing, can be created after learners create Podcasts. Learners will be able to take their own created video and import it into YouTube.

Flipped Classroom Curriculum Links
The Flipped Classroom
Using TED-Ed to flip a lesson   - Flipping a lesson already created   - Using a YouTube video to create a flipped lesson
Creating a video and Podcast for a flipped lesson
Recording a video: - Computer internal webcam   - Interactive white board with a microphone, document camera, and writing utensil.   Create Podcast   - Audio tools   - Editing tools   - Creating flash cards
Editing and Publishing a video for a flipped lesson

> - Movie tools: Windows Movie Maker, iMovie, Camtasia
> - Upload to YouTube

Objectives

1. Given the website, http://ed.ted.com, participants will be able to register on the website by creating a profile with 100% accuracy.
2. Given the website, http://ed.ted.com, educators will be able to choose a video to start creating a lesson with 100% accuracy.
3. Given a video from http://ed.ted.com, educators will be able to add 5 questions to the video with 100% accuracy.
4. Given a video from http://ed.tec.com, educators will be able to add an activity link to the video with 100% accuracy.
5. Given a video from http://ed.ted.com, participants will be able to add a reading links to the video with 100% accuracy.
6. Given the website, http://ed.ted.com, educators will be able to share a lesson with 5 people via Facebook, twitter, or email.
7. Given the website, http://ed.ted.com, participants will be able to log into their ed.ted webpage to view students results of the lesson created.
8. Given the website, http://ed.ted.com, participants will be able to locate a YouTube video on the TED-Ed site, and create their own lesson.

Standards
NETS (National Educational Technology Standards) for Teachers
2. Design and Develop Digital-Age Learning Experiences and Assessments

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility
>   b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

5. Engage in professional growth and leadership
>   b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

NETS (National Educational Technology Standards) for Students

1. Creativity and Innovation
>   a. Apply existing knowledge to generate new ideas, products, or processes
>   b. Create original works as a means to personal or group expression

2. Communication and Collaboration
>   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
>   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
>   d.   contribute to project teams to produce original works of solve problems.

3. Research and Information Fluency
>   a. plan strategies to guide inquiry
>   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
>   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking, Problem Solving, and Decision Making
>   b. plan and manage activities to develop a solution or complete a project
>   d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship
>   b. exhibit a positive attitude toward using technology that support collaboration, learning, and productivity
>   d. exhibit leadership for digital citizenship

6. **Technology Operations and Concepts**
>   a. understand and use technology systems
>   b. select and use applications effectively and productively
>   c. transfer current knowledge to learning of new technologies

Source Courtesy of International Society for Technology in Education

21st Century Skills
Learning and Innovation Skills
Creativity and Innovation Skills
Think Creativity
- Use a wide range of idea-creation techniques (such as brainstorming)

- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement, and communicate new ideas to others effectively
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term cycle process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Communication and Collaboration Skills

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media, and Technology Skills

Information Literacy

Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

Media Literacy

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics, and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multicultural environments

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate, and communicate information

- Use digital technologies, communication/networking tools and social networks appropriately to access, mange, integrate, evaluate, and create information to successfully function in a knowledge economy.
  Source: Courtesy of the Partnership for 21st Century Skills.

Materials/Time
Each educator within the workshop will have access to a computer. Educators will also have the option of bringing their own device. All of the computers will have access to wireless internet.
This lesson, "Using TED-Ed to Flip the Classroom", will be 3 hours in length. All participants will receive a certificate for three professional growth points. The details of this workshop is shown under the Facilitator's Guide in *Appendix A.*

To complete the unit on Flipped Classrooms, another 3 hour workshop will be implemented on creating Podcasts.

The instructor will need:
a computer, projector, wireless access and Prezi Presentation on flipping a lesson using TED-Ed. The Prezi presentation can be acquired by clicking one of the links below.

http://prezi.com/j5yv12fptn9j/?utm_campaign=share&utm_medium=copy

http://prezi.com/user/l0lnxna7sumr

Scope and Sequence
The Scope and Sequence for this lesson is illustrated in the *Facilitator's Guide* in *Appendix A.*

Supplementary Materials
In order to provide learners background on the flipped classroom, they will be given a handout on "7 Things You Should know about the Flipped Classroom." To retrieve a copy of the document, click on the following link:

https://docs.google.com/file/d/0B7gaMkZaEHB0N2dJeEJHeUpYSUk/edit?usp=sharing

Learners will receive a checklist as they go through the workshop on utilizing the TED-Ed website. This is also the same checklist that will be used for the evaluation of learners. Learners will also be provided a copy of the rubric that will be utilized for the final creation of a flipped lesson from a YouTube Video. At the end of the workshop, learners will be given a TED-Ed memory aid with tips on how to navigate through the http://ed.ted.com website to create a flipped lesson. The memory aid will be given to students is shown below in *Figure 1.* In addition, learners will be given a frequently asked question (FAQ) worksheet on sharing lessons, student responses, and feedback on video lessons on the TED-Ed website. See *Appendix B* for the FAQ resource.

