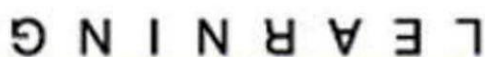


How to
FLIP
Your Classroom



FLIP

THE EVOLUTION OF TECHNOLOGY IN SCHOOLS

Educational capabilities are growing and changing with each passing day as a result of technological innovations.

1860

One-room School Houses fir The Blackboard

A single teacher taught academic basics to several grade levels of primary-age children.



1920

Radio

On-air classes became available for any student.



1930

Overhead Projector

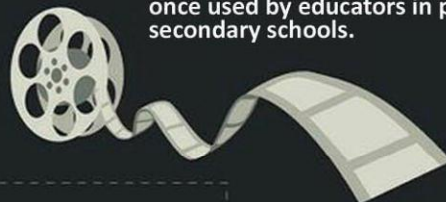
Used to display images in the classroom.



1940-1980

Filmstrips

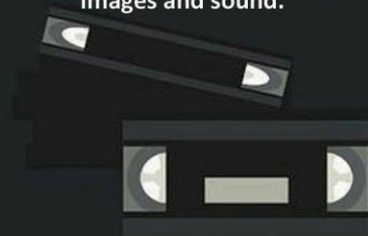
Still image instructional multimedia, once used by educators in primary and secondary schools.



1951

Videotapes

Magnetic tapes were used to store motion images and sound.



1954

B.F. Skinner's Teaching Machine

Its aim was to improve teaching methods for spelling, math, and other school subjects by using a mechanical device.



1959

Photocopier

Making paper copies of documents and pictures.



1960

Whiteboards

The replacement of blackboards with whiteboards started in the early 60's.



1964

BASIC Programming Language

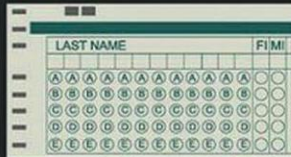
John G. Kemeny and Thomas E. Kurtz wanted designed the BASIC programming language to enable students to use computers.



1972

Scantrons

Scantron sheets were testing aids that turn exams into multiple guess puzzles using the method of data acquisition.



1972

Handheld Calculator

Used by students for quick mathematical calculations.

1975

Apple 1

Apple Inc began donating Apple 1 model desktop PCs to schools.



1981

First Portable Computer

IBM introduced its first personal computer weighing 24 pounds.



1982

BBC Micro

BBC Micro was used in the creation of student's own programs.



1990

World Wide Web

The world wide web became available to students in schools.



1993

Personal Digital Assistants (PDAs)

A mobile device that functions as a personal information manager.



2002

Moodle LMS

Moodle is the largest open-source learning management platform in the world, used both for education and business.

moodle



2003

Social Media

MySpace was introduced first with Facebook and Twitter following. Many schools are restricting access to social media, while others have embraced them.

2010

iPads and Tablets

The popular tablet allowed pupils to record high quality videos and podcasts, improve research on the Internet, create great reports, presentations and many other things.



2012

Raspberry Pi

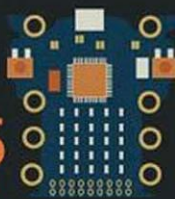
The pocket-sized computers are promoting the teaching of basic computer science in the classroom.



2015

BBC micro:bit

The ARM-based embedded system is used in computer education to encourage pupils to get involved in writing software.



Future Prediction

Virtual Reality and Learning

This could combine the best aspects of both real-world classrooms and distance e-learning into a single virtual learning management system.



The history of classroom technology

1890

Chalkboard

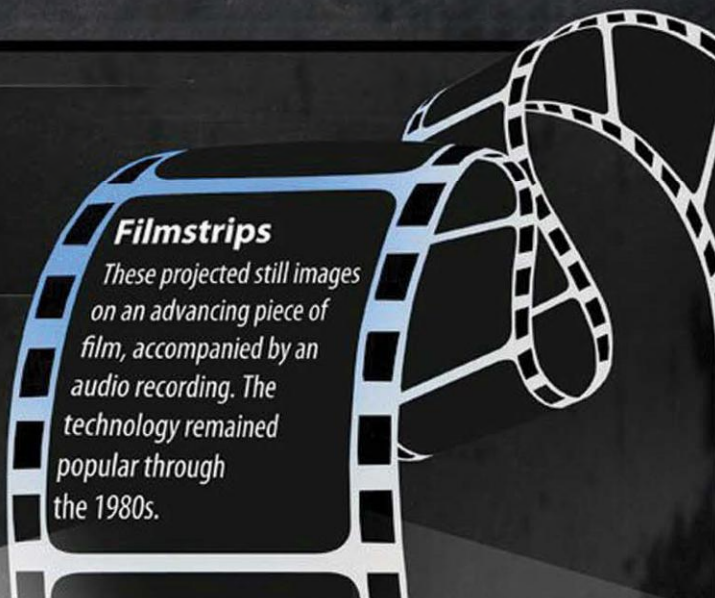
A teaching staple since the 19th century, it allowed teachers to share information with the whole classroom, though they had to erase it and start over when they ran out of space.



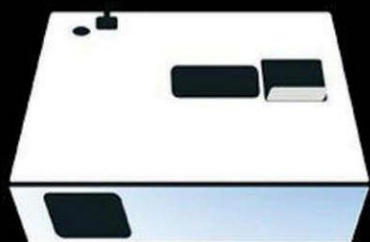
1925

Filmstrips

These projected still images on an advancing piece of film, accompanied by an audio recording. The technology remained popular through the 1980s.



1957



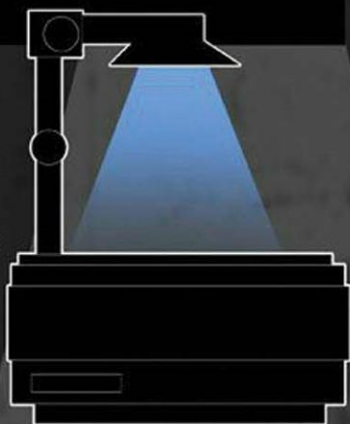
B.F. Skinner teaching machine

This type of machine issued standardized questions and dispensed a candy reward for the correct answer.

