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<center>Final Reflection</center>

Abstract

I reviewed the list of the seven topics that our class created content around over the past seven weeks and the topic that jumped out at me was the Flipped Classroom. In retrospect, I know that I benefited greatly from all of the modules and all of them contained pleasant surprises that brought new understanding and new skills. However, looking at the full list I recalled that I was the most engaged, and excited even when I was working on the Flipped Classroom content.

Content

First, I composed a paper titled "Flippin' Classrooms":

https://docs.google.com/document/d/1_efCi1I3HqGbLAfs_IeC3ZXT0qjdXxmmk

Ga9TQCOWgI/edit?usp=sharing

Then, I created a "TED-ed" module to simulate an assignment in a flipped

classroom: https://ed.ted.com/on/qL8gKf3z

For extra credit I composed a flipped classroom artifact:

https://drive.google.com/file/d/1X1TcWnA-oeUj8-

pWhHI0Ci9scBTNVkxv/view?usp=sharing

Course Objectives

In addition to simply being especially engaged in the reading, writing and content development; this module directly served the learning objectives that were set for the course. The flipped classroom artifact that I developed was a surprisingly professional learning piece that was absolutely free to create. By selecting a video that was a news article that presented a successful case study of the flipped classroom I created a self-promoting activity. I now recognize ed.ted.com as an extremely powerful and sleek learning platform that makes it easy to generate attractive activities that align with national standards of technology and the principles of Universal Design Learning (UDL).

As I shared in my seven-page paper I have always been interested in providing rich content for my learners to consume outside of the classroom. From *.mp3 audio files to simple chart and graphs I have wanted to give my learners ways to really engage with the content outside of the class in ways that do not reek of worksheets or "busy-work". The most important thing I took away from this module is that I am not alone in wanting to generate learning evens in this way. This method has a name and this method is a viable way to add value to your learning environment. This helped me build confidence in my

approach and helped me better identify what my highest level of content development would include.

If I had more free time in my life right now I would have liked to directly apply what I have learned from this module into the work I am doing now. I am currently developing a curriculum for a medical insurance company. I work in the medical claims department and I have been creating video demos from the processes being performed live in class. The videos have been met with mixed reactions. (However, the reactions from the learners have been mostly positive.) I feel that if I had applied Blooms Taxonomy to create follow up questions to the videos then they would have had more value in the learning space. That being said it is not too late to generate these questions for the next iteration of the curriculum. I also plan to use these videos to generate screen captures via SnagIt to build out detailed step-by-step guides that match the claims being worked in the demos.

What I enjoyed the most about the flipped classroom module was actually creating a flipped classroom artifact that I was immediately proud of. In fact, I was so happy with what I produced I went straight to Linked In and posted it. I don't normally do that, but with this content, I felt a personal mission around the topic and I wanted to spread the word. I also shared the module with my

Aunt who was a professor at the University of Brooklyn at the time. She responded that sharing this content was extremely timely as she was considering a flipped classroom for one of her upcoming courses. This further validated the legitimacy of the method.

This module helped me grow as a professional because it pointed out that it would be a best practice to teach the learner how to consume educational video. This is the type of step that I normally tend to gloss-over in many of my instructional events and artifacts. To me, this speaks to the through-line of the learning experience; to have a clearly defined path that the learner is to keep on to achieve the most benefit possible from the learning. An instructional designer who is keen on considering the Learner Experience (LX) would always include teaching students how to leverage the learning resources provided to their fullest potential. This is in line with the theories of metacognition and set a learner straight on the path to success.

Conclusion

Overall, I believe that the flipped classroom is the essence of the future of instructional design through content curation. Often times there is already extremely well done open-source content online that can be leveraged with no liability or risk to the designer or client. For example, in an extra credit assignment for this class, I also built out a flipped classroom course that is a clean PDF document, which links to videos created by Microsoft on How to use OneNote. (https://drive.google.com/file/d/1X1TcWnA-oeUj8-pWhHI0Ci9scBTNVkxv/view?usp=sharing) The PDF walks the learner through the thought process of how our company uses OneNote to improve business processes. It only contains the videos that are specifically relevant to how our business used OneNote and does not include any of the videos that do not support this goal. The videos that are being linked to are of a superior production value, quality, and balanced cognitive load than anything that I could have created in the hour that it took me to put the artifact together. (In fact, they are better than anything I could have created in a full year with the resources I have at my disposal.) In addition to that, they are upbeat and charming and my learners really enjoyed the module. This project proved to me that I can create compelling and effective learning content online with little

effort and no cost. It demonstrates that I am developing myself as an online

learner and a marketable virtual asset.