Memory Aid for Creating a Lesson from TED-Ed

Creating a Lesson from a video on TED-Ed

Navigate to TED-Ed website: http://ed.ted.com/

Search for a video by subject area, content, or duration: http://ed.ted.com/lessons

Click on Flip this Lesson button at the bottom of the page

[**Flip This Lesson**]

Create Intro: Write a description in the "Let's Begin" box.

Questions: Click on "Think".

Click "include"=keep question, Click "exclude"=to eliminate question

Create own questions: [**+ CREATE YOUR OWN QUESTION**]

Choose Multiple Choice or Open Answer Question. Type your questions.

Dig Deeper

Type additional information for students to learn. Add hyperlinks for other sources.

Discuss

Keep current discussions or Click "exclude"=eliminate discussion.

Click "Add New Discussion" and type text for discussion.

And Finally

Type statements or questions for your students to ponder.

[**Finish Flip**]

Figure 1

Evaluation of Learners-Assessment Tools

Two assessments will be used for the workshop: "Using TED-Ed Lessons to Flip the Classroom". The first assessment will be a checklist to evaluate the learners when finding a created lesson on TED-Ed's website, choosing the lesson, flipping the lesson, sharing the lesson, and evaluating results of the lesson.

The second assessment will be a rubric to evaluate how the learner created a video lesson from YouTube resources. The learner will show his or her finished product to a peer. The peer will use the rubric to assess the lesson that was created from the YouTube video. The assessment will evaluate this process such as: how well the learner found a video on YouTube to flip the video to create a lesson. And how well the

learner took the flipped lesson and added multiple choice questions, one open question, added links to activities and reading sites. The learner will demonstrate how to share the newly created video lesson with students and track their progress. Assessments for the learner can be viewed at *Appendix C*.

The objectives aligned with the assessments are show below in *Table 1*.

Objectives	Assessments
1. Given the website, http://ed.ted.com, participants will be able to register on the website by creating a profile with 100% accuracy.	Using TEDEd to Flip the Classroom Checklist (*Appendix A*)
2. Given the website, http://ed.ted.com, educators will be able to choose a video to start creating a lesson with 100% accuracy.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
3. Given a video from http://ed.ted.com, educators will be able to add 5 questions (one question is open), in the "Think" section, to the video with 100% accuracy.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
4. Given a video from http://ed.ted.com, learners will be able to add 2 hyperlinks to the video in the "Dig Deeper" section with 100% accuracy.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
5. Given a video from http://ed.ted.com, learners will type a guided question in the "Discuss" section with 100% accuracy.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
6. Given the website, http://ed.ted.com, learners will be able to share a lesson with 5 people via Facebook, Twitter, or Email.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
7. Given the website, http://ed.ted.com, participants will be able to log into their ed.ted.com webpage to view students results of the lesson created.	Using TED-Ed to Flip the Classroom Checklist (*Appendix A*)
8. Given the website, http://ed.ted.com, participants will be able to locate a YouTube video on the TED-Ed site, and create their own lesson.	Rubric for Flipped Lesson using YouTube Videos (*Appendix B*)

Table 1

Evaluation of Instruction

In order to determine if this workshop was a success, surveys will conducted and given to participants to assess learner's perceptions of the instruction. One survey will be given at the end of the workshop to receive feedback on the immediate instruction and the instructor and it's provided in the *Facilitators Guide in Appendix A*. The second survey will be completed on Survey Monkey (www.surveymonkey.com) and the link of the survey will be emailed to participants. The survey will allow the instructor to view strengths and weaknesses of the instruction, areas for improvement on the transfer of skills or the objectives of the lesson, and allows for revisions to the instruction. The survey will be emailed to the participants 4 weeks after the completion of the workshop. This allows the participants time to utilize the instruction. The survey is shown in *Appendix D.*

Appendix A

Facilitator Guide
Using TED-Ed to Flip Lessons

Training Summary: This training will focus on the key components of the using the website, http://ed.ted.com. Facilitators should be prepared to explain components involved in the TED-Ed website to flip a lesson. Facilitators should be able to explain how to access student results in a lesson from TED-Ed.

Training Participants: In order to register for a TED-Ed account, participants need to be 13 years old. For this reason, this training will be for educators consisting of middle and high school teachers, administrators from various school districts.

