

## First Annual Higher Education Flipped Learning Conference – Presenter Schedule

Greeley, Colorado – June 8-10, 2016

Wednesday, June 8<sup>th</sup>

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 9:50am	<p>Welcome Address including Welcoming Remarks by Dean Ellen Gregg, College of Natural and Health Sciences</p>	<p>Ellen Gregg, Dean College of Health and Natural Sciences Jerry Overmyer Nissa Yestness <i>University of Northern Colorado</i></p>	Ross 1010
10:00am - 10:50am	<p>The Origin of the Classroom Flip</p> <p>This session tells the story of the beginning of the Classroom Flip, including influences on its development, how it got its name and the initial goals as presented in 2000. It will also discuss lessons learned as faculty first began trying the approach, which are crucial for new adopters.</p>	<p>J Wesley Baker <i>Cedarville University</i></p>	Ross 1010
	<p>Teaching Music History with iPad</p> <p>Brownlow will present a new, innovative and award-winning method of teaching music history using iPad technology in a hybrid or blended environment. The project features a flipped approach involving online learning, video instruction, and an in-class “hands-on” methodology. This new approach is not limited to music history; it can be adopted for a wide variety of music and non-music courses in higher education.</p>	<p>Art Brownlow <i>University of Texas Rio Grande Valley</i></p>	Ross 2090
	<p>Flipped Class on Learning How to Learn</p> <p>Flipping works great, but most college students have mostly conventional classes. This session describes a flipped course that prepares struggling students to succeed in their regular, unflipped classes.</p>	<p>Peter Lenn <i>Power Learners</i></p>	Ross 2280

10:50am - 11:10am	SNACK, SNACK, SNACK! 😊	1 <sup>st</sup> Floor Ross Hallway	Ross 1010
11:10am - 11:40 am	Back in time  I will share my experience of flipping an Elementary Mathematics Education class and show a time paradigm of a traditional class compared to a flipped class.	Angela Steele <i>University of Northern Colorado</i>	Ross 2090
	Star Trek versus The Prima Facie Directive  Going “where no [plan] has gone before,” Star Trek v The Prima Facie Directive” implements flipped philosophy via Spock Trials. Teams select an ideological issue or invention with ideological implications from a Star Trek episode and present it to the class for a verdict in a Mock Trial format.	Lin Allen <i>University of Northern Colorado</i>	Ross 2280
	Open for networking		Ross 1010
11:50am – 12:20pm	Observations from a first time half flipper of a gender course  As I prepare to flip a course for the first time, I have been trying out new materials in a standard lecture-discussion version of the course. In this presentation, I discuss students' reactions to and feedback about the new videos and in-class exercises.	Mel Moore <i>University of Northern Colorado</i>	Ross 1010
	First Experiences with Flipping a Classroom: Landing On Your Feet or Your Head?  Learning Objectives: 1. Participants will explore advantages and barriers to adopting the ‘flipped’ classroom as a teaching method. 2. Discuss elements of a flipped classroom. 3. Examine facilitators and obstacles to implementing this teaching strategy. 4. Transitioning a “flipped” class to an online format	Lory Clukey <i>University of Northern Colorado School of Nursing</i>	Ross 2090
	Preparing Faculty for Flipped Learning II  A glimpse into the active learning portion of the Flipped Learning Academy for faculty. Participate in exercises to begin to think about	Nissa Yestness Betty Cardona Jerry Overmyer <i>University of Northern Colorado</i>	Ross 2280