1960

Overhead projector

Used by the U.S. military in World War II, this improvement on the chalkboard allowed instructors to use reusable printed transparencies and notes written with pen while facing the audience.



1970



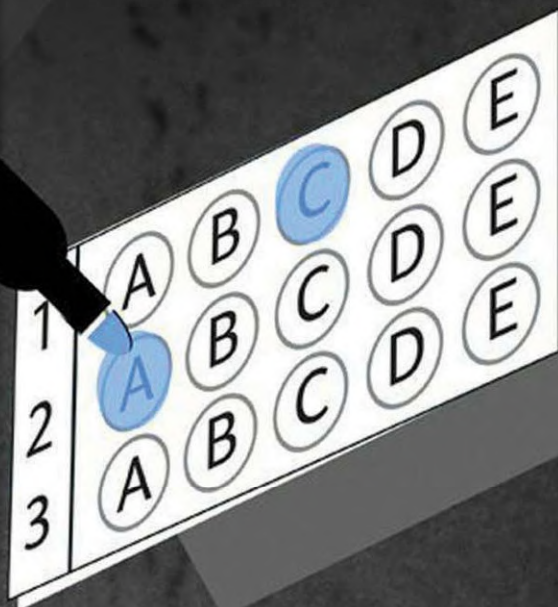
Educational programming

The establishment of the Public Broadcasting System (PBS) in 1970 brought educational TV programs like "Sesame Street" and "Mister Rogers' Neighborhood" into classrooms and homes.

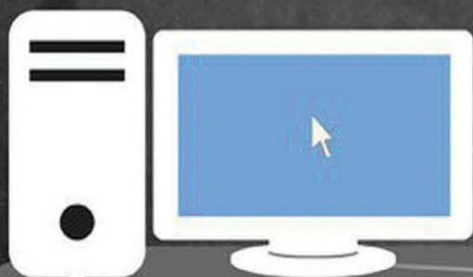
1972

Scantrons

Scantrons used machine imaging technology to "read" multiple-choice answer sheets filled in with No. 2 pencils, saving teachers grading time.



1977



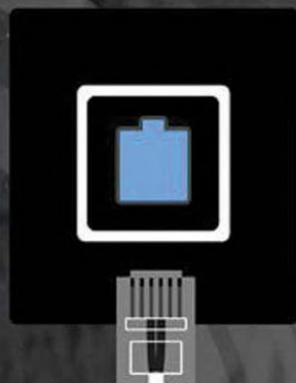
Desktop computers

With the advent of the Apple II in 1977 and other personal computers in the 1980s, a generation of kids learned math and geography from computer games like "The Oregon Trail" and "Where in the World Is Carmen Sandiego?"

1996

Internet

Once an obscure computer network used mostly by academics and NASA physicists, the Web gained wider acceptance in homes and schools by the mid-1990s – and teachers soon realized its vast educational potential.



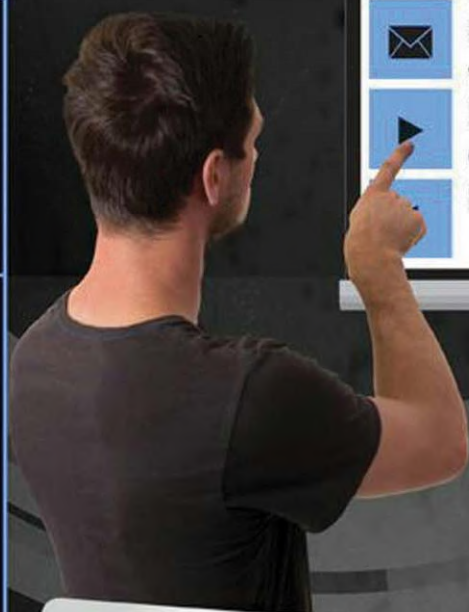
1999



Interactive whiteboards



These blend handwritten class notes with interactive technology. Early versions were wired to desktop computers, while the latest models can connect with mobile devices like smartphones and tablets and be projected onto any surface.



2004



YouTube™

Educators have used this Internet staple since the mid-2000s to upload and share free instructional videos, including the popular Khan Academy tutorials, with classrooms worldwide.



2005

Audience-response devices

The iClicker of 2005 allowed instructors to poll students on multiple-choice questions during lectures and get results back in real time.



2007-10

Smartphones and tablets

Mobile devices give students and teachers more capability in the palm of their hands than astronauts took to the moon 40 years ago.

Today

Interactive mobile apps

There are a multitude of educational apps that can be used for teaching and learning anytime, anywhere for all levels.

The art of bite-sized learning

- Even though the human memory is a wonderful thing, it can also be rather frustrating at the best of times too. But in many respects, this is because of the way it has been taught or trained to remember pieces of information.
- In their paper *The "Change-up" in Lectures*, Joan Middendorf and Alan Kalish observed a polarity between the way lectures were being taught and how students learnt.
- "Research tells us that the traditional lecture does not match what current cognitive science tells us of how humans learn," they noted. "Research tells us that the brain does not record information like a videocassette recorder. Instead, it handles the volume of information by reducing it into meaningful chunks, that we call categories."
- So, it doesn't matter whether students receive a 60-minute university lecture or an 8-hour corporate training session, new information and skills won't be cemented in their memories unless it is broken down into easily consumable chunks.
- Nonetheless, being concise enough to break down often intricate or elaborate learning materials into bite-sized periods of time is only one side of the coin. Students need a platform to execute their newfound knowledge; otherwise the classroom remains a passive learning environment.

The art of bite-sized learning

- "Once a concept has been introduced, students need an opportunity to practice thinking in terms of that concept," say Middendorf and Kalish. "Right in a lecture class, you can ask students to generate their own example of the concept, summarize it, write an exam question for it, or explain it to someone else."
- "This approach works with the mind's natural processes, and thus improves learning compared to traditional lecture."
- "A large body of literature tells us that when the goal is to foster higher levels of cognitive or affective learning, teaching methods which encourage student activity and involvement are preferable to more passive methods," cite Middendorf and Kalish.
- Therefore, give students consumable chunks of teaching with opportunities to demonstrate their new knowledge in an interactive way afterwards, and you will have achieved the art of bite-sized learning

NUMBERS DON'T LIE

Why Bite-Sized Learning is Better for Your Learners



Microlearning makes the transfer of learning **17%** more efficient



8 out of 10 L&D professionals favor microlearning because their learners prefer it



Microlearning creates **50%** more engagement



Learning in stretches of **3-7** minutes matches the working memory capacity



Microlearning courses can be produced in **300%** percent less time and at **50%** less cost than traditional courses





What is Flipped Learning?