Prezi Presentation:
http://prezi.com/j5yv12fptn9j/?utm_campaign=share&utm_medium=copy

Key Training Topics:
>TED-Ed background
>Why TED-Ed works in flipped classroom
>Step 1: Overview
>- K-W-L: TED-Ed
>- What is TED-Ed
>- Objectives
>
>Step 2: Video
>- Choose a video
>- Add questions
>- Add resources: hyperlinks
>
>Step 3: Completed Lesson with TED-Ed
>- Share lesson
>- Student results
>- Feedback
>
>Step 4: Students
>- Access
>- Student view
>
>Step 5: Completed Lesson with YouTube
>- Completed Lesson with YouTube
>- Present Lesson

Timeline for Presentation:

Topic	Slides	Timeframe (minutes)
Introduction	1-2	10
Overview	3-7	25
Video	8-9	25
Sharing	10-14	20
Student Response	15-17	20
Student Access	18-22	15
Completed Lesson with YouTube	23-24	50
Question & Answer		10
Evaluations		5
Total		180 (3 hours)

Materials Needed:

Facilitator:
  - Prezi on Using TED-Ed to Flip a Lesson
  - Projector and Computer or Computer with Smart Board

Handouts:
  - 7 Things to Know about a Flipped Classroom
  - Using TED-Ed to Flip a Lesson Checklist
  - Rubric: Flipped Lesson Using YouTube Videos
  - Aid Card: Creating a Lesson from a Video on TED-Ed

Learners:
  - One computer for each learner

Length of Training: This training should take approximately three hours with discussion and questions, but allow scheduling for three and a half to provide some flexibility. With 24 slides, this training will move quickly through the Prezi Presentation. However more time is needed for the learners to explore the TED-Ed website and for them to create their own lessons from the YouTube videos. Allow time for the presentation of the created lessons at the end.

Facilitator Pre-Work

Learners will register for the workshop titled: Using TED-Ed Lessons to Flip the Classroom on the following website: www.nwiesc.com/register. Once learners register for the workshop, the learner's email is on file.

Prior to the workshop, learners will need to register for the TED-Ed website. Send an email to all participants with the following directions:

Prior to the workshop on "Using TED-Ed Lessons to Flip the Classroom", you will need to register and create a profile for the TED-Ed website. Follow the directions below to register and if you have any questions, please contact mdecreane@nwiesc.k12.in.us with your questions. In addition, you will need to create an account on Popplet.com, a website for collecting ideas and creating topic webs. We will utilize Popplet during the workshop. If you have the time, play around with Popplet, as it's inspiring. Please bring both your usernames and passwords for TED-Ed and Popplet on the day of the workshop.

Directions to register on the TED-Ed website:
Go to the website: http://ed.ted.com
In the upper right hand corner, click on "Register."
If you have a Facebook (FB) Account, sign up with your FB login and password.
If you don't have or want to use your FB account, type your "First Name", "Last Name," "Email", and "Password".
Click "Create your account."

Directions to register on the Popplet website:
Go to the website: http://popplet.com
In the upper right hand corner, click on "Sign up for Free."
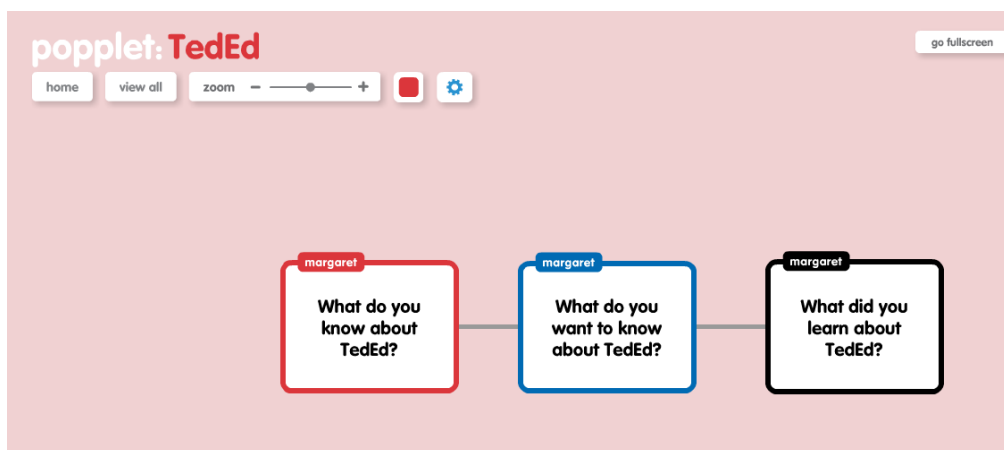Type your first name.
Type your last name.
Type your email address (this will become your user name).
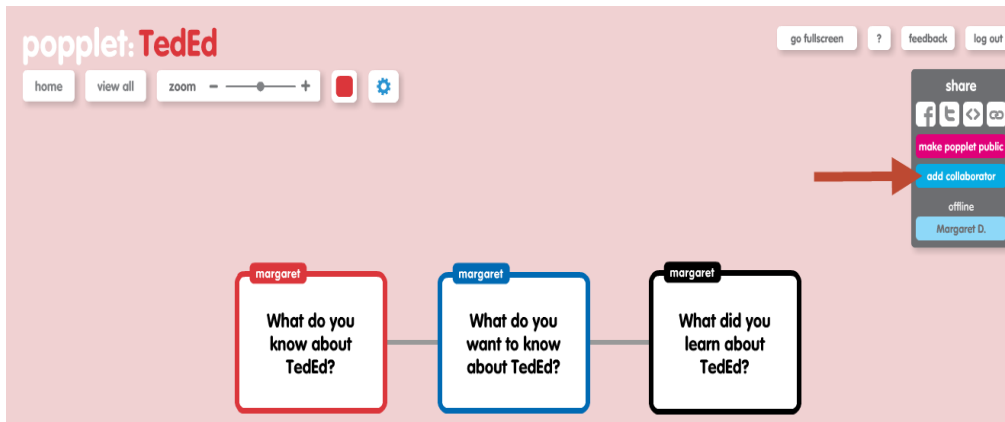Type your password.
Confirm password.

