Course Overview
In this course, you will explore the pedagogical approach of flipped learning. You will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, you will learn how to obtain buy-in from stakeholders, thus ensuring your implementation is successful. In the end, you will discover ways to combine flipped learning with other strategies to take your flipped classroom to another level.

As you take this course, you will:
- Listen to experts.
- Watch real classroom learning.
- Read research and best practice.
- Access an application toolkit that provides resources, lesson plans, and graphic organizers.

Biographies:

Jon Bergmann

Jon Bergmann is the Chief Learning Officer of FlippedClass.com. He and Aaron Sams have written two books: *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012) and *Flipped Learning: Gateway to Student Engagement* (2014). They are considered to be the pioneers of flipped learning. He is a founding board member and the treasurer of the Flipped Learning Network™, the only not-for-profit organization run by and for flipped educators. Mr. Bergmann hosts the radio show “The Flip Side”, and he has presented at numerous events and trained educators and corporate leaders throughout the world.

Mr. Bergmann has been a middle school math and science teacher, a high school science teacher, and a technology integration specialist in Colorado and Illinois for 27 years. He serves on the advisory board of TED-Ed. He received the Presidential Award for Excellence in Mathematics and Science Teaching in 2002 and was named a semi-finalist for the Colorado Teacher of the Year award in 2010. He holds a bachelor's degree in science education from Oregon State University and a master's degree in instructional technology from the University of Colorado at Denver.
Aaron Sams

Aaron Sams is the founder of Sams Learning Designs, LLC, Turn About Learning, LLC, and The Flipped Learning Network™. He has been an educator since 2000 and is currently the Director of Digital Learning at the Reformed Presbyterian Theological Seminary in Pittsburgh, PA and Adjunct Lecturer at Saint Vincent College in Latrobe, PA. He taught Chemistry and AP Chemistry at Woodland Park High School in Woodland Park, Colorado and at Los Altos High School in Hacienda Heights, CA. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching. Aaron recently served as co-chair of the Colorado State Science Standards Revision Committee and serves as an advisor to TED-Ed. Aaron is co-author of *Flip Your Classroom: Reach Every Student in Every Class Every Day* and *Flipped Learning: Gateway to Student Engagement*. He frequently speaks and conducts workshops on educational uses of screencasts and The Flipped Classroom concept. He believes strongly in inquiry and in student centered learning environments in which students are encouraged to learn and demonstrate their understanding in ways that are meaningful to them. Aaron brings a unique educational perspective to any audience with experience in public, private, and home schools in face-to-face, online, and blended learning environments. He is a lifelong learner, reader, maker, and explorer. He can often be found making beer, roasting coffee, or figuring out a way to control either process with his computer and a voided warranty. He holds a B.S. in Biochemistry and an M.A.Ed. both from Biola University.

**Learning Objectives**

In this course, you will learn:

1. How to research from a variety of educational frameworks that inform and provide a strong rationale for flipped learning.

2. Examples of strategies and tools for planning for the flipped classroom.

3. Examples from actual classrooms of a day in the life in a flipped classroom as well as from different subject and grade-level classrooms.

4. Next steps for going deeper with flipped learning strategies in your classroom in a variety of ways, for example, using flipped project-based learning and flipped peer instruction.

**Course Outcomes**

By the end of this course, you will have acquired the skills to:

1. Prepare stakeholders such as students and parents for points of resistance and provide evidence and examples of how flipped learning will increase benefits to learning.

2. Plan and organize a lesson and unit to incorporate the principles and practical strategies of flipped learning, including formative assessment, questioning strategies, and flipped mastery.

3. Create your own content in the form of video and find additional resources as needed to enhance the students’ skills.

4. Troubleshoot specific issues as they develop when trying flipped learning in your own classroom.
Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen.

