



Framingham
State University

Syllabus
Graduate Continuing Education
Courses

Course Title: TED Talks in the Classroom

Credit Hours: 1 Graduate Credit Hour

Course Format: Online

Instructor Name & Contact Information:

Jennifer Hair, MEd.

Mobile: (816) 225-9338 (text preferred)

connectedclassroomcourses@gmail.com

jezerrer@hotmail.com

Catalog Description: It is rarely possible to bring world class guest speakers into school to lecture students about their chosen field of expertise (especially given current circumstances!). It is, however, easy to bring their ideas and their passions directly to your students through the superb online collection of TED Talks available. TED (Technology, Entertainment, Design) is an organization that publishes talks online, under their slogan of “ideas worth spreading”. They originated with a technology and design focus but have since spread their net further afield to include a broader range of cultural and academic content. Speakers include Bill Gates, Richard Dawkins, Bono and many Nobel Prize winners. They have over 3,500 TED Talks freely available online.

Required Text(s) and Other Materials:

All materials will be provided by the instructor in the learning management system portal.

Optional Text.

Course Objectives:

- Select and create videos and other multimedia web-based learning objects using evidence-based instructional design principles
- Illustrate how flipped/project-based learning meets the needs of diverse learners, including differences based on race, age, gender, socioeconomic status, ability, disability, and learning styles
- Collaborate with others using online tools and demonstrate how to locate or create video and other teaching materials for home use by learners for a specific instructional need.
- Design cooperative learning and peer tutoring activities using the flipped approach and utilize self and group assessment rubrics to assess group work and team activities.
- Systematically improve their technology leadership skills and professional development plan through the integration of TED Talks.
- Support professional development activities that target active involvement in professional learning communities through social engagement with TED community events.

This course is organized into 4 sections. YOU will drive your own reflections, planning, preparation and finally execution of an action plan for your particular educational situation. Suggestions will be listed in the LMS (learning management system)

You will be required to log minutes and hours spent in each category for your requirements for graduate credit. This log will be included in the final project. This course will spend 45 hours of work to receive a satisfactory grade.

Content Outline:**Module 1**

| Time | Topic |
|-------------|---|
| Module 1 | Review the big picture of TED talks. Preview several TED talks and discuss overall larger goal of Ted as a "community" Explore resources available Why is this useful to educators? The most watched TED Talk of all time is an education one – international education advisor Ken Robinson's ' Do schools kill creativity? ' has been watched 50 million times Topic Searching in TED: Example "Goal Setting" https://www.ted.com/topics/goal-setting Cognitive Load Theory |

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| | <p>Creating a TEDEd Club</p> <p>Resources:</p> <ul style="list-style-type: none"> • www.ted.com • Post demo of creating TED account, searching for specific Topics, TEDx in area, TEDEd • 10 Best Talks for Educators in 2014 http://www.edudemic.com/10-best-ted-talks-of-2014-for-educators/ • Talks to Watch with kids: https://www.ted.com/playlists/86/talks_to_watch_with_kids • Ted Ed Blog http://blog.ed.ted.com/ • Cognitive Load Theory: http://bit.ly/EngagestudentsTEDtalk <p>Discussion Board:</p> <ul style="list-style-type: none"> • Give a brief introduction of yourself, educational experience, and geographic area. • Explain your previous knowledge of the community of Ted Talks? Prior knowledge? • Reflect by responding to two other students. • Visit the steps to create a TED Ed Club http://blog.ed.ted.com/2014/01/13/how-to-start-a-ted-ed-club/ • Do a short analysis (pro/con/doable/barriers/opportunities) to beginning to use this structure in class • Reflect by responding to two other students. |
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Module 2

| Time | Topic |
|----------|---|
| Module 2 | <p>Lessons in Ed Ted http://ed.ted.com/ http://ed.ted.com/lessons Create a Lesson in Ed Ted http://ed.ted.com/videos</p> <p>Program to help you use only portions of TED Video: EdPuzzle www.edpuzzle.com</p> <p>Resources: 6 Ways to Use Ted Talks effectively in classroom https://marketbrief.edweek.org/the-startup-blog/6-ways-to-use-ted-talks-in-your-classroom/</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> • Written Summary/Review of TED Talk • Reflect by responding to two other students. • What Ted talk would you create? What motivates and drives you? Charlie Cooper: Junior Ted Talks – how to make friends |

<https://www.pinterest.com/pin/236650155395156986/>

Module 3

| Time | Topic |
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| Module 3 | <p>Building knowledge this Week! https://www.weareteachers.com/ted-talks-teachers/</p> <p>Can TED Talks really work in a classroom? https://www.kqed.org/mindshift/21566/can-ted-talks-really-work-in-a-classroom</p> <p>Resources:</p> <ul style="list-style-type: none">• 5 Ways to Incorporate Ted Talks into Lessons http://www.edudemic.com/ted-talks-lesson-plans/• How Students Can Use TED At Home http://ieltsadvantage.com/2015/04/26/ted-talks-english-students/• Can TED Talks really work in a classroom? https://ww2.kqed.org/mindshift/2012/05/22/can-ted-talks-really-work-in-a-classroom/ <p>Discussion Board:</p> <ul style="list-style-type: none">• Review the following article: https://blog.ted.com/how-teachers-can-best-use-ted-talks-in-class-from-the-perspective-of-a-student/ Pinpoint 1-2 TED Talks that you would use to support lessons suggested by the article.• Written Summary/Review of articles in resources section• Reflect by responding to two other students. |

Module 4 and FINAL PROJECT

| Time | Topic |
|------|---|
| Week | <p>Begin to compile written summaries from previous weeks</p> <p>Rough Draft of Lesson integration TED Talks in the Classroom</p> <ul style="list-style-type: none">• Getting Social with TED Talks – Pinterest resources: Pinterest Ted Talks Board: https://www.pinterest.com/tednews/• Ted Talks Twitter: @TEDTalks @TEDxKC• YouTube Channels to Subscribe: https://www.youtube.com/channel/UCskU_g7t6b5ecsA1CTS3y9Q |

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| | <p>Discussion Board:</p> <ul style="list-style-type: none"> • Discuss in 2-3 paragraphs the importance of expanding your Professional Learning Networks through activities and social communities like TED. Reflect how social resources such as Pinterest and Twitter can also expand your PLN (Professional Learning Network) • Post at least 2 social resources you found for TED Ed. • Post Final Project and Summary of Learning |
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Assessment:

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| Discussion Board Posts and Responses | 60% |
| Summative written evaluation/summary of learning | 40% |

Grading Scale:

- 90%-100% = A
- 80% - 90% = B
- 70% - 80% = C
- 60%-70% = D
- 59% and below = F

DISCUSSION BOARD EXPECTATIONS: The discussion board is a crucial part of this class. Not only will you be asked to respond to questions about each module, but you will also need to read and respond to others to fully benefit from this learning experience

Rubrics:

Participation Rubric:

You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your participation grades will be included as a final grade.

Discussion Rubric:

Score:

- 3 Learner thoroughly participated in the discussion (3 or more posts). Contributions were

- relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 Learner participated in the discussion (2 posts). Contributions were relevant to the posted topic(s) & helped keep the conversation moving.
 - 1 Learner participated in the discussion (1 post). Contributions were somewhat relevant to the posted topic(s).
 - 0 Learner did not participate in the discussion.