The facilitator needs to create a Popplet site themselves and create a K-W-L Chart on TED-Ed as seen below.

Source courtesy of http://popplet.com

Add Collaborator's by clicking on "add collaborator" button as shown by the red arrow below.

Source courtesy of http://popplet.com

Add emails of participants that will be involved in the workshop. This will allow participants to complete the K-W-L chart about TED-Ed.

Source courtesy of http://popplet.com
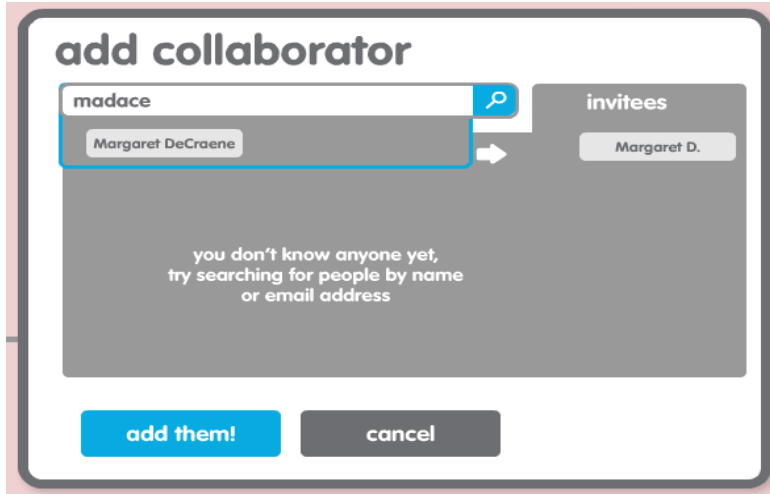
*Day of the workshop
All handouts need to be given to the participants before the facilitator starts the workshop.
Participants should be grouped by content they are teaching. For example, all science teachers, all mathematics, and all social studies teachers should sit close together. This will allow for collaboration with "like content" teachers.

Slide by Slide Guide
The facilitator guide below outlines each slide in terms of: "Content", or the key points that should be addressed on the slide, and "Facilitator Notes", or suggestions for how to

present the information on the slide. These should be taken as suggestions, and modified per individual presenter style.

Slide 1-Cover Slide-Training Context (to be given prior to starting presentation):

Content: We are about to present the basics of using the TED-Ed website to find a lesson and flip it. Using videos in your lessons stemmed from the idea of flipping your classroom. The flipped classroom is the latest pedagogical strategy that used a blended learning approach where face-to-face instruction is incorporated with technology. It's a non-traditional classroom model where students utilize technology at home (videos, audio files) to listen to lecture at home or in another environment, and work on problems, discussions, or activities in the classroom while receiving face-to-face interaction with the teacher and peers. You will find more information on the Flipped Classroom in the handout: "7 Things Educators should know about the Flipped Classroom." This presentation will offer an overview on the components of using videos on the TED-Ed website and YouTube and flipping them for your students to use in their learning environment or in their home. We also will be utilizing the other handouts within this workshop: The checklist and the rubric.

Facilitator Notes: Refer to Handout: 7 Things Educators should know about the Flipped Classroom

Slide 2 – All Steps

Content: The topics covered in this training today are listed on this slide. We will have an overview of TED-Ed, actually create a video from a lesson already existing in the TED-Ed website and flip it to make it your own, learn how to track student results, and then complete a lesson using a YouTube video. We will work on flipping a TED-Ed lesson together and then you will create your own lesson with a YouTube video on your own. After your YouTube video lesson, you will present it to other. If you have questions at any time during this workshop, please ask them.   More in-depth training on other key components of a flipped classroom such as creating Podcasts will come in upcoming weeks.

Slide 3 – Step 1 Overview

Content: Let's talk about the Overview such as what do know about TED-Ed, actually what is TED-Ed and the objectives of the workshop today.

Facilitator Notes: Read these out-loud or have volunteers read them. Either way, summarize the content on this slide after points are read.

Slide 4 – K-W-L TED-Ed

Content: Let's collaborate to see what we all know about TED-Ed. Prior to this workshop, I asked you all to register for the Popplet website. Popplet is a great site to

organize ideas and it's something that you can have your students use in the classroom. I have invited you all to contribute to my topic web on TED-Ed. You all have received a message from me via email stating that I invited you to a new Popplet called TED-Ed. So click either on the link I sent you via email to get to this Popplet, or log in to the Popplet site at www.Popplet.com to access this Popplet. Once you have access to this Popplet, start creating links from the K frame on what you know about TED-Ed, and also start creating links about "what you would like to know" on the W frame.