At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics, which are available to print or download.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Pre and Post surveys
- Mid-course Project and Final Capstone Project

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)
Total grade for the course is a culmination of performance grades

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Percentage of Course Credit
Course grade is determined by the following:

- Reflections 15%
- Checks for understanding 25%
- Mid-course Project 25%
- Final Capstone project 35%

To support professional development standards, participants should take the learning beyond the course to implement in practice. Resources are provided to bridge learning to practice. In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.
# Checks for Understanding and Reflection Rubric

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Underdeveloped (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks for understanding</td>
<td>65% or below</td>
<td>66-79%</td>
<td>80-89%</td>
<td>90-100%</td>
</tr>
<tr>
<td>Reflection Question</td>
<td>Participant has included little to no content indicating consideration and comprehension of course content.</td>
<td>Participant has included little that indicates consideration and comprehension of course content.</td>
<td>Participant has included appropriate content from the course content.</td>
<td>Participant has provided rich detail and supporting examples from the course content.</td>
</tr>
<tr>
<td></td>
<td>Participant has not addressed the questions posed.</td>
<td>Participant has answered most questions directly but some too briefly.</td>
<td>Participant has made thoughtful comments in direct response to the prompts.</td>
<td>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</td>
</tr>
<tr>
<td></td>
<td>Participant has copied from the course transcript without synthesis or analysis.</td>
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</tbody>
</table>
Course Calendar

Unit 1: What is Flipped Learning?

Objectives
In this unit, you will receive an introduction to the course, an orientation to flipped learning, as well as the educational frameworks that inform and provide a rationale for flipped learning.

Outcomes
By the end of this unit, you will be able to describe flipped learning and how it is influenced by the frameworks of Universal Design for Learning and Bloom’s Taxonomy.

Readings:

Unit 2: Planning and Implementing a Unit in the Flipped Learning Classroom

Objectives
In this unit, you will explore the principles and practical strategies needed in order to make a successful flipped learning unit and lesson plan.

Outcomes
By the end of this unit, you will be able to plan and organize both a unit and lesson that incorporate the principles and practical strategies of flipped learning.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Unit 3: Assessment in the Flipped Learning Classroom

Objectives
In this unit, you will discuss how both formative and summative assessments shape student learning in a flipped classroom. You will also learn how flipped learning is utilized in different content areas.
Outcomes
By the end of this unit, you will know how to ensure learning has taken place by utilizing formative and summative assessments.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

### Unit 4: Video Creation Process

Objectives
In this unit, you will explore strategies that will enable you to create homework videos.

Outcomes
By the end of this unit, you will be able to create simple to complex homework videos to utilize in your flipped lessons.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:


### Unit 5: Preparing Others for the Flipped Classroom

Objectives
In this unit, you will learn ways to obtain buy-in for flipped learning from school administration, students, and parents.

Outcomes
By the end of this unit, you will be able to provide examples to stakeholders of how flipped learning engages students and impacts student achievement.
Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:


Unit 6: Troubleshooting

Objectives
In this unit, you will learn how to address issues such as access to technology and student engagement in your flipped classroom.

Outcomes
By the end of this unit, you will know how to ensure student buy-in for all aspects of flipped learning.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

Bergmann, Jon & Sams, Aaron. (2014). Help! My students didn’t watch the video. Unpublished manuscript

Unit 7: Going Deeper: Moving from the Flipped Class to Flipped Learning

Objectives
In this unit, you will learn ways to take your flipped class to the next level by combining flipped learning with other educational techniques/strategies.

Outcomes
By the end of this unit, you will be able to incorporate new strategies to enhance your flipped class.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:


Assessments

THE FLIPPED CLASSROOM: PERSONALIZING THE CLASSROOM TO REACH EACH STUDENT EVERY DAY

MID-COURSE PROJECT

The purpose of this project is to demonstrate your understanding of lesson planning for the flipped classroom. To complete this project, you will design a standards-aligned lesson, with video, for a class of your choice. Please note, the video will not be filmed; you will only create the storyboard for the video. The lesson must incorporate both Bloom’s Taxonomy and Universal Design for Learning frameworks. Once both the lesson plan and storyboard are completed, you will write a reflection on the process of creating the lesson and storyboard.

Please note that you will receive feedback on your work and be evaluated against the project rubric.