	<p>how to flip your course. What are your goals in transforming a course? How will flipping your course help you and your students attain those goals? What resources do you need to flip? Come participate in discussions like this and hear snippets from our three cohorts of over 30 faculty.</p>		
12:20pm - 1:15pm	<b>Lunch</b> – Provided by <b>TechSmith</b>		Holmes Hall
1:15pm – 1:45pm	<p><b>Flip Tips!</b></p> <p>Flip Tips: This session will focus on helpful "Flip Tips" from educators that have been flipping the classroom. Although the session will focus on the flip tips from the framework of nursing education, it will be helpful for educators from all backgrounds.</p>	<p>Karen Hessler <i>University of Northern Colorado School of Nursing</i></p>	Ross 2090
	<p><b>Teaching Finance and Excel in a Flipped Classroom</b></p> <p>In this workshop Dr. Ken Martin discusses his journey in “flipping” the classroom in order to teach Finance and Excel at the same time in a course titled “Financial Information Technology.” Dr. Martin will discuss his transition to becoming a course “flipper” and illustrate his technique with class examples.</p>	<p>Kenneth Martin <i>New Mexico State University</i></p>	Ross 2280
	<b>Open for Networking</b>		Ross 1010
1:55pm – 2:45pm	<p><b>Creating, Building, and Sustaining Community IN and OUT of the Flipped Classroom</b></p> <p>This session will illustrate with story and pedagogical strategies how I have successfully used the four pillars of the Flipped Classroom: Flexible Environment, Learning Culture, Intentional Content, and Professional Educator to create, build, and sustain a community of learners and professionals in and out of a freshman teaching methods course.</p>	<p>Darolyn “Lyn” Jones <i>Ball State University</i></p>	Ross 1010
	<p><b>Improving Retention and Performance in Organic Chemistry</b></p> <p>This session will describe how student engagement, retention and success in an organic chemistry course have been improved by</p>	<p>Arlene Courtney <i>Western Oregon University</i></p>	Ross 2090

	<p>melding the flipped classroom with Socratic pedagogy. Assessment, what did and did not work, how to vivify videos and project-based activities complementary with flipping will be covered.</p> <p>Creating the Flipped Classroom-Trials, Errors, and Successes</p> <p>This presentation will discuss how to get started with the technology to flip the classroom including the many do's and don'ts to improve productivity while decreasing frustration with the process. Results of a pre and post survey of students experiencing the flipped classroom for the first time and testing outcome measures will be shared.</p>	<p>Pat McGinley <i>Saddleback College</i></p>	<p>Ross 2280</p>
<p>2:45pm - 3:00pm</p>	<p>SNACK, SNACK, SNACK! 😊</p>	<p>1<sup>st</sup> Floor Ross Hallway</p>	<p>Ross 1010</p>
<p>3:00pm – 3:30pm</p>	<p>Implementation of a Flipped Classroom and Integration of Active Learning Strategies and Project Based Learning: How to and Lesions Learned</p> <p>This proposal is for a 30 minute presentation on the implementation of a Flipped learning environment in a research and evidence-based practice (EBP) course for undergraduate Nursing students. This presentation will share the strategies and innovative teaching methodologies used to transform the classroom format from “sage on the stage to the guide on the side”. In addition, how to incorporate active learning strategies and experiential learning projects, which replaced lecture, will be outlined. Do's and Don'ts as well student's feedback on this type of instructional format and learning strategies well be discussed. Guidelines for evaluation of students on an individual and team basis in flipped/active learning environment will be examined. Specific ideas and resources for designing active learning strategies will be provided. Methods for incorporation of experiential learning projects and project evaluations will be offered.</p>	<p>Carlo Parker <i>University of Northern Colorado</i></p>	<p>Ross 1010</p>
	<p>Flipping In or Flipping Out? Is Flipping for Your Classroom?</p> <p>In this session, participants will learn what NOT to do when</p>	<p>Tiffany Lewis <i>Indian River State College</i></p>	<p>Ross 2090</p>

	beginning to flip a class. Participants will be given simple strategies on what to do and what not to do in a flipped class. Participants will leave with a wealth of ideas and practices to implement in their classroom.		
	<p><b>Special Session: 90 minutes: 3:00-4:30pm Flipped and Differentiated: Creating Engaging In-Class Activities</b></p> <p>When flipping a university class it is important to consider how content learned outside of class is integrated into face-to-face activities. Research has documented that differentiated instruction within the classroom is one way to create motivating, engaging, and challenging activities. This presentation will engage participants with hands-on examples of differentiated activities.</p>	<p>Robin Brewer <i>University of Northern Colorado</i> Diane Carroll <i>Metropolitan State University of Denver</i></p>	Ross 2280
3:40pm - 4:30pm	<p><b>Flipping the Classroom: Best Practices and Lessons Learned</b></p> <p>This course will offer evidence-based strategies for transitioning to a flipped class model. Presenters will also share lessons learned from their experience. By the end of this course participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify strategies for transitioning to flipped classroom instruction</li> <li>2. Evaluate their readiness to teach using the flipped classroom model</li> <li>3. Evaluate learner readiness for the flipped classroom model</li> </ol>	<p>Ramona Guthrie Rivka Molinsky <i>Touro College</i></p>	Ross 1010
	<p><b>Changing the Landscape of Learning in Dentistry</b></p> <p>"Education is what survives after what was learned has been forgotten". At UBC Dental School we are achieving enduring understanding through Flipped Learning. With FL we have less transmission, and more synthesis and absorption of knowledge. Why FL...because the world doesn't need memorizers, it needs critical thinkers and problem solvers.</p>	<p>Peter J Murphy <i>University of British Columbia</i></p>	Ross 2090
	<p><b>[continued] Special Session: 90 minutes: 3:00-4:30pm: Flipped and Differentiated: Creating Engaging In-Class Activities</b></p> <p>When flipping a university class it is important to consider how</p>	<p>Robin Brewer <i>University of Northern Colorado</i> Diane Carroll <i>Metropolitan State University of</i></p>	Ross 2280