While often defined simplistically as "school work at home and home work at school," Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms.

To counter some of the misconceptions about this term, the governing board and key leaders of the Flipped Learning Network (FLN), all experienced Flipped Educators, have composed a formal definition of "Flipped Learning." Explicitly defining the term may dispel some of the myths repeatedly promulgated by teachers, the media, and researchers.

These Flipped Learning leaders also distinguish between a Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes, by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice.

Definition of Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.



The Four Pillars of F-L-I-P™

F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

F.1	<input type="checkbox"/> I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
F.2	<input type="checkbox"/> I continually observe and monitor students to make adjustments as appropriate.
F.3	<input type="checkbox"/> I provide students with different ways to learn content and demonstrate mastery.

L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

L.1	<input type="checkbox"/> I give students opportunities to engage in meaningful activities without the teacher being central
L.2	<input type="checkbox"/> I scaffold these activities and make them accessible to all students through differentiation and feedback

The Four Pillars of F-L-I-P™

I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

I.1	<input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access on their own
I.2	<input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students.
I.3	<input type="checkbox"/> I different to make content accessible and relevant to all students.

P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take an less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

P.1	<input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed.
P.2	<input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recalling data to inform future instruction.
P.3	<input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice.

Tips for Creating Digital Content for Flipped Learning

- The perennially popular technique of screencasting
- Narrating over PowerPoint
- The low-tech FIZZ method
- The web app mysimpleshow
- The high tech (but probably not as challenging as you might think) approach of using a light board
- The use of Blendspace as a tool for assembling digital content for flipped or blended lessons
- The rather unique approach of using Adobe Connect
- The powerful ed.ted.com platform
- In our last post, we discussed the use of the Learning Management or Course Management system as a vehicle for flipped or blended lessons

Some Useful Video URLs for Creating Digital Content

<https://youtu.be/GuA8fPCHu9c>
<https://youtu.be/HzgBkc2RMw8>
https://youtu.be/TPPbAcY9s-M?list=PLVj5ks82injBgAct6_iWCgOx3PetmifMA
https://youtu.be/518vDCWnG9s?list=PLVj5ks82injBgAct6_iWCgOx3PetmifMA
<http://www.bbc.com/news/business-38530245>

The 6-Step Guide To **FLIPPING YOUR CLASSROOM**

It's one of the biggest trends in education.
Here are some simple steps you can take to
get started with the big flip!



The 6-Step Guide To **FLIPPING YOUR CLASSROOM**

Its one of the biggest trends in education. Here are some simple steps you can take to get started with the big flip!

CHANGE

Now that your students have viewed your lesson, they're prepared to actually go more in-depth than ever before.

4

GROUP

An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.

5

$$3+1=4$$

REGROUP

Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

6

NOW



REVIEW

Go over what worked with this flipped lesson.

REVISE

Change what didn't work so and well.



REPEAT

Do it again! The more refining and revising, the better!

4 signs you have a real flipped classroom



You've recorded your lectures. your students can learn from them at home. But that's only the first step on the path to a flipped classroom. The magic, starts when. you use that extra class time for deep learning. Here are four telltale signs you're doing it right.

1.



Students get hands-on.

The best use for your newfound class time? Project-based learning! When students get hands-on, they're more likely to enjoy and retain what they learn.

2.



You like each other

More class time means more time to build meaningful relationships. Talk to students about what they're into and ask for their input on classroom rules.

3.



It's all about them.

Personalize learning activities to fit students' diverse learning styles. Let them do a hands-on demonstration instead of an essay, for example.

4.



They're passionate about what they're learning.

For students to deeply understand content, they need to care about it. Let them choose project topics while you guide the application, analysis and creativity.

How to flip a classroom



EMPOWER the student

- Create a student-centered learning environment
- Turn the teacher into a learning guide

60% of students say they like to use technology in their learning process.



USE TECHNOLOGY

to allow easy access to learning materials anytime & anywhere

Video lectures, online studies/reading materials, audio and video resources

In one study where **200** teachers had flipped their classes, **85%** saw an increase in grades.



EVALUATE learning outcomes regularly, and adapt exercises to students' needs

Learning analytics provide insight into areas where students lack knowledge/skills and allow teachers to adjust accordingly

A case study reports that **95%** of students believe video lectures enhance their learning.



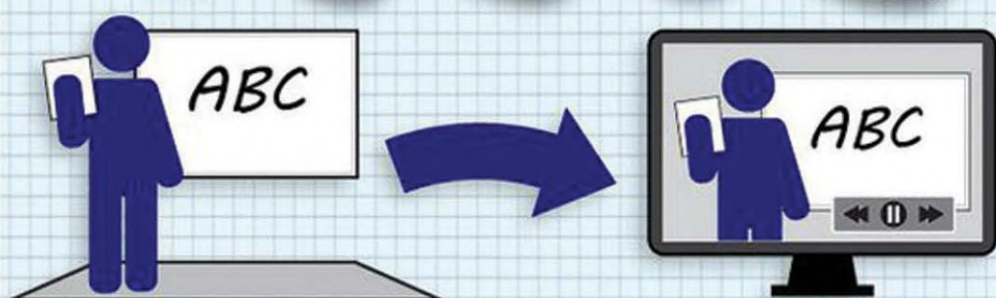
CREATE LEARNING COMMUNITIES where constructive criticism is valued

Teachers exchange educational ideas with peers to create better learning environments

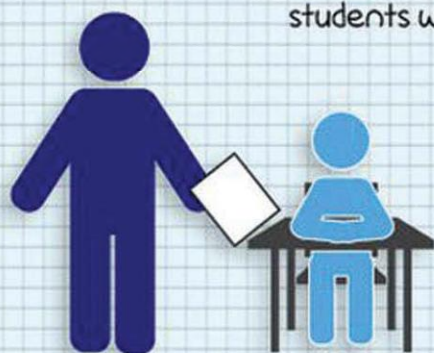
69% of students and **73%** of academic staff already use digital content in their classes.