Create a standards-aligned lesson with a storyboard for the homework video:
• The lesson’s objectives must reflect Bloom’s Taxonomy. Pay particular attention to when the lower-level and higher-level domains are utilized.
• The lesson must reflect the principles of Universal Design for Learning. Identify and label where two to three principles are used.
• The video must follow the guidelines outlined in Guidelines for Creating Digital Content.
• The video must include one way to assess student learning either pre, during, or post video.

Evaluate your video: In creating the storyboard for the video, be mindful of the following:
• Video length
• Content delivery
• Student-video interaction
• Assessment(s) within the video

Write a reflection on the process of creating the lesson and video storyboard that is at least two pages.
When writing your reflection, ask yourself the following question - did your lesson planning process change when planning for a flipped classroom? Specifically, in creating the lesson and storyboard, how did you:
• Determine which domains in Bloom’s Taxonomy to use?
• Determine which principles of Universal Design for Learning to use?
• Determine when to use direct instruction?
• Determine when to use group or individual work?
• Determine the content to include in the video?

After reviewing the video storyboard:
• What are your initial thoughts?
• What challenges did you face in creating the storyboard?
• What were two strengths and two weaknesses of your video?
• How will you improve when moving into video production?

When you’ve completed your Mid-course Project, upload your lesson plan, teacher-made video evaluation, and the reflection paper to the evidence tab in the eClassroom.
Universal Design for Learning

Universal Design for Learning (UDL) is a research-based framework for designing curricula that supports all students.

The UDL framework is based on developmental science, education research, and neuroscience that shows each brain processes information differently. UDL provides specific guidelines based on the three principles to create flexible instructional goals, methods, materials and assessments that work for all students.


Multiple Means of Representation

The "what" of learning that encourages educators to activate student’s prior learning through pre-teaching and/or making explicit cross-curricular connections. Educators guide students in their processing of information through providing different ways to learn content, teaching content in "chunks", and/or progressively releasing information.

Multiple Means of Engagement

The "why" of learning that encourages educators to increase students' engagements levels through providing them with a variety of ways to complete tasks and opportunities to design meaningful tasks on their own. Educators can also increase engagement by creating lessons that personally resonate with students' backgrounds, providing tasks that encourage participation and exploration, and/or allow students to use their imagination in their learning.

Multiple Means of Action and Expression

The "how" of learning that encourages educators to provide students with concrete ways of structuring their learning through the use of planning protocols, identification of short-term goals, and/or demonstrating problem solving through think-alouds. This is also done by helping students review and recognize what they know through questioning, highlighting students' progress, and/or allowing students to demonstrate their learning in a variety of ways.
Bloom's Taxonomy

A tool used by educators to inform their lesson design. It places educational goals into categories ranging from low-level thinking skills to high-level thinking skills. With flipped learning, the lower level categories are addressed by the video students watch for homework. By doing this at home, it enables the teacher to engage students in higher level thinking skills during class where the teacher can provide assistance as needed.

The terms are defined as:

- **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying**: Carrying out or using a procedure through executing, or implementing.
- **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
- **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001, pp. 67-68)
<table>
<thead>
<tr>
<th>Project Component</th>
<th>Underdeveloped (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frameworks Integration</td>
<td>Lacks incorporation of the two frameworks.</td>
<td>Incorporates multiple elements of at least one of the frameworks.</td>
<td>Incorporates both of the frameworks.</td>
<td>Incorporates both of the frameworks in detail. Recognized framework and used in a pedagogically appropriate way.</td>
<td></td>
</tr>
<tr>
<td>Quality of Lesson Plan</td>
<td>Lacks inclusion of standards or objectives. Students are not assessed.</td>
<td>Includes standards and objectives; however the assessment loosely measures the objectives. Assesses students in one way.</td>
<td>Includes standards and objectives. Assesses students in two ways and both measure the objectives.</td>
<td>Includes standards and objectives. Assesses students against the objectives. Assesses students in clear, concise, detailed, and well-thought out way.</td>
<td></td>
</tr>
<tr>
<td>Reflection on Process</td>
<td>Provides a narrow reflection of their lesson plan and storyboard creation. Does not address prompts.</td>
<td>Provides a brief reflection on their thinking process and challenges of their lesson plan and storyboard creation. Addresses three prompts.</td>
<td>Provides a reflection on their thinking process and challenges of their lesson plan and storyboard creation. Addresses all prompts.</td>
<td>Provides a comprehensive reflection on their thinking process and challenges of their lesson plan and storyboard creation. Addresses in depth all prompts, providing anecdotal evidence and next steps.</td>
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**Mid-Course Project Performance Summary**