- o Give learners 5 minutes to log into Popplet or access their link via email**.**
- o Give learners another 5-10 minutes to create Popplet for K-W-L.

Completed K-W-L Popplet (Site link)

Show the completed Popplet to show all of the contributions to the K-W-L Popplet regarding TED-Ed.

Facilitator Notes: On the computer, open a new window and go to the following link: http://popplet.com/app/#/1126707

Review what learners know and want to know about TED-Ed.

Slide 5 – What is TED-Ed?

Facilitator Notes: This slide tells you about TED-Ed. TED-Ed is created as a free educational collaborative website for teachers and learners. The website contains a video library to use within the learning environment and also allows you to take any video from YouTube and use it within the TED-Ed website.

Slide 6 – Ted-Ed Website Tour

Content: Now we are going to take a closer look at the TED-Ed by viewing the video.

Facilitator Notes: Play the video embedded in the Prezi to show learners the tour of the TED-Ed site.

Slide 7 – Objectives

Content: Here are objectives for the workshop today.

Facilitator Notes: Have the group read this slide, but cover main points such as learners will create a lesson from an already existing video on TED-Ed, they will create questions, resources, and discussions for the video, and learn how to access student results.

Slide 8 – Step 2: Video

Content: The first thing that needs to be done is choosing a video. As we go through this process, please use your checklist to follow the steps.

Facilitator Notes: Refer to the checklist. Tell learners that you will also be using the checklist to check their videos and the process used to create them.

Slide 9 – Steps for Selecting a Video

Content: The steps for selecting a video are listed on this slide. We will go through this process first together but you will be working on many components on your own such as selecting your own individual video to use in your classroom.

> **Question to participants:** Does anyone have any questions before we begin?

We all will navigate to the following website on the computer: http://ed.ted.com. Once you are at the TED-Ed website, "log in" to the site by clicking "log in" in the upper right hand corner. If you have not registered for the website, please do so now. Now, click on "lessons" at the top of the menu. Once on the "lesson" page, you will be able to find a lesson you will be able to flip. You can search by content such as: the arts, business, economics, design and engineering etc. Searches can also be done by duration of the video. This is useful if you are timing out your lesson. The other search that can be done is by searching for TED-Ed lessons that are original to this website or those lessons that were rated best flips by the TED-Ed community. Once you listen to a few videos and you find one that you like, click on that video. Now we are going to "Flip that Video." What that means is we are going to take the content of the video and add ownership to it by creating our own content to go with the video.

Facilitator Notes: Answer any questions and add clarification the process. Give participants time to navigate to the ed.ted.com website. Walk around the room and help those that need it. Go through the website with participants by opening a new window and logging into http://ed.ted.com. Demonstrate any needed sections.
*Participants will need 20 minutes to choose a video and flip it by clicking the "Flip this Lesson" button.

The main sections to include in your video are: Watch, Think, Dig Deeper, Discuss, and Finally. You choose what sections you would like in your lesson. You can choose to keep all sections, or just 2. The word "exclude" is in a gray box and you just have to click it to eliminate that section. For the purpose of the training today, we are going to go through all sections. First, type an introduction for your video providing a brief explanation of your video.

Think: The Think section is the area where you add multiple choice or open-ended questions. We will add at least 4 multiple choice questions, and one open-ended question. The only time you can provide feedback to a student is through the open-ended question. Click on the "Think" section and start adding your questions to create a new lesson. Remember that questions are already created by the original author. You

can choose to keep some of those questions or eliminate them by clicking the gray "exclude" box. When creating your own question, click on the "create your own question" box at the bottom. Also remember to put the correct answer or you will not be able to go further in the steps.
*Give participants 15 minutes to create questions.

Dig Deeper: The Dig Deeper section is where as a teacher you want to add more resources so students go deeper into the subject matter. To add hyperlinks to other websites about the subject, click on the link symbol by the formatting symbols. When you click the link symbol you paste the website link in the URL and type the title that you want students to view in the Dig Deeper box. For today, add hyperlinks to other areas for further reading and add a hyperlink to another activity to reinforce the content.
*Give participants 15-20 minutes to research content for this section.

Discuss: The Discuss section is where the teacher adds a guided question to reach the higher order thinking skills of students. We are talking about using questions from Bloom's Taxonomy or the Depth of Knowledge chart. When you create a question and post it, all students in your class can add to the discussion by answering the question. Everyone will be able to see what was added to the question. Take the time now, to create question or two within this section.
*Give participants 10 minutes to create guided questions for discussion.

And Finally: The …And Finally section is the section to type in any closing thoughts or ideas for your students. You don't have to add anything if it doesn't work for your lesson. Don't add content just for the purpose of adding content. Don't forget to click the exclude button to delete this section. Those of you that would like to add something to this section do so now.
*Give participants 5 minutes for this section.

Now we have most of the content for our lesson. Before we finally flip the video, preview your content and make sure it completed to your expectations. If not, make your changes. Once you are satisfied with your video, click the "Finish- Flip button."

Slide 10 – Completed Lesson - Share

Content: Now we will look at how to share your lesson with others so we can track results.