60% of teachers who have flipped their classrooms believe online learning increases student motivation.

What is a "FLIPPED CLASSROOM?"



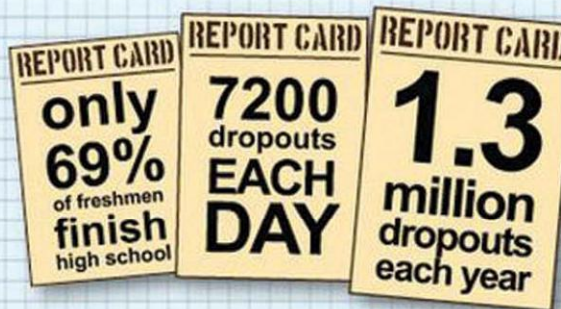
Flipping the lecture from "in class" to a video format that students watch at home on their own time.



EVERY DAY in class...

teachers engage students with activities, workshops, labs, and
INDIVIDUAL ATTENTION.

Why do we need a new strategy for the classroom?



RESULTS:



- better STUDENT / TEACHER INTERACTION
- better KNOWLEDGE RETENTION
- improved TEST SCORES
- absent students CAN CATCH UP easier
- INSTRUCTIONAL CONTENT AVAILABLE 24/7
- improved STUDENT ENGAGEMENT
- a PERSONALIZED EDUCATION for each student

A+

Advanced students can move ahead rapidly and avoid boredom.

C

Challenged students can receive specific engagement and tutoring.



What is a "FLIPPED CLASSROOM?"



How Teachers are Responding

85%

see improved
grades

30%

connect with
students outside the
classroom

25%

use class time to
explore subjects
more deeply

23%

said their classroom
became an interactive
environment

80%

who have not "flipped"
their classroom would
like to know more

"We have been able to quadruple the amount of time our students spend with their own teachers."

Greg Green
Principal
Clintondale High School

"My in-class time is much more structured toward students working together in groups, problem solving."

Dan Sauser
math teacher
Monticello High School

CASE STUDY:
Clintondale High School
Clinton Township, MI

**The English
failure rate:**

52% to 19%

**The Math
failure rate:**


44% to 13%

**The Social Studies
failure rate:**

28% to 9%

↑ Attendance
↓ Discipline Cases
Notable improvement on
**statewide
test scores**

the 9th grade
failure rate
↓ **33%**
in one year.



What is a "FLIPPED CLASSROOM?"



How Students Are Responding

"It seems like you actually learn stuff, and if you don't get it, you go over it and actually get an understanding for it."

Chris Oehlert, 15
Prairie Point Middle School

2012 after the flipped class
75% **90%**
preferred preferred the
lectures. new model

Russell Mumper
Vice Dean
University of North Carolina

CASE STUDY:
Westside High School
Macon, GA

\$1.7 million
federal "blended
learning" grant
in 2010



EACH STUDENT
at every grade level receives a
netbook computer to enable online
learning and video lectures.

Georgia State Standard
end-of-course exams

before: **30%** after: **75%**
of students passed
the State exams

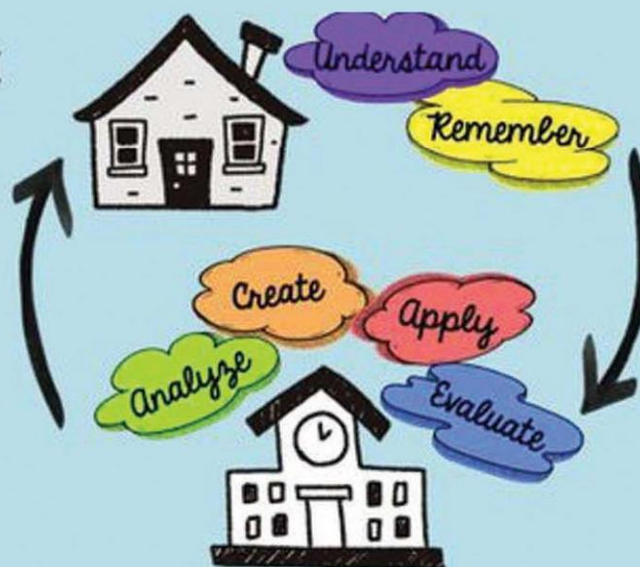
including
**9 out
of 10**
special
education
students

Sydney Elkin
Social Studies teacher
Westside High School

FLIPPED LEARNING

AT HOME,
STUDENTS WORK
WITH
TECHNOLOGY
AT THEIR
OWN PACE

PREPARES
STUDENTS FOR
MORE COMPLEX
THINKING
AT SCHOOL



USING ONLINE
CONTENT
PROVIDED BY
THE TEACHER

THROUGH LABS
PROJECTS &
DISCUSSIONS
WITH PEERS &
TEACHER

THE MODERN CLASSROOM



Wireless access points connect classroom devices without cumbersome wires.



Display technologies, such as TVs, projector screens and digital whiteboards, offer students a crisp view of course material.



Microphones worn by teachers distribute audio evenly through amplifiers and speakers.



Charging stations power multiple devices via a single outlet.



