

Integrating Educational Video into the Curriculum: How to Use Video to Flip, Differentiate, Assess and Enhance Teaching and Learning in Your Classrooms

PRDV 72621

Instructor: Donna Gath Criswell, M.Ed.

criswelldonna@gmail.com

Course Description:

“Teachers who use instructional video report that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom.”

(<http://www.thirteen.org/edonline/ntti/resources/video1.html>)

In this course you will learn how to locate quality video resources, how to embed them into a variety of applications, have a better understanding of the flipped classroom model, as well as how to use video to assess understanding. Many resources discussed in this course integrate with Google Apps for Education and/or Chrome.

Course Objectives:

Upon completion of this course, the student will be able to:

1. demonstrate understanding of the use and integration of video resources into the curriculum, and the role they play in the teaching/learning process
2. determine appropriateness of educational video resources for their respective student populations (understanding differentiation) as well as for personal and professional use
3. develop and apply educational video resources into the curriculum and design learning activities for students (both as a teaching tool and as an assessment tool).
4. apply critical thinking and problem-solving skills in developing video enhanced lessons

Orientation: Introductions and Share (What do I hope to get out of this course?)

Session 1: The “Tubes”

Objective: Learn how to use YouTube for Education, TeacherTube and other video resources in your teaching.

Session 2: Flipping Your Classroom

Objective: In addition to learning about the ‘flipped classroom’ model and pedagogy, you will also learn how to create your own videos with a few web based screencasting tools.

Session 3: Assessment

Objective: Experience tools like EdPuzzle and Playposit that allow you to take existing video and insert questions to prompts along the way.

Session 4: Demonstrating Understanding

Objective: Learn ways that students can create their own video(s) to demonstrate understanding using the same (or similar) screencasting tools you experienced in Session 2.

Standards:

K-2.DTC.b.1: Collaboratively use digital tools and media resources to communicate key ideas and details in a way that informs, persuades, and/or entertains.

K-2.DTC.b.2: Use a variety of digital tools to exchange information and feedback with teachers.

K-2.DTC.b.3

Use a variety of digital tools to present information to others.

3-5.DTC.b.1: Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.

3-5.DTC.b.2: Collaborate through online digital tools under teacher supervision.

3-5.DTC.c.5: Create an artifact that answers a research question and clearly communicates thoughts and ideas.

6-8.DTC.a.4: Individually and collaboratively, use advanced tools to design and create online content (e.g., digital portfolio, multimedia, blog, webpage).

6-8.DTC.b.1: Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.

6-8.DTC.c.4: Create an artifact, individually and collaboratively, that answers a research question and communicates results and conclusions.

9-12.DTC.a.1: Use digital tools to design and develop a significant digital artifact (e.g., multipage website, online portfolio, simulation).

9-12.DTC.a.2: Select digital tools or resources based on their efficiency and effectiveness to use for a project or assignment, and justify the selection.

9-12.DTC.c.5

Create an artifact that answers a research question, communicates results and conclusions, and cites sources.

Final Assignment:

Choose from one of the tools experienced in this course and design a lesson that incorporates video for your students.

Course Requirements:

This collaborative online learning experience is arranged in modules. Participants are expected to complete all readings and assignments, as well as post reflections in the online discussions. Postings should be made early in each Module to foster deep and ongoing conversation. Rubrics for the Discussion forums and the final projects are provided. You must also have access to the Internet and/or chosen application(s) for the final project lesson plan and must complete assignments by their due dates. Final assignment is due within two weeks after the final class session.

This course, including all course materials and discussion forums will be delivered via the Blackboard learning platform. Students are expected to have a basic knowledge of how to use a Web browser (Firefox, Safari, Internet Explorer, for example), navigate a computer system (saving files, attaching files), and a fundamental knowledge of basic applications such as word processing.

Grading: It is expected that you comply with the Course Expectations and Rubrics. You must participate and complete activities as outlined in each module.

Grading will be based on the projects and activities completed, active and timely participation in classroom discussions and activities, and demonstration understanding of class material.

| | |
|--|-----|
| Welcome/Introductions Forum | 10% |
| Discussion Forum Contributions | 30% |
| • Reflection/comprehension of readings | |
| Discussion Forum Contributions | 30% |
| • Responses to others | |
| Final Assignment: | 30% |

Online Discussion Rubric:

| <i>Category</i> | <i>Exceeding</i> | <i>Meeting</i> | <i>Approaching</i> | <i>Not Meeting</i> |
|---|---|--|--|---|
| Participation in Discussion | Consistently responds to postings early in the session; demonstrates good self initiative | Responds to most postings midway through session; requires occasional prompting to post | Responds to most postings toward the end of the session, after initial discussion; limited initiative | Does not respond to most postings; rarely participates freely |
| Relevance of Post | Consistently posts topics related to discussion topic; cites additional references related to topic | Frequently posts topics that are related to discussion content; prompts further discussion of topic | Occasionally posts off topic; most posts are short in length and offer no further insight into the topic | Posts topics which do not relate to the discussion content; makes short or irrelevant remarks |
| Contribution to the Learning Community | Aware of need of community; frequently attempts to motivate the group discussion; presents creative approaches to topic | Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely | Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group | Does not make effort to participate in learning community as it develops; seems indifferent |

About the Instructor:

Donna Criswell has been an Instructional Technology Specialist for many years, most recently for the Sudbury K-8 district. Donna believes that putting the tools into the hands of both teachers AND students, letting them learn through play, is key to ensuring successful and seamless integration and adoption. Donna has presented at numerous conferences throughout the area. She provides professional development for the EDCO Collaborative and Framingham State University. She was invited to participate in Intel's "Teach for America", Teach Advanced Online seminar in the UK in 2012 and was a teacher leader for the Massachusetts New Literacies Institute in 2010 and 2011.

Academic Honesty Policy:

"Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work."