

CPI: TED-ED Flipped Lesson

Project Description Form

1. **Your Name:** Bethany Allen
2. **Date:** January 13th, 2025
3. **Authentic Topic:** Learning about Dyslexia (Parents/Teachers Edition)
4. **Title of TED-ED Flipped Lesson:** The Creative Brilliance of Dyslexia/Kate Griggs
5. **Link to your TED-ED Flipped Lesson:** <https://ed.ted.com/on/6kyx4Lgm>
6. **Grade level it is appropriate for:** Parents of K-2 students, Teachers K-12, and possibly a high school education course 12th.
7. **Describe your full TED-Ed lesson:**

Scenario: (Introduction to the students; Hook for the lesson) What if the very thing that makes reading difficult is also the key to unlocking extraordinary creativity? Imagine a world where the 'struggles' of dyslexia are actually hidden superpowers. What if your brain sees the world in a way that others simply can't?

Objectives:

Content objective: After analyzing Kate Griggs's TedEd Talk, parents will be able to create and upload a Ted Talk to provide accurate and relevant information to spread awareness to others utilizing effective engagement and inspiration through a clear message, scoring a proficient or better on the scoring rubric.

Technology objective: After analyzing Kate Griggs's TedEd Talk, parents will be able to use an online tool to create an infographic or visual representation demonstrating how dyslexia fosters creativity, given access a digital platform, scoring a proficient or better on the scoring rubric, and including key points and examples from the video.

Watch: (Who is the speaker? What is the video about?): The speaker is Kate Griggs who owns a charity called "Made by Dyslexia." This video discusses the brilliance of dyslexia and fosters a love for a unique mind through shared experiences amongst dyslexic people. Within this video you will learn about different people that have dyslexia and have had great success in their life. It is both encouraging and inspiring.

Think:

1. What percentage of self-made millionaires are dyslexic? (Level 1 – Knowledge)
 - 40%
 - 50%
 - 10%
 - 2%
2. 97% of people see dyslexia as a disadvantage. What percentage see it as an advantage? (Level 1 – Knowledge)
 - 3%

- 4%
 - 2%
 - 1%
3. What percentage of people are dyslexic? What percentage of people are dyslexic? (Level 1 – Knowledge)
- 10%
 - 20%
 - 40%
 - 12%
4. Do you believe dyslexia is an advantage or disadvantage? (Level 6 – Evaluation)
- I believe dyslexia is an advantage because, while it may present challenges in traditional reading and writing tasks, it also fosters unique cognitive strengths and creative problem-solving abilities. Many individuals with dyslexia demonstrate exceptional skills in areas like visual thinking, pattern recognition, and innovative thinking. These strengths allow them to approach problems from different angles and often find solutions that others may not see. Additionally, the process of navigating a world that isn't always designed for their learning style can lead to greater resilience, adaptability, and determination. Dyslexia can encourage people to think outside the box, leading to higher levels of creativity and out-of-the-box solutions in fields like art, design, engineering, and entrepreneurship. These qualities are often highly valued in today's fast-paced, ever-changing world.
 - I believe dyslexia is a disadvantage because, it significantly affects a person's ability to read, write, and process written language efficiently. Individuals with dyslexia often struggle with tasks that involve decoding words, spelling, and reading comprehension, which can impact their academic performance and self-esteem, especially in traditional educational settings. Despite their intelligence, these difficulties can cause frustration, anxiety, and a sense of failure, leading to challenges in school, work, and day-to-day life. Furthermore, dyslexia can create a constant need for additional support and accommodations, which may not always be available or understood. As a result, individuals may feel isolated or stigmatized. In some cases, the frustration and additional time required to complete tasks can lead to burnout or an underestimation of one's abilities, particularly in environments where reading and writing are highly prioritized.
 -

Dig Deeper:

Additional Resources for you to explore:

- [What is Dyslexia? / Kelli Sandman-Hurley](#)
 - o This video explains that dyslexia is a complex condition that requires effective intervention, early identification, and proper accommodations provided through the school. Resources like the Dyslexia Training Institute are discussed. This video helps to understand dyslexia in a new light, decoding dyslexia in a sense.
- [The Children's Dyslexia Center of Georgia, Colorado & Arizona / Jill Ham](#)
 - o This video explains the effects of dyslexia and the hardships that coincide with dyslexic people. Jill, the owner of Children's Dyslexic Center breaks dyslexia – decoding the brain in a way I had not seen before. To address these concerns, the video also talks about how crucial it is to bridge the gap between scientific knowledge and educational practice through advocacy, effective interventions, and understanding legal rights related to special education.
- [Overcoming Dyslexia / Dr. Sally Shaywitz](#)
 - o The purpose of this book is to provide comprehensive research-based guide to understand dyslexia, its impact, and effective strategies for managing and overcoming challenges. The book aims to raise awareness about the neurological basis of dyslexia, offering insights into how it affects the brain and learning processes. Dr. Shaywitz also addresses

common misconceptions about dyslexia, emphasizes the importance of early identification and intervention. This book seeks to empower individuals with dyslexia, as well as parents, educators, and clinicians, by providing tools, strategies, and hope for those facing the condition.