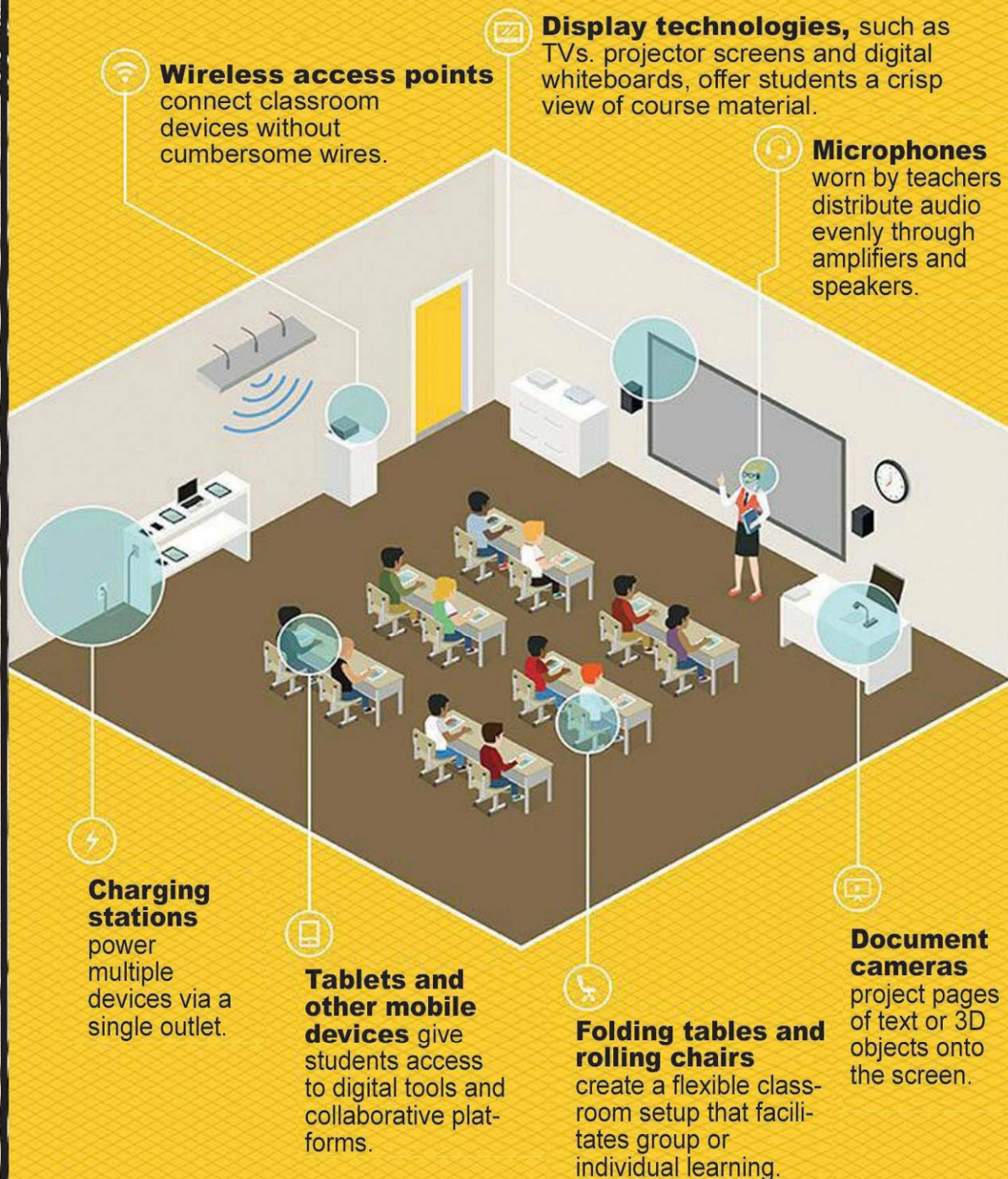
Tablets and other mobile devices give students access to digital tools and collaborative platforms.



Folding tables and rolling chairs create a flexible classroom setup that facilitates group or individual learning.



Document cameras project pages of text or 3D objects onto the screen.



Basic Building Blocks of Flip Learning



Flipped Classroom



Makeup Room



Control Room



Studio

16 THINGS TEACHERS SHOULD TRY IN 2016



- 1 GOOGLE CARDBOARD
- 2 SKETCHNOTING
- 3 BLOGGING
- 4 PODCASTING
- 5 LIVE STREAMING
- 6 WEARABLES
- 7 START A YOUTUBE CHANNEL
- 8 GOOGLE CLASSROOM
- 9 JOIN A G+ COMMUNITY
- 10 GAMIFY A LESSON/PD
- 11 BREAKOUT EDU
- 12 A VOXER CHAT
- 13 BRANDING
- 14 3D PRINTING
- 15 LET YOUR STUDENTS TEACH YOU!
- 16 JAR OF AWESOME

10 WAYS TO SABOTAGE YOUR CLASSROOM MANAGEMENT

1. **SMILE WHEN STUDENTS TRY TO GET YOU OFF-TRACK.** When you need them to be serious, but they keep goofing around, smiling just encourages them.
2. **HANDLE PROBLEMS PUBLICLY.** Addressing misbehavior in a public way risks embarrassing the student. This can make her retaliate, and next thing you know, you're dealing with a power struggle.
3. **ONLY GIVE VERBAL INSTRUCTIONS.** So many problems start with students not understanding what they are supposed to do, especially when teachers only speak directions instead of writing them.
4. **ADDRESS THE CLASS BEFORE EVERYONE IS QUIET.** Talk before everyone is listening and some won't hear you. Are they bad listeners, is your timing off?
5. **TALK WHEN STUDENTS ARE SUPPOSED TO BE READING... AND VICE VERSA.**
The brain can't do both at once.
6. **PHRASE EVERYTHING AS A "DON'T."**
If you tell a seventh grade boy not to tap his pencil, he still has pencil tapping on the brain.
7. **ALLOW BEHAVIOR INTERVENTIONS TO DRAG ON AND ON.** This not only takes away valuable instructional time, it also annoys the students, who are forced to sit and watch.
8. **STAY AT THE FRONT OF THE ROOM.** If you're always at the front of your classroom, you can't pick up on trouble in the early stages.
9. **ONLY FOCUS ON THE PROBLEMS.** You'll get more cooperation if you give equal (or more) attention to the behaviors you want to see.
10. **TAKE THINGS PERSONALLY.** Interpreting student misbehavior as a personal affront just makes things worse.