**Total Score**  
______/5

**Qualitative feedback:**
THE FLIPPED CLASSROOM: PERSONALIZING THE CLASSROOM TO REACH EACH STUDENT EVERY DAY

FINAL CAPSTONE PROJECT

The purpose of this project is to apply the flipped learning pillars to a practical classroom setting. To that end, each course participant will create a unit plan that incorporates flipped learning principles, aligns to state standards and reflects both the Universal Design for Learning and Bloom's Taxonomy frameworks. For your convenience, a brief explanation of each framework is provided at the end of this section. Participants will also write a reflection paper detailing the process of creating the unit plan, as well as next steps to take in the classroom with flipped learning.

Please note that you will receive feedback on your work and be evaluated against the project rubric.

Create a standards-aligned unit using the flipped learning pillars. The unit should include a video and plan for assessing students using both formative and summative strategies. Specifically, the unit plan will include:

- Five lessons with measurable objectives. The following three must be included:
  - A lesson introducing students to flipped learning.
  - A lesson featuring differentiation of groups for classroom activities.
  - A lesson featuring questioning strategies.
- Student engagement strategies.
- Access to technology strategies.
- An assessment plan that utilizes:
  - Formative assessments, i.e. questioning, video-embedded checks, exit slips.
  - A summative assessment.
- A link to a self-created YouTube video that follows the following media guidelines (checklist provided below):
  - Objectives are clearly stated.
  - Content is clear and concise.
  - Presentation style is engaging.
  - Audio is clear and levels even.
  - Video is interactive.
  - Copyright is honored.
  - Video is uploaded to hosting site.
  - Video is shared appropriately.

Reflect on the process of creating the flipped learning unit in a paper that is a minimum of three pages.

Explain how you will:

- Create student buy-in.
- Determine the content to include in the videos.
- Determine when to use direct instruction.
- Determine questioning strategies.
- Personalize student learning.
- Determine when to use group or individual work.

Additionally, address next steps with flipped learning:
If you were to choose a strategy for deepening your approach to flipped learning, which modality would you choose and how would you use it in your classroom? (Flipped Mastery, Peer Instruction, Gamification, Genius Hour)

When you've completed your Final Capstone Project, upload your flipped learning unit plan and self-reflection paper to the evidence tab in the eClassroom.

**Universal Design for Learning**

Universal Design for Learning (UDL) is a research-based framework for designing curricula that supports all students.

The UDL framework is based on developmental science, education research, and neuroscience that shows each brain processes information differently. UDL provides specific guidelines based on the three principles to create flexible instructional goals, methods, materials and assessments that work for all students.


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**Final Capstone Project Evaluation:**