- [The Yale Center for Dyslexia and Creativity](#)
 - This website is aiming to increase awareness, understanding, and support for individuals with dyslexia. The website focuses on the latest scientific research on the neurological and cognitive aspects of dyslexia, offering valuable insights into how dyslexia affect learning. It serves as a hub for educators, parents, and professionals to access resources, evidence-based strategies, and training to better support individuals with dyslexia. This site highlights the strengths often associated with dyslexia, such as creativity and problem-solving skills, and advocates for early identification, intervention, and accommodations.

Discuss:

- After watching “The Creative Brilliance of Dyslexia” by Kate Griggs would you agree or disagree with changing the school setting to allow more time for creative and innovative thinking? (Level 6 – Evaluation)
 - I agree with changing the school setting to allow more time for creative and innovative thinking, as emphasized by Kate Griggs in “The Creative Brilliance of Dyslexia.” I believe in fostering a love for diverse thinking styles in the school setting. By allocating more time for creative tasks, schools would provide all students, dyslexic or not, with opportunities to develop skills outside of the state academic standards. This would allow educators to nurture creativity as a valuable skill in life, which will help students in different fields that they should choose. Allowing more time for creative thinking will create a positive wave throughout the school. Like, encouraging students to explore, collaborate, and push their own boundaries. I also believe this type of learning encourages holistic thinking and problem-solving, which is crucial in addressing real-world challenges. Allowing time for creative projects can also lead to deeper engagement with subjects, making learning more relevant and exciting. Changing the school environment to allow more time for creative and innovative thinking is not only beneficial for students with dyslexia, but it enhances the educational experience for all learners.
 - I disagree with changing the school setting to allow more time for creative and innovative thinking because of the importance of common core learning. The focus should remain on core academic subjects like reading, writing, and mathematics, which are fundamental to success in most areas of life. While creative thinking is certainly valuable, it's important to recognize that foundational academic skills form the basis for future learning. Without strong core competencies, students may struggle to succeed in more advanced educational settings or in their professional lives, where literacy, numeracy, and basic knowledge are still essential. Also, in underfunded schools or those with limited resources, it may not be feasible to overhaul the curriculum in a way that equally prioritizes creative thinking. Teachers may already feel stretched with the current demands, such as standardized testing, administrative duties, and catering to students' individual needs. This could potentially lead to more strain on educators by reducing time for state required aspects of learning.

...And Finally: (While this TED Ed section only allows 1000 character, you need to fully describe the lesson and student project here. Write directions for the students.)

- After you have watched the Kate Griggs Ted Ed talk, “The Creative Brilliance of Dyslexia,” and answered ALL of the questions completely, it is now your turn to create a Ted Talk to provide accurate and relevant information to spread awareness to others. Your topic can be within any range of the spectrum or any type of mental “delay.” You cannot think in a negative headspace, however you must be honest and immoral to your desired topic. If you have any questions about the appropriateness of your topic, please see me. Your Ted Talk must be between five and seven minutes and effectively engage, inform, and inspire the audience through a clear message. Please reference any resources used under the “Dig Deeper” section on the flipped lesson assignment for ways to adapt and overcome obstacles that may be faced with your chosen topic. In your infographic or visual representation, you must demonstrate how dyslexia fosters creativity through a digital platform of your choice, including key points and examples from the Ted Talk video. Be sure to establish your credibility, use logical reasoning, and appeal to your audience’s emotions. Furthermore, you will be assessed not only on the content of your talk but also on the delivery.
- Please see the attached rubric for how you will be assessed. The infographic or visual representation can be published with the platform of your choice. Your infographic or visual representation should be professional and attention-grabbing. To begin, you must first decide upon your topic and then begin building your outline.

8. Create a separate assessment rubric for each of your objectives above.

Content objective: (Paste a copy of your objective here.)