21 COMPONENTS OF EFFECTIVE FEEDBACK

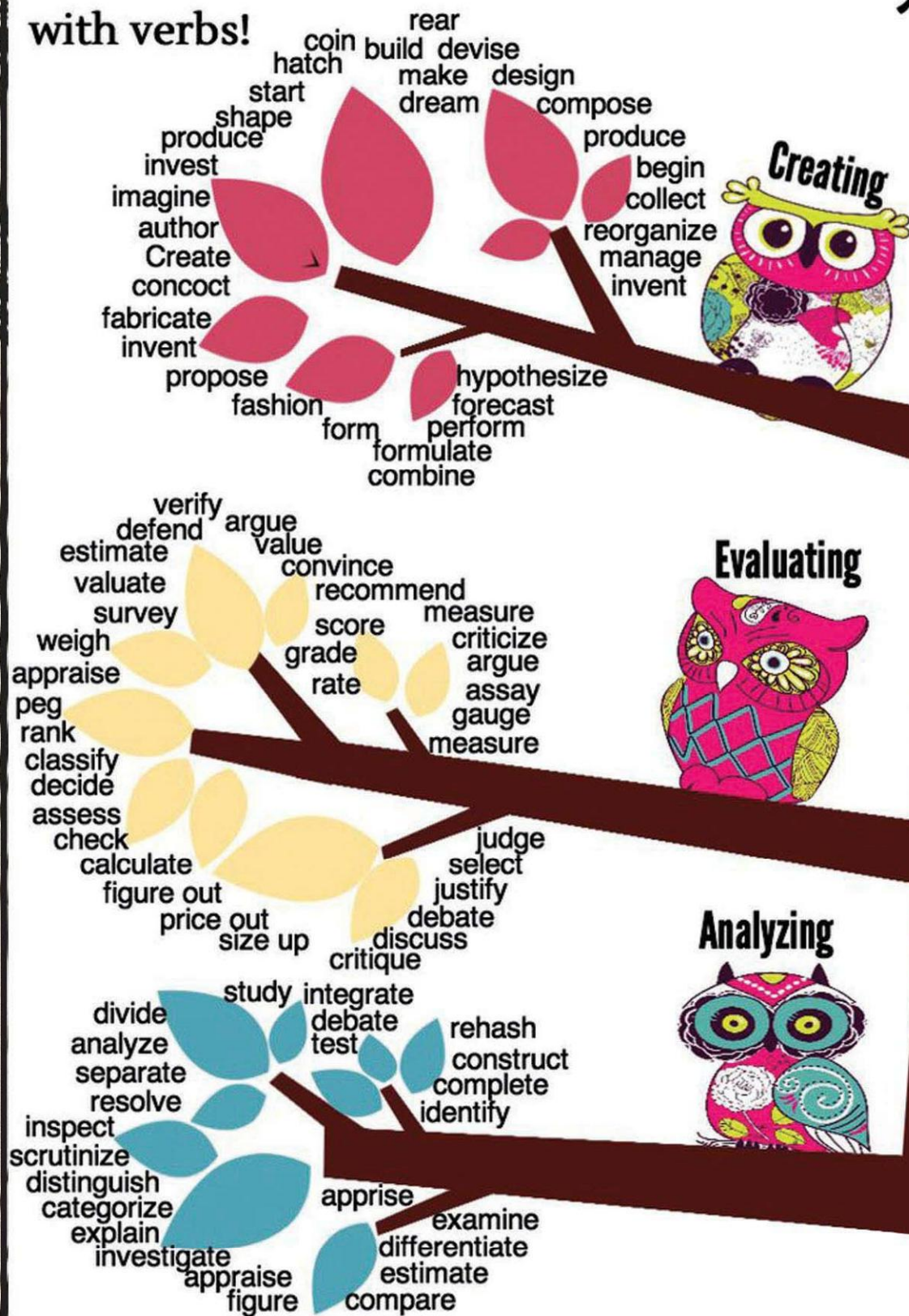
Effective feedback can have a major impact on employee performance. In order to be effective, feedback must be:



The most effective feedback will contain many (or all) of the aforementioned components. Managers seeking to increase performance with effective feedback should incorporate them into their feedback processes.

