Revolutionizing K-12
Blended Learning through the i²Flex Classroom Model

Part of the Advances in Early Childhood and K-12 Education Book Series

Maria D. Avgerinou (ACS Athens, Greece) and Stefanos P. Gialamas (ACS Athens, Greece)

Description:

Blended learning has gained significant attention recently by educational leaders, practitioners, and researchers. i²Flex, a variation of blended learning, is based on the premise that certain non-interactive teaching activities, such as lecturing, can take place by students without teachers’ direct involvement. Classroom time can then be used for educational activities that fully exploit teacher-student and student-student interactions, allowing for meaningful personalized feedback and scaffolding on demand.

Revolutionizing K-12 Blended Learning through the i²Flex Classroom Model presents a well-rounded discussion on the i²Flex model, highlighting methods for K-12 course design, delivery, and evaluation in addition to teacher performance assessment in a blended i²Flex environment. Emphasizes new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers.

Readers:

This publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, and educational technology developers.

ISBN: 9781522502678 Release Date: June, 2016 Copyright: 2016 Pages: 300

Topics Covered:

- Action Research in the Blended Classroom
- Best Teaching Practices
- Blended Teaching
- Educational Technology
- Faculty Development
- Flipped Classroom Model
- Information Design
- Instructional Design
- Teacher Assessment
- Web-Based Learning

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Foreword
Preface
Acknowledgment

Section 1
The K12 Blended Education Landscape: Demands, Issues, and Trends

Chapter 1
Revolutionizing Education in the 21st Century
Stavros Yiannouka, WISE Foundation, Qatar

Chapter 2
The Community of Inquiry Framework, Blended Learning, and the iFlex Classroom Model
Karen Swan, University of Illinois in Springfield, USA

Chapter 3
Tensions Between Cognition and Social Presence in Blended K-12 Classes: Conflicts and Techniques for Alignment
Beth Rubin, Miami University, USA
Ron Fernandes, DePaul University, USA

Chapter 4
The Flipped K-12 Classrooms: Implications for Teacher Preparation, Professional Development and Educational Leadership
Vanessa Dennen, Florida State University, USA
Mike Spector, University of North Texas, USA

Chapter 5
Meeting the Professional Development Needs of Special Educators in 21st Century Classrooms
Elizabth Hardman, Northcentral University, USA

Chapter 6
The Teacher as Information Designer: Blending with Confidence
Rune Pettersson, Malardalen University, Sweden
Maria D. Averginou, American Community Schools (ACS) Athens, Greece

Chapter 7
Learner Assessment Assessment in Blended and Online Settings
Kay Perschotto, University of Wyoming, USA
Suzanne Young, University of Wyoming, USA
Tonia Dousay, University of Wyoming, USA

Section 2
The iFlex Classroom Model within gMp

Chapter 8
Morfosis Educational Philosophy
Stefanos P. Gialamas, American Community Schools (ACS) Athens, Greece
Peggy Pelonis, American Community Schools (ACS) Athens, Greece
Abour H. Cherif, American Association of University Administrators, USA

Chapter 9
Anisteia Leadership
Stefanos P. Gialamas, American Community Schools (ACS) Athens, Greece
Peggy Pelonis, American Community Schools (ACS) Athens, Greece
Abour H. Cherif, DeVry University System, Downers Grove IL, USA
Steven Medeiros, American Community Schools (ACS) Athens, Greece

Chapter 10
iFlex: Definition, Praxis, and Conditions for Success
Maria D. Averginou, American Community Schools (ACS) Athens, Greece
Stefanos P. Gialamas, American Community Schools (ACS) Athens, Greece

Chapter 11
A True Manifestation of gMp: Dogs In Elementary School Learning
K. C. Koutsopoulos, National Technical University of Athens, Greece
Stefanos P. Gialamos, American Community Schools (ACS) Athens, Greece
Theo Koutsopoulos, American Community Schools (ACS) Athens, Greece

Section 3
Voices from the ACS Athens Trenches: iFlex Manifestations in the Classroom

Chapter 12
Principals’ Corner: Transitioning to the iFlex School Culture
MaryAnn Augoustatos, American Community Schools (ACS) Athens, Greece
Catherine Makropoulos, American Community Schools (ACS) Athens, Greece

Chapter 13
Setting the Stage for iFlex: The View from the Elementary School
Penny Kynigou, American Community Schools (ACS) Athens, Greece
Helen Sarantes, American Community Schools (ACS) Athens, Greece