	content learned outside of class is integrated into face-to-face activities. Research has documented that differentiated instruction within the classroom is one way to create motivating, engaging, and challenging activities. This presentation will engage participants with hands-on examples of differentiated activities.	<i>Denver</i>	
4:45pm	Rocky Mountain National Park shuttle leaves	Jerry Overmyer	Ross Hall South Parking Lot
5:30pm	Downtown Greeley dinner and sight seeing shuttle	Nissa Yestness	Ross Hall South Parking Lot

**Thursday, June 9th**

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 9:50am	Flipping Assessment - It Just Makes Sense  Shifting to a flipped classroom necessitates a change in how we assess our students. This session will address formative and summative assessment practices that leverage the power of the flipped classroom and have the potential to take learning to a new level.	Cathy Box Jessica Rogers <i>Lubbock Christian University</i>	Ross 1010
	Flipping Education: A New Approach to Pedagogy to Maximize Learning and Employability  The Flipped Learning approach meets the needs of today's industries, economies and learners. MEF is the world's first and only fully Flipped University. This presentation outlines how MEF established its vision in 2013, opened classes in 2014, undertook research in 2015-2016, and presents our strategic plan for further development.	Caroline Fell Kurban Muhammed Sahin <i>MEF University</i>	Ross 0090
	Flipping a Working Adult University Class in Peru: Easier Said Than Done!	Fausto Puppo <i>Universidad Privada del Norte</i>	Ross 2280

	Flipping classes in our working adult program seemed as the logical thing to do as it would give students a chance to go over the lesson in their own time and then work cooperatively in class. This is a tale of the struggle we went through to make it work.		
10:00am - 10:50am	<p><b>Lessons Learned in Faculty Development and Training in Active Learning</b></p> <p>Colorado State University has renovated six classrooms for active learning and ten more rooms will be built over the next few years. In this session, we will discuss the implementation strategy of preparing sixty-plus faculty in active learning and flipped classroom strategies.</p>	<p>Tonya Buchan Chris Geanious Stan Kruse <i>The Institute for Learning and Teaching (TILT), Colorado State University</i></p>	Ross 1010
	<p><b>Flipping Large Chemistry Classes: How Well it Works and How-To</b></p> <p>Flipping large enrollment lecture courses (&gt;200 students) provides unique challenges. Results from implementation and assessment of a large flipped chemistry class will be presented and advice for flipping large enrollment courses will be shared.</p>	<p>Reneé Link <i>University of California</i></p>	Ross 0090
	<p><b>Boosting Motivation and Participativeness through Flipped Learning and Social Media Integration</b></p> <p>Students have different learning styles and pace which renders language courses challenging for some and boring for other. In this presentation, we will explore the idea of using the flipped learning model and social media integration to motivate students to become more participative and to build a strong learning community.</p>	<p>Fatma Ghailan <i>Westchester Community College</i></p>	Ross 2280
11:00am - 12:00pm	<b>Lunch</b> – included with conference registration		Holmes Hall
12:00pm - 12:30pm	<p><b>A Beginner's Look at Flipped Learning</b></p> <p>We are beginners, then experienced, then we flip. Now we are beginners again. Why would some take this intentional, albeit ostensibly circuitous route? This session will cover the view of the journey's beginning from the driver's seat and solipsist lessons</p>	<p>Janel Greiman <i>University of Northern Colorado</i></p>	Ross 0090