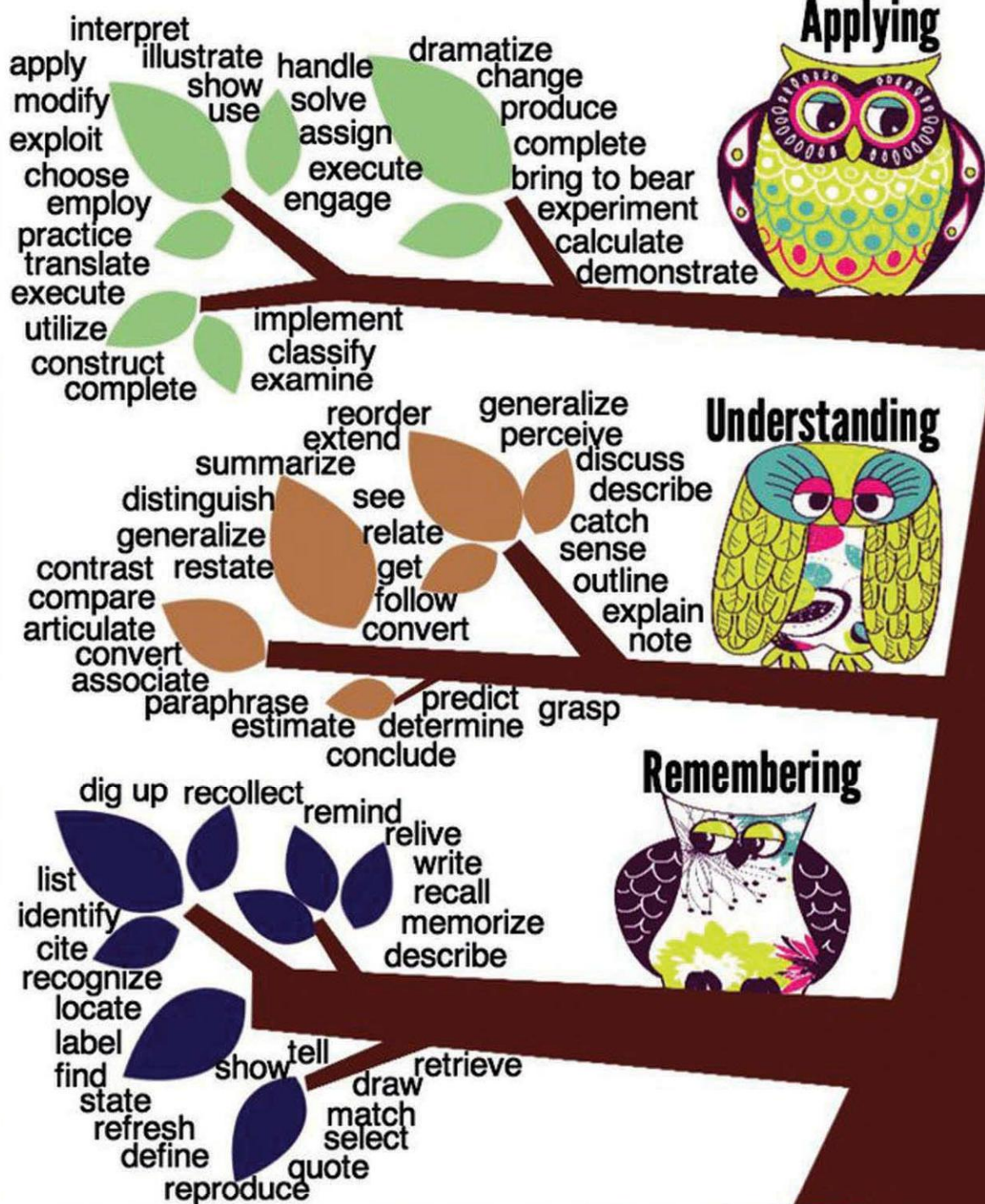
Bloom's ^{revised} Taxonomy

with verbs!



Bloom's ^{revised} Taxonomy

with verbs!



Applying Bloom's Taxonomy in Your Classroom

1. REMEMBER



Students are expected to retrieve information from memory, but aren't expected to change it in any way.

In-Class Instruction

Students memorize a definition of an associative property.

Assessment

Students are given a multiple choice question and asked to recognize the answer, or are asked to recall the answer and fill in a blank.

2. UNDERSTAND



Students are building new connections in their minds.

In-Class Instruction

Students identify the key characteristics needed for an organism to survive in a particular ecosystem.

Assessment

When given the description of a fictitious animal, students explain whether the animal will survive in a given ecosystem.

3. APPLY



Certain procedures or steps are expected to be followed in order to answer new problems.

In-Class Instruction

Students learn about Newton's three laws.

Assessment

Students are asked to examine the information about a car crash and determine which if any of Newton's laws apply to the situation.

Applying Bloom's Taxonomy in Your Classroom

4. ANALYZE

Students utilize lower-level thinking skills to identify key elements and examine each part.



In-Class Instruction

Students read a student lab report and identify the evidence to support the finding.

Assessment

Read the results of the scientific study and find supporting statements for each conclusion or finding.

5. EVALUATE

Informational sources are examined to assess their quality and decisions are made based on identified criteria.



In-Class Instruction

Students read about the physical effects of exercise on humans.

Assessment

Read an article about a famous athlete. Identify one piece of information in the article that fails to support the author's case that hard work was the main reason for the athlete's exceptional athletic skills.

6. CREATE

Learners organize information in a new or different way.

new!

In-Class Instruction

Students research the role of economics in business.

Assessment

Students brainstorm reasons for a problem and generate suggested solutions, and design and implement a campaign designed to solve the identified problem.

Bloom's Taxonomy Plus Depth of Knowledge

Bloom's Taxonomy

Cognitive Dimension (6 Levels)

- Focuses on the tasks that students complete to deepen student understanding.
- Relies mainly on the verb to indicate or classify the level of thinking.

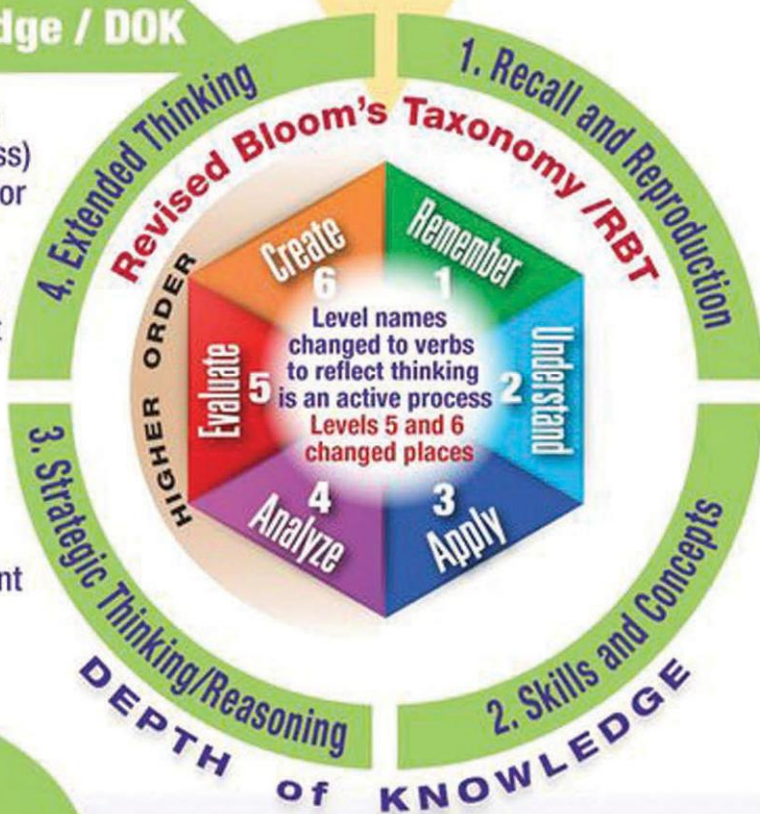


Depth of Knowledge / DOK

DOK focuses on cognitive demands (thinking process) of instruction, tasks, and/or assessments.

- Webb's DOK centers on the *thinking process*, not just the product. This extends beyond the verb/ beyond the "what" to the "how."
- It *digs deeper into thinking* to expand student learning into depth.

DOK is a description of how students think, not a taxonomy.



Blended

FLIPPED

What do you mean...?