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<thead>
<tr>
<th>Project Component</th>
<th>Underdeveloped (1)</th>
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<th>Proficient (3)</th>
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<th>Score</th>
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<tbody>
<tr>
<td>Unit Frameworks Integration</td>
<td>Lacks incorporation of the two frameworks.</td>
<td>Incorporates multiple elements of at least one of the frameworks.</td>
<td>Incorporates both of the frameworks in detail.</td>
<td>Incorporates both of the frameworks in detail. Recognized frameworks and used in a pedagogically appropriate way.</td>
<td></td>
</tr>
<tr>
<td>(25%)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quality of Unit Design</td>
<td>Lacks standards, objectives, or assessment opportunities. Lacks differentiation pathways. Provides fewer than two ways to assess students.</td>
<td>Includes standards, objectives, and assessment opportunities; however, assessments loosely measure the objectives and standards. Provides one differentiation pathway and two ways to assess students.</td>
<td>Includes standards, objectives, and assessment opportunities. Measures the objectives and standards in assessments. Provides two differentiation pathways and multiple ways to assess students per lesson.</td>
<td>Includes standards, objectives, and assessment opportunities. Measures the objectives and standards in assessments. Provides two differentiation pathways and multiple ways to assess the students per lesson. Includes clear, concise, detailed, and well-thought out pathways and assessments.</td>
<td></td>
</tr>
<tr>
<td>(25%)</td>
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<td></td>
</tr>
<tr>
<td>Reflection on Process</td>
<td>Provides a narrow reflection of the unit plan creation. Addresses fewer than three prompts.</td>
<td>Provides a brief reflection on the participant's thinking process and challenges of the unit plan creation. Addresses three prompts.</td>
<td>Provides a complete reflection on participant's thinking process and challenges of the unit plan creation. Addresses all prompts.</td>
<td>Provides a comprehensive reflection on the participant’s thinking process and challenges of the unit plan creation. Addresses in depth all prompts, providing anecdotal evidence and next steps.</td>
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<tr>
<td>(25%)</td>
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<tr>
<td>Video</td>
<td>Meets fewer than four of the guidelines.</td>
<td>Meets at least four of the guidelines.</td>
<td>Meets at least six of the guidelines.</td>
<td>Meets all of the suggested eight video creation guidelines.</td>
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<tr>
<td>(25%)</td>
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**Final Capstone Project Performance Summary**

Total Score  

Qualitative feedback:
<table>
<thead>
<tr>
<th>Video Guide</th>
<th>Details</th>
<th>Complete?</th>
</tr>
</thead>
</table>
| **Objectives Are Stated** | **Introduce Yourself**  
  • Look at the camera while doing this.  
**Introduce the Lesson**  
  • Introduce the concept/topic of the lesson: “Today we’re going to be talking about improper fractions.”  
**Introduce the Objectives of the Lesson**  
  • “The objectives for this lesson are: ...”  
  • State the objectives in terms that your students will understand. | | |
| **Content Is Clear and Concise** | **Speak Clearly**  
  • Speak in a clear voice at a good pace - not too slow and not too fast.  
  • Use voice inflections.  
  • Avoid speaking in a monotone.  
**Be Careful**  
  • Check for spelling errors.  
  • Work through the problems.  
  • Double check answers and have them written down in front of you during your recording. | | |
| **Presentation Style Is Engaging** | **Be Creative**  
  • Create an interesting and interactive presentation.  
  • Use images that will keep students interested and will reinforce your content. Insert pictures, clip art and video alongside text to create a balanced presentation.  
  • Annotations help to focus viewer attention at certain parts of your video. | | |
| **Audio Is Clear and Levels Even** | **Check Audio Settings**  
  • For best results, use an external microphone to capture your voice (headset or USB mics).  
  • Make sure that the external microphone is selected as the input device.  
  • Check the sound levels in your computer settings.  
  • Place the microphone so that it picks up your recording voice but is not directly in front of your mouth (to avoid popping sounds). | | |
| **Video Is Interactive** | **Keep Students Engaged**  
  • Build in work time for the students at home. “Now pause the video and complete this problem. We will check your answer when you are finished.”  
  • Have the students interact with the content every few minutes by using:  
    o Prompts for taking notes.  
    o Completing practice problems.  
    o Answering questions.  
    o Pausing/rewinding the video.  
    o Clicking on interactive components embedded in the video. | | |
| **Honor Copyright** | **Honor Copyright**  
  • Use only content that you have the right to use.  
  • If possible, create original problems.  
  • At the end of your presentation, create a copyright page for any material used in the presentation that you did not create. | | |
| **Video Is Uploaded to Hosting Site** | **Upload Video**  
  • Make sure that your completed video is uploaded properly to your hosting site.  
  • Use a Wi-Fi connection (instead of a data plan) if you are on a mobile device.  
  • Verify completion of upload. | | |
| **Video Is Shared Appropriately** | **Share Appropriately**  
  • Once your video is uploaded to your hosting site, apply the appropriate share settings so that your audience is able to access your content without any surprises.  
  • If you want your audience to be able to view your video without signing into any service, your share settings should be set to “public”. | | |