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Content Accuracy & Relevance	The talk lacks accurate or relevant information. Key facts are missing or misrepresented.	The talk includes some accurate information but lacks depth, and some points are underdeveloped or partially irrelevant.	The talk provides accurate and relevant information that aligns with the intended topic and purpose of the presentation.	The talk is highly accurate, well-researched, and deeply relevant, demonstrating a thorough understanding of the topic.
Clarity of Message	The message is unclear or confusing. The central theme is lost, and there is little focus.	The message is somewhat clear but may lack focus or coherence. The key theme is not fully developed.	The message is clear, focused, and easy to follow. The central theme is well-defined and communicated effectively.	The message is exceptionally clear, engaging, and focused, with a well-organized structure that enhances understanding.
Engagement & Inspiration	Little to no effort to engage the audience. The speaker does not seem enthusiastic or connected to the topic.	Some attempt to engage or inspire the audience, but the delivery lacks energy or impact.	The speaker engages the audience with a clear and compelling delivery, effectively capturing attention and inspiring thought.	The speaker masterfully engages and inspires the audience through dynamic delivery, passion, and a clear connection to the topic.
Logical Reasoning & Evidence	The presentation lacks logical reasoning or sufficient evidence. Key points are	Some reasoning and evidence are provided, but key points lack depth or	The talk is supported by logical reasoning, relevant evidence, and clear examples	The talk is deeply supported by well-reasoned arguments and compelling evidence,

	unsupported or underdeveloped.	are poorly substantiated.	that enhance understanding.	effectively strengthening the message.
Time Management	The presentation is significantly too short or too long, failing to meet the required 5–7-minute time frame.	The presentation is either too short or too long, with noticeable deviations from the 5–7-minute range.	The presentation stays within the 5–7-minute range with minimal deviation.	The presentation fits perfectly within the 5–7-minute range, with smooth transitions and no noticeable time management issues.

Technology objective: (Paste a copy of your objective here.)

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Content Accuracy & Relevance	The infographic contains inaccurate or irrelevant information. Key points from Kate Griggs's TED-Ed Talk are missing or misrepresented.	The infographic includes some accurate information, but key ideas from the TED-Ed Talk are underdeveloped or only partially represented.	The infographic accurately represents the key points and examples from Kate Griggs's TED-Ed Talk, with relevant and precise information.	The infographic is highly accurate and thoroughly covers the key points from Kate Griggs's TED-Ed Talk. It highlights the most important concepts clearly and effectively.
Clarity of Message	The message is unclear, overly complex, or difficult to follow. The connection to dyslexia fostering creativity is not made.	The message is somewhat clear, but the connection between dyslexia and creativity is not fully explained or is hard to follow.	The message is clear, well-organized, and directly communicates how dyslexia fosters creativity.	The message is exceptionally clear, focused, and effectively communicates how dyslexia fosters creativity in an easy-to-understand way.
Design & Visual Appeal	The design is cluttered, confusing, or poorly structured, making it difficult to engage with the content.	The design has some structure but may be cluttered, or visuals may be hard to read or poorly aligned.	The design is clear, organized, and visually appealing, with good use of color, spacing, and font for readability.	The design is visually striking, clean, and well-organized. Excellent use of color, fonts, and layout that enhances the visual appeal and makes the message clear.
Creativity & Originality	The infographic lacks creativity and originality. The content feels generic or does not provide a unique perspective.	The infographic shows some originality but lacks fresh ideas or a unique approach to presenting the content.	The infographic is creative and original, presenting information in an engaging and fresh way.	The infographic is highly creative and original, presenting the topic in a unique and thought-provoking way that captivates the viewer.
Effective Use of Digital Tools	The digital platform is not used effectively. The final product is poorly executed or difficult to navigate.	The digital platform is used with some success, but the final product may lack polish, functionality, or clarity.	The digital platform is used effectively, with a clear and polished final product that is easy to navigate and engaging.	The digital platform is used exceptionally well, resulting in a polished, professional, and highly effective final product.
Organization & Flow	The infographic lacks clear structure and is difficult to follow. Information appears disorganized.	The infographic has some structure, but the flow of information is somewhat confusing or hard to follow.	The infographic is well-organized, with a clear structure and logical flow that makes it easy to follow.	The infographic has an exceptional structure with a seamless flow of information that guides the viewer through the key points naturally and effectively.

Use of Color, Fonts, and Visual Elements	Poor use of color, fonts, and visuals, making the content hard to read or visually unappealing.	Some use of color and visuals is effective, but it may be inconsistent or hinder the clarity of the infographic.	Good use of color, fonts, and visuals that enhance readability and support the message.	Excellent use of color, fonts, and visuals, all of which work harmoniously to make the infographic both aesthetically pleasing and easy to understand.
---	---	--	---	--

9. Revised Bloom's level, Cognitive Process, and justification:

- Level 6 – Creating - "parents will be able to create and upload a Ted Talk" – This action involves Creating (Level 6), which is the highest cognitive level in Bloom's Taxonomy. Parents are tasked with synthesizing information and generating something new (their own TED Talk), which requires creativity and the ability to construct new ideas based on the knowledge they've gained.
- So, the primary level here is creating, which involves synthesizing information, developing a Ted Talk and demonstrating effective information. The analysis of Griggs's talk and the application of that knowledge are important, but the final task is rooted in creation.