Two of the hottest trends in technology enhanced teaching and learning are blended learning and the flipped classroom. Each model is effective, yet they are distinctly different approaches. If you get confused about which is which, think of this formulation... all flipped classroom courses are blended courses, but not all blended courses are flipped classroom courses

Blended learning



Before the flip

After the flip*

50%
Freshmen
failed
English

44%
Freshmen
failed
Math

19% 13%

✗ 736 discipline
cases in one
semester

✓ 249 discipline
cases in one
semester

SO WHAT EXACTLY IS IT?

Blended

A Blended Learning course is one in which a portion of in-class time is replaced by online activities. For example, a small group discussion takes place in an online format rather than in class. The online activities allow for individual reflection as well as collaborative learning among students.

FLIPPED

The Flipped Classroom is one in which traditional in-class activity-the lecture-is delivered outside of class. In-class time is used for small group problem-solving, and other such activities that allow students to engage at a deep level with the content they viewed outside of (and before) class.

Blended

FLIPPED

What do you mean...?

WHY use THE BLENDED LEARNING MODEL?

The blended learning model has been known to:

<Give students time to reflect



<Empower every student to participate and be "visible"

<Enable the instructor to provide oversight and feedback "anywhere, anytime"



WHY use THE FLIPPED CLASSROOM MODEL?

The flipped classroom model has been known to:

<Enable instructors to help students who struggle most



<Allow students to pause and rewind the video lectures as needed

<Empower students and instructors to have frequent and substantial interactions



A common challenge for both models is the "course and a half syndrome" which is the tendency for instructors to add blended or flipped classroom components without reducing other components accordingly. Another common challenge is motivating students to complete the out-of-class activities; the online discussions and the video assignments.

Rubrics

Rubrics Part 1

Written by: Mia MacMeekin



Rubrics, Why Use them? Why Embrace?



Rubrics are scoring charts. They display what is expected of the learner for the assignment. Rubrics are used to assess the learner on several points. Learners can use rubrics as a guide to meet all the requirements for the assignment. Learners should receive the rubric along with the assignment. Teachers should follow the rubric when creating and grading assignments.

Why Use Rubrics? What can it improve?

Improves Teaching

A rubric enables teachers to better focus each learning event to address the rubric elements.

Improves Assessing

A rubric allows teachers to assess based on the expectations in the rubric.

Improves Performance

A rubric lets the learner know what is expected from the beginning.

Improves Expectations

Rubrics are tangible, in writing.

Improves Directions

Rubrics provide teachers with a determined goal which they can more easily explain.

Improves Assignment Quality

Rubrics specify each assignment element so the learner can focus.

Improves self Evaluation

Rubrics allow learners to compare their work to the rubric before submission.

Improves Grading Quality

A rubric is specific and uniform for all learners, leaving little room for unfair grading.

Improves Feedback

Rubrics can be used as a guide for teachers to address, and give feedback for each issue in an assignment.

Rubrics

How to Use Rubrics? A guide for teachers

Understand

Understand the expectations that the rubric has layed out.

Write

Write rubrics that make sense for your assignment.

Read

Read the rubric to the students and then ask if they have questions.

Disclose

Disclose that there is a rubric that will guide your grading.

Give

Give out the rubric at the beginning of the unit or course

Copy & Paste

Copy and Paste the rubric at the end of the assignment and grade on the rubric.

Follow

Follow the rubric.

Tweak

After grading is done, tweak your rubric to meet your expectations for the next assignment.

Standardize

Have a set of standard rubrics to pull out and use throughout the year.

#DAILYKICKSTART

"LET PLANNING BE
THE SPRINGBOARD,
SO THAT SPONTANEITY
CAN BE OUR SPLASH"

Robin Sharma

"THOSE WHO CANNOT
CHANGE THEIR MINDS
CANNOT CHANGE ANYTHING."

GEORGE BERNARD SHAW

~~im~~ possible
A PROBLEM IS
ONLY A PROBLEM
WHEN
SEEN AS A PROBLEM

ROBIN SHARMA

IDEAS
DON'T CHANGE
YOUR LIFE.
YOU CHANGE
YOUR LIFE,
VIA
THE POWER
OF GREAT IDEAS.

ROBIN SHARMA

#DAILYKICKSTART

STARTING
STRONG IS GOOD.
FINISHING
STRONG IS EPIC.

ROBIN SHARMA

JUST BECAUSE
YOU COULDN'T DO
SOMETHING
YESTERDAY DOESN'T
MEAN YOU CAN'T
ACHIEVE IT TODAY.
YOU'RE ONE DAY
STRONGER
TODAY!

ROBIN SHARMA

ODDBALLS GAVE US
THE GREAT
TREASURES OF
THIS WORLD.
THE SPELLBINDING
ART. THE ADVANCED
SCIENCE AND THE HIGHEST
HUMANITIES.

WHY DIMINISH THE
'WEIRD ONES'
WHEN THEY
VIEW A VISION
BEYOND WHAT THE
MAJORITY CAN SEE?

Robin Sharma

EACH TINY
EFFORT
BUILDS ON
THE NEXT,
SO THAT
BRICK BY BRICK,
MAGNIFICENT
THINGS CAN
BE CREATED.

Robin Sharma

SHATTER
ALL
FEARS

Robin Sharma

"DISMISS YOUR
CRITICS. DON'T
GIVE THEM
A VOTE ON
YOUR DREAMS.
THEY DON'T
DESERVE ONE."

Robin Sharma

robinsharma.com



ADVERSITY IS
LEADERSHIP'S
OPPORTUNITY
TO EXPRESS
MASTERY.

ROBIN SHARMA

Be all
in or get
all out.
There is
no halfway.

flipped learning network

You Tube URLs

https://youtu.be/qdKzq_t8k8
<https://youtu.be/BfsLbGgUMDU>
<https://youtu.be/yzMFdDT6FSA>
<https://youtu.be/kTLLRbceDoM>
<https://youtu.be/ZRvmjjeZ9CA>
<https://youtu.be/075aWDdZUIM>
<https://youtu.be/2H4RkudFzlc>
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Concept, Script & Design
Dr Malay R Dave

Please Scan



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