12:00pm – 12:30pm	<p>while looking in the review mirror and through the windshield.</p> <p><b>It's Intentional! The Choice to Flip in Higher Education</b></p> <p>Many higher education instructors are reluctant to incorporate technology into their professional practice. Lecture methods do an inadequate job of keeping tech-savvy students engaged or encouraging adult learners to think on deeper levels. My research explores college instructors' experiences transiting from lecture-based instruction to the inverted classroom and factors they attribute to decision.</p>	<p>Glenda Brown <i>Walden University</i></p>	Ross 1010
	<p><b>Implementation Evaluation Study: Flipped Classroom professional Development with Faculty Members to Enhance Students' Engagement in Higher Education</b></p> <p>This presentation focuses on faculty members' implementation of flipped classroom in higher education settings using an evaluation process developed by Patton (2008). In order to ensure successful implementation of the flipped classroom approach, evaluations of trained faculty members need to be provided with sufficient resources and support to carry out this implementation. Currently there is a gap in our understanding of how and what manner professional development contributes to successful implementation of educational innovations from the evaluation view. So, the intent of this evaluative case study is to discover the effectiveness of the implementation of flipped classroom with trained faculty members in higher education settings for the improvement of student engagement.</p>	<p>Fatimah Alebrahim <i>University of Northern Colorado</i></p>	Ross 2280
12:40pm – 1:10pm	<p><b>Flipped Learning with Turkish Students: Issues of Dissonance to Possible Harmonisation</b></p> <p>I will discuss areas of possible dissonance between Turkish students and non-Turkish teachers as they interact within a Flipped Classroom. Using Geert Hofstede's cultural dimensions, results were compiled from several surveys indicating where the areas of dissonance might lie. I have suggestions for harmonising these differences.</p>	<p>Joel Compton <i>MEF University</i></p>	Ross 0090

	<p><b>Preparing Faculty for Flipped Learning</b></p> <p>Dr. Overmyer will share the details of the Flipped Learning Academy initiative to help faculty create flipped classrooms. The session will include important "dos and don'ts" and lessons learned in preparing faculty for flipped learning.</p>	<p>Jerry Overmyer Nissa Yestness <i>University of Northern Colorado</i></p>	Ross 2280
	<b>Open for Networking</b>		Ross 1010
1:20pm – 1:50pm	<b>Ignite Session!!!</b>		Ross 1010
2:00pm – 2:50pm	<p><b>An Examination of Flipping Professional Development</b></p> <p>This session will report the data gathered from flipped professional development workshops for high school chemistry teachers. Lubbock Christian University chemistry faculty trained teachers in chemistry content from state standards. Surveys were given to participants before and after the workshops to assess content learning and perceptions of the flipped method.</p>	<p>Jessica Rogers Cathy Box <i>Lubbock Christian University</i></p>	Ross 1010
	<p><b>Flipped Classroom combined with Team-based Learning in Engaging Students in the Classroom</b></p> <p>The success of the flipped classroom (FC) approach to teaching requires thorough preparation by the faculty member from recording lectures to preparing appropriate assessments to engage students in the classroom for deeper understanding. The design of FC combined with team-based learning will be discussed.</p>	<p>Chaya Gopalan <i>Southern Illinois University Edwardsville</i></p>	Ross 0090
	<p><b>Tools and Techniques for a Rich Learning Experience</b></p> <p>Tools and techniques employed to deliver flipped learning that achieves both pass rates and student satisfaction of 100% in Masters modules.</p>	<p>Alan Richards <i>Coventry University</i></p>	Ross 2280
2:50pm – 3:10pm	<b>SNACK, SNACK, SNACK! ☺</b>	1 <sup>st</sup> Floor Ross Hallway	Ross 1010