10. Describe the process you went through to complete this lesson:

- To create this lesson, I began by thinking outside of the box. I knew I wanted to create a lesson that could be used within my classroom setting. However, I teach kindergarten, and this would be a hard subject to teach five-year-olds. I decided that I would like to inform their parents about dyslexia, and I plan to have a presentation much like this lesson for my parents next school year. The words "learning difficulties" can be scary for a parent to hear. I wanted to shed light on those difficulties, while also informing the parents that anything is possible for any child that is willing to put in the efforts and that have the support behind them.

11. How long did this project take you?

- Many hours over the course of days... maybe 12+

12. What mistakes did you make and how did you correct them?

- Since I worked on my project over the course of days, and had NTI assignments to lesson plan for in-between, I started to get confused and overwhelmed at times. I did not make any mistakes but did reword things many times.

13. What technical problems did you encounter?

- I did not encounter any technical problems, however, I did not like the limited responses on the Ted Talk.

14. Give APA references and annotations for ALL sources used in creating this project:

Child Mind Institute. (n.d.). *Parents' guide to dyslexia*. Child Mind Institute. Retrieved January 16, 2025, from <https://childmind.org/guide/parents-guide-to-dyslexia/>

Ham, J. (n.d.). *The Children's Dyslexia Center of Georgia, Colorado & Arizona*. The Children's Dyslexia Center. Retrieved January 16, 2025, from <https://dyslexiacenter.org/>

International Dyslexia Association. (n.d.). *Home*. International Dyslexia Association. Retrieved January 16, 2025, from <https://dyslexiaida.org>

Sandman-Hurley, K. (n.d.). *What is dyslexia?* International Dyslexia Association. Retrieved January 16, 2025, from <https://dyslexiaida.org/what-is-dyslexia/>

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Alfred A. Knopf.

The Yale Center for Dyslexia and Creativity. (n.d.). *Home*. Yale University. Retrieved January 16, 2025, from <https://dyslexia.yale.edu/>

15. Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) your rating and type your justification in the far right column.

	1. Indicator Not Met; Needs Much Improvement; Novice (0-44% of points)	2. Indicator Partially Met; Needs Improvement; Apprentice (45-74% of points)	3. Indicator Met; Acceptable; Proficient (75-94% of points)	4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)	Comments/Justifications
Watch (25 points)	- Poor choice of video for the flipped lesson that is not appropriate for topic <u>and</u> grade level - OR did not use a TED Talk; used a YouTube video	- Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level - OR did not use a TED Talk; used a YouTube video	Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	My selected Ted Talk is appropriate for the topic and level I chose. Parents can repeatedly reference it if needed to help them complete their project.
Think (50 points)	- Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils. 1 multiple choice question with no feedback and no video hints	- Questions may not be appropriate to topic/video or learning characteristics of pupils. 2 multiple choice questions with poor feedback and no video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are appropriate to topic/video and learning characteristics of pupils. 2 multiple choice questions with appropriate feedback and video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are creative and clearly address the topic/video and learning characteristics of pupils. 3 or more multiple choice questions with excellent feedback and video hints 3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher - Accomplishes the above on the first attempt	- Questions were creative and clearly address the topic. 3 multiple choice questions were asked and video hints were provided. 2 open ended questions were asked at a level 6.

Dig Deeper (25 points)	- Only 1-2 print/media/technology/websites are presented. - Few of the instructional documents, worksheets and assessments are listed and linked to the Appendix. - Very short description telling how resources are used in the student project or incomplete sentences.	- Not all specific print/media/technology/websites are presented. Some obvious items are left out or discussed in very general terms. - Very short description telling how resources are used in the student project or incomplete sentences.	- All specific print/media/technology/websites are presented. 1 sentence description telling how resources can be used in the student project.	- All specific print/media/technology/websites are presented. 2-3 sentence description for each resource telling how this resource can be used in the student project. - Accomplishes the above on the first attempt	Four websites/resources are listed and have a description for each resource explaining the usage.
Discuss (25 points)	Discussion prompt that is not age appropriate and does not require higher level thinking Inadequate sample student responses to the prompt	Poorly written discussion prompt that may not be age appropriate or it does not require higher level thinking Only one good or adequate sample student responses to the prompt or two samples are posted but they are too short or inadequate	Good or adequate discussion prompt that is age appropriate and requires higher level Thinking. Two good or adequate sample student responses to the prompt	Excellent, well-written discussion prompt that is age appropriate and requires higher level thinking. Two excellent, well-written sample student responses to the prompt	My discussion prompts encourages students to make an assertion and support their claim with excellent reasoning.