Slide 11 – Share

Content: If you would like others to be able to flip your videos, click on the button that states "allow flips of your lesson". If you don't want others to view your video, than don't list it by clicking the appropriate button. You can share your video with others by copying the link below, sharing it to Facebook or Twitter, or emailing. Being in the school environment, most teachers will choose to share via email. Take the time now to

share your video lesson with 5 people. Share with at least two people with in this room. We want to share with people in this room, so we can gather student results.

Once you share your video, those that receive a link, please go through the questions portion of the video you received so we can gather student results.
Facilitator Notes: Walk around the room and help.

Slide 12 – Accessing Share Video

Content: Once you click on the button to see your lesson at the top. Click on your name at the upper right-hand corner. This takes you to all the videos you are creating or have created. Find the video you just created. If at any time, you would like to share the videos with a different audience, click the little red wheel on your video as seen on this slide. This will take your directly to the share page.

Slide 13 – Email Student Notifications

Content: To set up email notifications, for example, to receive an email when a student accesses your video or answers questions, click the black setting button on the upper right hand of the page.
Note that the mid-year conference is **optional** but would be recommended if teachers do not yet have an idea of where they are performing related to the rubric.

Facilitator Notes: This is a feature to show but the learners are not expected to do this step at this time.

Slide 14 – Click on Name to View Lessons

Content: Again, this is a reminder to click on your name in the upper right to view any lesson as shown. Let's look at a few student lessons.

Slide 15 – Accessing Student Work

Content: This slide shows the way to access your student's work. When you find your video, at the bottom you can view lesson stats or discussion, or review student work. If you didn't add any discussion, of course that word won't appear. Click on lesson stats or review student work.

Slide 16 – Individual Student Response

Content: Once in the lesson stats you can view all students in your class, what was correct or incorrect on the multiple choice section, responses to open questions, students' responses on discussions, and the student's last date of activity within the lesson.
Facilitator Notes: Be sure to cover all three measures with the group.

Slide 17 – Example of Student Response on Multiple-Choice

Content: This slide is an example of a multiple choice question and student response.

Slide 18 – Feedback

Content: The only time that you can give feedback to your students is on an open ended question as seen here in this slide.

Slide 19 – Step 4: Student Access

Content: We are going to look at what a student sees when he/she receives your lesson via email.

Slide 20 – Invited to Lesson

Content: This is a quick snapshot of what the lesson invite looks like in email. The student would click on the "view lesson" in order to start viewing the video and doing any of the questions and / or activities within the lesson.

Slide 21 – Lesson Activities

Content: The student would pace him or herself through the activities on the right hand side.

Slide 22 – Completed Lesson

Content: We have now completed a flipped a lesson in the TED-Ed website.

Slide 23 – View of completed Lesson

Content: Now we are going to go through this same process again, but this time we are going to use a video from YouTube.

Slide 24 – Create Lesson from YouTube

Content: To get you started on creating a lesson from YouTube, you will first click on "lesson" on the website. Now click on "Find and Flip." In the search box, type whatever topic you want to search and investigate. Then you will go through the same process. At your seat, you have a rubric. You will use this rubric to create your video. When we are done, you will present your video to a partner. Your partner will use the rubric and rate you on your created video. We will take 2 videos and present them to the audience.

Facilitator Notes: Walk around to help an answer questions.

*Allow 35 minutes for the creation and evaluation of videos.
*Allow 15 minutes for presentations.

Slide 25 – The Main Screen

Content: This concludes our workshop on using TED-Ed to flip lessons for your classroom. We will be incorporating other workshops about the flipped classroom by creating podcast. Any questions? Please fill out the evaluation form below. The evaluations are used to improve instruction in the future. Thank you!

Evaluation Form For: Using TED-Ed lessons to Flip the Classroom

Please check the one that best indicates your role:
- ○ Classroom Teacher
- ○ Central Office Administrator
- ○ School Services Personnel
- ○ Building Level Administrator
- ○ Other

The information presented was valuable:
- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree / Disagree
- ○ Disagree
- ○ Strongly Disagree

The presentation was easy to follow and was well organized:
- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree / Disagree
- ○ Disagree
- ○ Strongly Disagree

The handouts were useful:
- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree / Disagree
- ○ Disagree
- ○ Strongly Disagree

The workshop content and
- ○ Strongly Agree

activities matched the objectives:

○ Agree

○ Neither Agree / Disagree

○ Disagree

○ Strongly Disagree

The length of the workshop was just right:

○ Strongly Agree

○ Agree

○ Neither Agree / Disagree

○ Disagree

○ Strongly Disagree

Overall, the workshop was successful:

○ Strongly Agree

○ Agree

○ Neither Agree / Disagree

○ Disagree

○ Strongly Disagree

I would attend a follow-up presentation on this topic:

○ Strongly Agree

○ Agree

○ Neither Agree / Disagree

○ Disagree

○ Strongly Disagree

The workshop presented information that will benefit my students and / or school corporation:

○ Strongly Agree

○ Agree

○ Neither Agree / Disagree

○ Disagree

○ Strongly Disagree

The knowledge / expertise of the presenter:

○ Excellent

○ Good

○ Average

○ Poor

The presenter was well organized and

○ Excellent

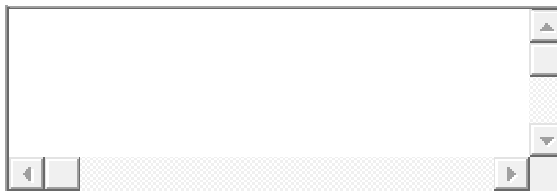**prepared:** ◯ Good

◯ Average

◯ Poor

The presenter was responsive to audience questions: ◯ Excellent

◯ Good

◯ Average

◯ Poor

The methodology of the presenter was effective: ◯ Excellent

◯ Good

◯ Average

◯ Poor

The strengths of this workshop were:

Areas for improvement related to this workshop:

Appendix B

Frequently Asked Questions on Sharing Lessons, Student Responses and Feedback

The following information was taken from and altered from the Ted-Ed Website: http://ted.ed.com

Do my students need TED accounts to use TED-Ed?
Yes, in order for students to have their answers saved, participate in discussions with their classmates, then students will need to create a TED.com profile.

To create a profile on http://ed.ted.com: click the "Register" at the top right of the page.

Important: *If a student is under the age of 13, the student may not create a TED.com account, and therefore you cannot save responses or participate in discussions. However, students are welcome to watch TED-Ed lessons and enjoy the site.*

How do I share my lesson with students?
Anyone who interacts with your lesson while logged in to TED-Ed will automatically be added as a student. This means that, to add students to your lesson, all you need to do is send them a link to the lesson page. As students fill in answers, they will be automatically available to you through the Lessons/You page.

How can I view student responses to my lessons?
To manage your lessons, click on your username in the top navigation bar to get to the Lessons/You page. On this page you should be able to view all the lessons you have made.

You should see links labeled "Review Student Work" underneath the video image for each lesson that students have posted replies to. Click this "Review Student Work" link to see information about student responses. You can see students' names, a record of their activity, and their responses to questions. This information is also available as a CSV. Inactive students will appear in a separate list after active students.

How can I sort student responses into separate classes or groups?
If you want to use the same lesson for multiple classes but also need to be able to easily sort student responses, you can flip your own lesson to create multiple copies of the same content. You can customize the titles to help you keep track of which flip is assigned to which class. Each student's responses will be attached to the flip you use for his or her class.

How do I give or receive feedback on responses?
A TED-Ed lesson creator can give feedback on student responses to open answer questions.

To give feedback on student responses, go to the Lesson Stats page for your lesson

and click the any of the "Review" links to view student answers. Under each open answer response you should see this button:

Give Feedback

Click it to open a text field for your feedback. You will have 280 characters available per response. Click the Give Feedback button again to submit your comment. This will send an email to your student to alert him or her that you have given feedback.

When students come back to your lesson, they will now see your feedback next to their answer. Students will be given the option to respond to any feedback you send them, and you will be notified by email of their responses.

Can I share TED-Ed videos?
Yes! As long as you use YouTube embedding to show the video, you can share it with anyone. To find the YouTube embed code: go to the heading "Share" under each video on TED-Ed's YouTube channel.

Who can see my lesson? Why doesn't it appear in search?
Only people with the link to your lesson can view it.
In the near future, lessons that are "listed" will also be able to be discovered through TED-Ed's search. At the moment only TED-Ed Originals and user lessons that have been made into Best Flips are indexed there.

Ted (Technology, Entertainment, Design) Conferences, LLC: http://ted.ed.com (1984). Retrieved from http://support.ed.ted.com

Margie DeCraene
EDCI 56400

Appendix C

Evaluations of Learners

Using TED-Ed to Flip a Lesson Checklist		
Name:	**Yes**	**No**
1. Registers for the TED-Ed website: http://www.ed.ted.com.		
1.1 Locates website http://www.ed.ted.com		
1.2 Clicks on registration link at the top left corner of the screen		
1.3 Types information: First name, Last name, Email address, and obtains a password (8-20 characters long).		
2. Selects a video to start creating a lesson with 100% accuracy		
2.1 Searches created videos under lessons by categories or internal search engine		
2.2 Selects created video to flip		
2.3 Flips video		
3. Adds 5 questions to the video.		
3.1 Adds one open ended question to the video		
3.2 Adds 1-4 multiple choices questions to the video		
4. Adds resources to the video using hyperlinks.		
4.1 Adds an activity link to the video		
4.2 Adds a reading link to the video		
5. Create a guided question in the "Discuss" section.		
5.1 One or more questions are typed in the "Discuss" section.		
6. Shares a created flipped lesson with 5 people via Facebook, Twitter, or Email.		
6.1 Finish Flip button is clicked		

6.2 Link of the video is shared and sent to 5 people
       • Email
       • Facebook
       • Twitter		

7. Logs into ed.ted.com webpage to view students results of the lesson created		
7.1 Clicks on profile name to located student results		
7.2 Clicks on "lesson stats"		
7.3 Clicks on "review" to view student results		