<p>3:10pm – 3:40pm</p>	<p><b>Plenary: Moving into the Future with Flipped Learning</b></p> <p>Consider how learners are becoming post-secondary ready from the perspective of a high school teacher. Participants will explore examples of what flipping a non-traditional classroom looks like. Delve into brain-considered teaching and learning strategies actively in this session. Discover how to create a classroom environment which engages learners, harnesses brain power, and prepares students for lifelong learning.</p>	<p>MacKenzie Mushel Ellis <i>National Dance Education Teacher of the Year by the Society of Health and Physical Educators (SHAPE) of America 2014</i></p>	<p>Ross 1010</p>
<p>3:50pm - 4:40pm</p>	<p><b>Engage With The Flip: How Interactivity, Accountability, and Creativity Affect Student Engagement with Pre-Class Materials in Flipped Learning</b></p> <p>Flipped Learning requires student engagement outside the classroom; this presentation presents research on how interactivity, accountability, and creativity affect student engagement with pre-class videos in a university freshman English class. The research covers three semesters, 1300 students, and more than 70,000 views of 100 original videos produced for the course.</p>	<p>Joshua Shannon-Chastain <i>MEF University</i></p>	<p>Ross 1010</p>
	<p><b>Exploratory implementation of flipped classroom practices on library instruction</b></p> <p>This session will highlight an initial attempt at providing flipped classroom library instruction with varying sections of two education courses. The presenters will share the process and outcomes as well as perceived challenges of implementing this type of instruction.</p>	<p>Jessica Jordan Martina Haines <i>Slippery Rock University</i></p>	<p>Ross 0090</p>
	<p><b>Are we throwing the baby out with the bath water?'</b></p> <p>Since the move of midwifery education into higher education methodologies for teaching and learning have become conservative. 'Flip learning' is transforming midwifery students' experience of their undergraduate program at the University of Nottingham, UK. They are becoming active, learners within the classroom who now engaging in deeper learning than previously possible with traditional methodologies.</p>	<p>Jacqui Williams <i>The University of Nottingham</i></p>	<p>Ross 2280</p>

5:30pm - 6:30pm	Poster Session *Please see below for list of posters Cash bar	Head across the street to the University Center, then all the way to the top floor to the Panorama Ballroom	UC Panorama Ballroom
6:30pm	Dinner - included with conference registration		UC Panorama Ballroom
7:30pm	Keynote by Dr. Caroline Fell Kurban, MEF University Dessert		UC Panorama Ballroom

**Friday, June 10<sup>th</sup>**

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 9:50am	<p>Applying team based learning methods from Duke-NUS Graduate Medical School Singapore to flip the classroom for active and relevant learning at Embry-Riddle Aeronautical University Asia</p> <p>Applying team based learning methods from Duke-NUS Graduate Medical School Singapore to flip the classroom for active and relevant learning at Embry-Riddle Aeronautical University Asia. Student surveys reported 30% higher likelihood of recommending this course versus control and 17% higher active learning engagement (both approximately one standard deviation).</p>	<p>Brian O'Dwyer <i>Embry-Riddle Aeronautical University and CognaLearn Pte Ltd</i></p>	<p>Ross 1010</p>
	<p>Surprise Dinner Party &amp; Gallery Walk--examples and strategies from a flipped class</p> <p>Using the "Surprise Dinner Party" and "Gallery Walk" as examples of flipped lessons, participants will pair up to discuss the examples and then design a flipped lesson. Time for groups to share their lesson designs and detailed handouts with "Dinner Party" and "Gallery Walk" details will round out this session.</p>	<p>Kathy Gamble <i>Front Range Community College</i></p>	<p>Ross 2090</p>
	<p>Self-regulated learning and participation: why students decide not to participate</p> <p>In scope of my PhD thesis, we implement flipped approach in undergraduate database course to learn from the relation between flipped classroom and self-regulated learning to offer a better instructional design. We observe that students who use more SRL strategies (also who have high GPA) participate more to both online and in-class activities and therefore benefit more from the flipped model. We used qualitative approach to understand the reasons why students decide to participate or not to participate in the activities.</p>	<p>Dinçer Özoran <i>ATILIM University</i></p>	<p>Ross 2280</p>

10:00am - 10:50am	<p>Flipped Class on Learning How to Learn</p> <p>Flipping works great, but most college students have mostly conventional classes. This session describes a flipped course that prepares struggling students to succeed in their regular, unflipped classes.</p>	<p>Peter Lenn <i>Power Learners</i></p>	Ross 2280
	<p>Changing the Landscape of Learning in Dentistry</p> <p>"Education is what survives after what was learned has been forgotten". At UBC Dental School we are achieving enduring understanding through Flipped Learning. With FL we have less transmission, and more synthesis and absorption of knowledge. Why FL...because the world doesn't need memorizers, it needs critical thinkers and problem solvers.</p>	<p>Peter J Murphy <i>University of British Columbia</i></p>	Ross 2090
	<p>Engage me... students want action</p> <p>Flipping your class means students want to and need to be engaged during class. Faculty members want to help students learn...hence the Flip. So how do we keep our students' engaged and check for learning? CATs! Classroom Assessment Techniques = Formative Assessment and support active learning as well as provide essential feedback to both students and faculty. These techniques support our students and guide our instruction as we make informed decisions about their learning progression. Come learn about My Favorite No, 3 Reads, and some other "nearly naked" formative assessment strategies.</p>	<p>Shelly Parsons <i>Aims Community College</i></p>	Ross 1010
11:00am - 12:00pm	<p>Closing: The Future of Flipped Learning in Higher Education Content, Curiosity, &amp; Relationships</p>	<p>Jerry Overmyer Nissa Yestness <i>University of Northern Colorado</i></p>	Ross 1010

