

EdTechTeam Teacher Leader Certificate

Flipped Learning: 21046- ED 589

Mary Mullikin

Flipped Lesson Topic: “Paying for College”



Flip #1: Find a video from either YouTube, TedEd, LearnZillion or one of the other sites to create a flipped lesson.

Standard/Objective:	Students will be able to: <ul style="list-style-type: none">• Understand the various types of financial aid described in a financial aid award letter• Compare two financial aid award letters to identify which one offers the best package
Link to video that supports this standard/objective:	How to Read Your Financial Aid Award Letter
How will students access the video:	Students will access this video through a Google Form Quiz pushed out through Google Classroom.

How will you hold students accountable? EdPuzzle/Zaption/Forms/ Other	Students will be held accountable by completing the “Understanding Your Financial Aid Package” Google Form Quiz (See “Flipped Lesson Link”). They will use the information given in the video about HOW to read a financial aid award letter, and then use the two sample award letters provided to decipher the various financial aid packages. I allow students to take this quiz as many times as they want. This allows for a better understanding. I also will provide hard copy versions of the sample award letters for students who don’t want to scroll back and forth, or to highlight information as they read through it.
Flipped Lesson Link:	Understanding Your Financial Aid Package
Follow up lessons for class. What will you do for the students who have mastered the material? What will you do for students who still need help?	During the “Paying For College” Unit in Independent Living, we have been talking about Scholarships and Grants, and how those are the best options for paying for college (since they don’t need to be paid back). We then move on to Financial Aid and all the positives and negatives that come along with that process. When students have finished learning how to decipher the financial aid award letters; they will begin working on an extension assignment (Student Loan Repayment Scenarios) that has students see what potential financial aid debt will cost over a period of time. Students will work through those scenarios using various financial calculators. Students who have mastered both the Google Quiz and the Student Loan Repayment Scenarios, can create memes (at the bottom of the activity) about the pitfalls of financial aid and paying for college. Students who still need help can work one on one with me to go over financial aid letters, and repayment scenarios.

Flip #2: Create a video to use with a flipped lesson and create a flipped lesson.

Standard/Objective:	Students will be able to: <ul style="list-style-type: none">• Understand the difference between scholarships and grants• Find scholarships and grants that they are eligible for• Complete a simulation that involves budgeting for college, and paying back loans (extension)
Link to the video you created:	"Sub Plans: Scholarships HyperDoc"
How will students access the video:	Students will access the video through Google Classroom. I loved the idea of using a screencast to give directions in case I am not there, so I decided to create my flipped lesson in this manner. Having a screencast of directions for my students when I'm not there alleviates some of the pressure put on the substitute, and makes sure the kiddos know what is exactly expected of them (which often gets lost in translation when there is a substitute). It will also be great for students who need to hear directions multiple times. I will embed the video directly into the HyperDoc they will be working on, and in Google Classroom.
How will you hold students accountable? EdPuzzle/Zaption/Forms/ Other	Students will be held accountable because they will be expected to complete the HyperDoc on Scholarships. Because this lesson is simulating me being gone, I will be able to see how they are progressing through Google Classroom, and when I return.
Flipped Lesson Link:	Scholarships HyperDoc Lesson

Follow up lessons for class. What will you do for the students who have mastered the material? What will you do for students who still need help?	Students who have mastered the material will get time to actually apply for these scholarships. Allowing time for students to begin working on this tedious process will be super beneficial. Students who are still struggling, can get help from other students, and I can also go through the scholarship process with them when I return. Luckily, the HyperDoc includes videos, articles, and links to help them with the scholarship search.
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Please find a cohort member to review your final lessons before you submit them.

Peer Review

Reviewer Name:	Emma Cottier
Constructive Feedback:	<p>Emma- I totally stole your idea of using a bitmoji at the top ;) No worries Bitmoji's make the world a better place!</p> <p>I really like the practicality and real-life applications of your lessons Mary! It is so important for students to understand financial aid and be thinking about their future.</p> <p>Just a thought as I coach softball and we push athletes out to colleges across the United States- are these financial aid options in the United States impacted by athletic scholarships? How many an athlete subsidize a scholarship to ensure that they have money for housing, food, etc. (I am sure it is scholarship dependent though).</p> <p>An extension that I think would be really powerful for early finishers (especially with Lesson #1) is to have students calculate the actual cost of attending a particular school that they are interested in. I think these calculations have been meaning when they can connect it specifically to their future endeavors. Perhaps even one of the local colleges in Colorado? Might even be worthwhile for students to factor in supplementary income (ie. a part-time</p>

	<p>job) to anticipate their post-secondary needs and budget requirements. Perhaps even brainstorm hidden costs of attending post-secondary? (Parking, extracurricular activities, etc).</p> <p>I also like how you are pushing out work through a Google Classroom- it will be very helpful for students to be able to access all these materials in the same place.</p> <p>Great work Mary- these are thorough and detailed lesson plans!</p> <p>Emma- We totally do these lessons too in this unit! So glad you think it is of value, and I appreciate your review!</p>
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