Chapter 14
The iFlex Instructional Methodology Implemented in Middle School Classes for Young EFL and Foreign Language Learners
Heike Arnold, American Community Schools (ACS) Athens, Greece
Jenny Grigoropoulos, American Community Schools (ACS) Athens, Greece

Chapter 15
Hooked on Mathematics
Dora Andrikopoulou, American Community Schools (ACS) Athens, Greece
Matina Katsiyanne, American Community Schools (ACS) Athens, Greece

Chapter 16
Towards a Model of Playful Learning:Gamification Strategies in the iFlex Classroom
Raphael Raphael, American Community Schools (ACS) Athens, Greece

Chapter 17
Flipping and Flexing in Science: Video Lessons and the iFlex Model
Labrini Rontogianni, American Community Schools (ACS) Athens, Greece

Chapter 18
Creativity in Interdisciplinary Teaching: How We Used iFlex in a Co-Teaching Framework
Caitlin Lewis, American Community Schools (ACS) Athens, Greece
Marganta Gournaris, American Community Schools (ACS) Athens, Greece

Chapter 19
“Reverse Engineering” of IB History Exemplars: Applying the iFlex Methodology to Improve Students’ Analytical Writing
Dave Nelson, American Community Schools (ACS) Athens, Greece

Chapter 20
Fitness Revisited: Mobile Learning in Physical Education
Angelos Dimitropoulos, American Community Schools (ACS) Athens, Greece

Chapter 21
iFlex and the Community of Inquiry Framework: How their Blend Transformed my IB French Class
Antonia Firigou, American Community Schools (ACS) Athens, Greece

Chapter 22
Implementing Virtual Lab Learning in High School
Evangelia Prodromidi, American Community Schools (ACS) Athens, Greece

Chapter 23
The Humanities Program: An Innovative Classic
Kathleen Jasonides, American Community Schools (ACS) Athens, Greece
Janet Karvouniaris, American Community Schools (ACS) Athens, Greece
Amalia Zavacopoulou, American Community Schools (ACS) Athens, Greece

Chapter 24
Entering the i-World of Teens: An ACS Advisory Model for College

Applications
Mandy Dragatakis, American Community Schools (ACS) Athens, Greece
Anna Makris, American Community Schools (ACS) Athens, Greece
Peggy Pelonis, American Community Schools (ACS) Athens, Greece

Chapter 25
The Effects of FFlex Learning on Students’ Holistic Well-Being and Academic Success
Alessandra Sax-Lane, American Community Schools (ACS) Athens, Greece

Maria D. Averinou has recently joined the American Community Schools (ACS) Athens (Greece) as the Director of Educational Technology and eLearning. Dr. Averinou holds a B.Litt. in Byzantine and Modern Greek Language and Literature from the National and Capodistrian University of Athens (GR), an M.Ed. and a Ph.D. in Educational Technology and Psychology from the University of Bath (UK). She holds postdoctoral diplomas on eLearning Design, Implementation, and Evaluation from the Institute of Education, University of London (UK), the University of Hull (UK), and more recently from Indiana University (US). As a certified online educator and a former academic in American, British, and Greek universities, she has taught, published, and presented extensively on the research and practice of online and blended learning, action research, and visual literacy for education and training. From a leadership level, Dr. Averinou has been active in various professional associations (AERA, EDEN, IVLA, and AECT). She currently serves as the Editor of the Journal of Visual Literacy (JVL/Routledge), a Master Reviewer for Quality Matters (MarylandOnline/US), and an external specialist for European Commission’s Key Action 2: Cooperation for innovation and the exchange of good practices. In recognition of her scholarly contributions Dr. Averinou has received various awards most notably IVLA’s Research Award (2009), and the Braden & Beauchamp Award on Research in Visual Literacy (2001, 2010).

Stefanos P. Gialamas has been the President of the American Community Schools (ACS) of Athens, Greece, for the past eleven years. He holds a B.S., an M.A., and a Ph.D. in Mathematics. Prior to his arrival at ACS Athens he served as the Provost of the American College of Thessaloniki, Greece. He has also served for several years as Dean of Academic Leadership Development, Dean of the Mathematics and Science Programs, and Dean of Education in several Colleges and universities in the USA. He has taught graduate and undergraduate mathematics, computer, management and leadership courses at universities in Kansas, Wisconsin, Illinois, and in Greece. His scholarly and research work includes Leadership Development, Faculty Development, Innovative Approaches in Teaching and Learning, Knot Theory, Mathematics and Arts, the History and Philosophy of Mathematics, and Mathematics Education. He has published more than 100 articles and book chapters in both English and Greek, three books, and many instructional manuals.