Margie DeCraene
EDCI 56400

Rubric: Flipped Lesson Using YouTube Videos					Points	
	Expert (4)	Intermediate (3)	Novice (2)	Beginner (1)	Self	Instructor
Questions	Video lesson has a total of 5 or more questions and contains 1 open question in the "Think" section.	Video lesson has a total or 4 questions and 1 open question in the "Think" section.	Video lesson has 3 questions and no open questions in the "Think" section.	Video lesson has less than 3 questions and no open question in the "Think" section.		
Resources	Video lesson has 3 or more resources or hyperlinks attached in the "Dig Deeper" section.	Video lesson has 2 resources or hyperlinks attached in the "Dig Deeper" section.	Video lesson has 1 resource or hyperlink attached in the "Dig Deeper" section.	Video lesson has no resources or hyperlinks attached in the "Dig Deeper" section.		
Discuss	Video lesson has 3 guided questions in the "Discuss" section.	Video lesson has 2 guided questions in the "Discuss" section.	Video lesson has 1 guided question in the "Discuss" section.	Video lesson has no guided questions in the "Discuss" section.		
Sharing	Video lesson is shared via Facebook, Twitter, or Email to 5 people.	Video lesson is shared via Facebook, Twitter, or Email to 4 people.	Video lesson is shared via Facebook, Twitter, or Email to 3 people.	Video lesson is not shared via Facebook, Twitter, or Email.		
				Total Points		

Scale Totals	Points
Expert	16
Intermediate	9-15
Novice	5-8
Beginner	0-4

Margie DeCraene
EDCI 56400

Appendix D

Survey on reflections on "Using TED-Ed Lessons to Flip the Classroom

You participated in the workshop: Using TED-Ed Lessons to Flip the Classroom on (date). The workshop had the following learning objectives:

1. Given the website, http://ed.ted.com, participants will be able to register on the website by creating a profile with 100% accuracy.
2. Given the website, http://ed.ted.com, educators will be able to choose a video to start creating a lesson with 100% accuracy.
3. Given a video from http://ed.ted.com, educators will be able to add 5 questions to the video with 100% accuracy.
4. Given a video from http://ed.tec.com, educators will be able to add an activity link to the video with 100% accuracy.
5. Given a video from http://ed.ted.com, participants will be able to add a reading links to the video with 100% accuracy.
6. Given the website, http://ed.ted.com, educators will be able to share a lesson with 5 people via Facebook, twitter, or email.
7. Given the website, http://ed.ted.com, participants will be able to log into their http://ed.ted webpage to view students results of the lesson created.
8. Given the website, http://ed.ted.com, participants will be able to locate a YouTube video on the TED-Ed site, and create their own lesson.

Four weeks has passed since the conclusion of the workshop, which has provided time for you to transfer your new knowledge into your middle school or high school classroom. We would like you to take the following survey to reflect on the outcomes of the workshop and how it has influenced using technology within the classroom. The comments of this survey are anonymous, and all comments will be used to improve the workshop.

	Not Using	Planning to Use	Starting to Use	Using routinely	Was using before
1. To what degree do you using the following within your classroom?					
Logging in to http://ed.ted.com					
Using created TED-Ed lessons in your instruction					
Using YouTube videos and flipping them for your instruction					
Assigning students video lessons to watch from home or other learning environment					

2. When you are flipping videos what components are you using?					
Creating and adding your own multiple-choice questions					
Creating and adding your own open-ended questions.					
Creating and adding your own hyperlinks for resources					
Creating and adding your own guided questions to the lesson for discussion					
Creating and adding thoughts or statements in the "And Finally" section of the lessons					
Providing Feedback to the students					
Utilizing Student Results					
	Not relevant in my instruction	Need more training	Need administrator support	Need more resources and technology to utilize	Need assistance in my classroom to use
3. If any of your responses were "not using" to the questions or statements above, please indicate your reasons. Choose any many reasons as applies.					
Logging in to http://ed.ted.com					
Using created TED-Ed lessons in your instruction					
Using YouTube videos and flipping them for your instruction					
Assigning students video lessons to watch from home or other learning environment					
Creating and adding your own multiple-choice questions					
Creating and adding your own open-ended questions.					
Creating and adding your own hyperlinks for resources					
Creating and adding your own guided questions to the lesson for discussion					
Creating and adding thoughts or statements in the "And Finally" section of the lessons					
Providing Feedback to the students					

Utilizing Student Results					
4. Add any comments in the space provided on why you are not currently using the skills learned in the workshop.					

5. Please comment on the strengths and suggestions for improvement on the following.	Strengths	Areas for Improvement
Searching for videos to flip		
Creating and adding questions to the lesson		
Creating and adding resources to the lesson		
Creating and adding guided questions to the lesson		
Accessing Student Responses		
Creating a flipped lesson from YouTube		

Thank you for taking the time to complete this survey!

Margie DeCraene
EDCI 56400

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