## Poster Session: Thursday 5:30-6:30pm

### Create and Share Your Own Video Content

My idea is for an infographic-like poster which shares best practices for teachers interesting in creating their own high-quality content and sharing it on social platforms like YouTube.

Anthony Persico, *Youtube*

### Flipping Genetics

This poster will present methods used in flipping Genetics, as well as student attitudes and learning outcomes.

Lacy Cleveland, Nissa, Yestness, and Judy Leatherman, *University of Northern Colorado*

### Investigating Student Motivation and Expectation on Attitude toward Flipped Learning

Flipped learning is an innovative approach to classroom structure and delivery of new information to students in which classroom time is utilized for problem solving and discussion instead of lectures, which are provided as videos to be watched outside of class. However, many educators are reluctant to incorporate flipped learning as a strategy in their teaching without more information about its effectiveness and ways to successfully implement flipped learning to promote student success. The current study investigated the effects of motivation and expectation on student attitude toward flipped learning in an effort to provide more information to educators regarding flipped learning and successful incorporation of this strategy into teaching practices. A survey was given to students in two classes at a Midwestern university to investigate their perceptions and beliefs about flipped learning. Findings from regression analysis and ANOVA implicated motivation as a key factor on student attitude about flipped learning. Suggestions for future research and applying these findings were provided.

Tahni Alruwaili, *University of Northern Colorado*

### Flipping in the Large Biology Classroom

This poster will present strategies I have implemented to flip a large biology classroom. I have about 100 students in one section of General Microbiology and have several strategies that I use when flipping such a large class. I would like to share those strategies with others who are interested in the logistics of flipping in a large class.

Sue Ellen DeChenne, *University of Northern Colorado*

### Creating a Student-Centered Learning Experience in the Large Introductory Biology Classroom

This poster will discuss instructor experiences and student performance after flipping a large (>70 student) Introductory Biology course for non-majors. Student assessment scores were tracked across multiple semesters allowing a comparison between a conventional lecture and flipped classroom approach.

James Haughian, *University of Northern Colorado*

### Flipped learning in higher education

Flipped Learning is particularly well-suited to higher education settings for a variety of reasons to develop vital skills needed in the 21st century, including critical thinking, creativity, communications, and collaboration. There are a handful of studies that explicitly compare flipped and traditional face-to-face course structures in an actual classroom. Those that have demonstrate an achievement advantage for students in the flipped classroom, much like what is found with blended learning more generally. This includes studies that demonstrate students' perceptions and feedback on flipped learning and flipped classrooms, in which most of the students expressed their satisfaction with learning environment, constant and positive interactions with teachers and peers during class time, more access to course materials and instruction; are more able to work at their own pace, more engagement in collaborative decision making with other students and in critical thinking and problem solving; and that the teachers were more likely to take into account their interests, strengths, and weaknesses. Majority of the findings reported that flipped classes had a positive impact on students' performance and that majority of students outperformed their peers in non-flipped traditional classes and scored higher which resulted in an appreciably reported improvement in learning. This poster reviews the literature and research that offer evidence-based implications for flipped learning practice in higher education. The purpose of this poster is to help higher education instructors maximize the learning experience, make data-driven decisions, and effectively shift accountability for learning in ways that improve learners outcomes.

Sara Movahedazarhouli and Robin Brewer, Ed.D. *Department of Special Education, University of Northern Colorado*

### Flip The Page: Reinvigorating Literature Through Flipped Learning

After designing and running a second-language literature course in 2015 and 2016, we continue exploring ways of increasing student-centered learning. Using digital platforms, we have made strides in increasing student autonomy, ownership, and preparedness. Analysis of data collected will enable us to further achieve our goals of a Flipped course.

Eric James Beyer and Jonathan Mark Day, *MEF University*