

Second Annual Higher Education Flipped Learning Conference – Presenter Schedule

Greeley, Colorado – June 14-16, 2017

Wednesday, June 14th

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 9:30am	Welcoming Remarks	Nissa Yestness Jerry Overmyer <i>University of Northern Colorado</i>	Ross 1010
9:30am – 10:15am	<p>Flipped Learning 3.0 – Teaching and Learning in Unprecedented Times</p> <p>Every educator feels it, sees and hears it. We are teaching and students are learning in unprecedented times. We're facing accelerating change, a new generation of learners, and growing questions about the ROI of many undergraduate degrees. Join Flipped Learning Pioneer Jon Bergmann as he talks about why the ground underneath the higher education system is shifting, and why Flipped Learning 3.0 provides the new foundation for the future of teaching and learning.</p>	Jon Bergmann <i>Flipped Learning Global</i>	Ross 1010
10:15am - 10:30am	SNACK, SNACK, SNACK! ☺	1 st Floor Ross Hallway	Ross 1010
10:30am – 12:00pm	<p>Mini Workshop: Delivered by Distance from Coventry, United Kingdom</p> <p>LEGO-A-GO-GO: Flipping The Brick</p> <p>The session will allow participants to gain understanding as to the principles of LEGO-A-GO-GO (LAGG) whilst participating in an interactive manner. This will be achieved through individual creation of metaphorical models utilizing 'LEGO Window Bags', alongside an accompanying personalized narrative orated for group discussion.</p>	Alan Richards <i>Coventry University</i>	Ross 1010

10:30am – 12:00pm	<p>Changing Mindsets: The Beyond Flipped Way Based upon the Beyond Flipped SPRINT methodology of the Disruptive Media Learning Lab (DMLL), the session will explore how to rapidly prototype solutions for embedding Flipped practice throughout courses, schools, faculties, and management. The session will enable participants to prototype solutions for embedding Flipped Learning within their own institutions.</p>	<p>Oliver Wood <i>Coventry University</i></p>	
12:00pm - 1:30pm	<p>Lunch - included with conference registration</p>	<p>Leave backpacks/bags in Ross 1212C</p>	Holmes Hall
1:30pm - 2:15pm	<p>Aquiel v. Acquiescence: Courting Coalescents</p> <p>Enactment of a Spock Trial features a script illustrating rhetorical variables in advocacy. Based on Star Trek’s Next Generation episode, “Aquiel,” testimonial roles illustrate the rhetorical tension between privacy and interplanetary protection. Participants adjudicate the case, culminating in jury deliberation and verdict.</p>	<p>Lin Allen <i>University of Northern Colorado</i></p>	Ross 2275
	<p>FLAME (Flipped learning and midwifery education) Continuing on the journey</p> <p>The FLAME model (Flipped Learning and Midwifery Education) was introduced eighteen months ago into the new curriculum. We have received positive feedback across all the cohorts engaging with this innovative approach in their professional program. The Division is now creating partnerships and engagement with students to influence the direction of the flipped learning approach. The results of the evaluation of the model will be presented in this paper and some lessons learnt shared for educators who may just be starting on this journey.</p>	<p>Jacqui Williams <i>The University of Nottingham</i></p>	Ross 2295
2:15pm - 2:30pm	<p>SNACK, SNACK, SNACK! 😊</p>	<p>2nd Floor Ross Hallway</p>	Ross 2275/95

2:30pm - 3:15pm	<p>Let's Make this Easier: Digital Collaborations between Librarians and Teaching Faculty to Enrich Instruction</p> <p>Tired of sending students to the library while knowing that they will never go? In this session, we will explore how one library has partnered with teaching faculty to deliver highly focused library content to students within the university's learning management system and the impact this has on student performance.</p>	<p>Katie McGrath Jessica Spears <i>Southern Adventist University</i></p>	Ross 2275
	<p>The Role of Equity in STEM Education</p> <p>Creating equitable opportunities in STEM learning does not mean that we should provide an iPad or tablet to every student. Or does it? Let's talk about the role of equality and equity as STEM initiatives are developed. We will also learn about a resource developed by the Women's Foundation called <i>This Is What STEM Looks Like!</i> a resource guide for girls and young women to access STEM learning opportunities through multiple stages in their educational journey.</p>	<p>Violeta Garcia <i>University of Northern Colorado</i></p>	Ross 2295
3:15pm - 3:30pm	<p>SNACK, SNACK, SNACK! ☺</p>	<p>2nd Floor Ross Hallway</p>	Ross 2275/95
3:30pm - 5:00pm	<p>Mini Workshop: Flipped Learning Examples & Strategies</p> <p>This workshop will show how all teachers can take small steps to transition to a flipped classroom, by first considering inquiry-based learning. This interactive presentation will show pragmatic steps instructors and professors can use to improve their teaching.</p> <p>Flipped learning has the potential to encourage independent, critical, creative thinkers. How do we create and foster these opportunities? This session provides a planning template and 5 examples of flipped lessons that integrate the 4 pillars of flipped pedagogy. Using these models, participants will design a discipline-appropriate flipped lesson.</p>	<p>Jerry Overmyer <i>Western Governors University</i></p> <p>Kathy Gamble <i>Front Range Community College</i></p>	Ross 2275

<p>3:30pm – 5:00pm</p>	<p>Designing and delivering coherent content through a flipped classroom strategy: Strategies for analyzing outcomes in flipped classes</p> <p>My goal is to facilitate an interactive workshop presenting some basic approaches for those interested in various degrees of classroom-flipping, at least as we have implemented this pedagogical strategy in an introductory evolutionary and molecular biology course (1). Our approach uses data from on-line reading and formative assessment tools (Nota Bene and beSocratic), and the use of a two-tiered exam format, together with insights from the Biology Concepts Instrument (BCI), to identify content knowledge and skill areas in need of further emphasis, explication, and student practice, with the goal of focusing course content and pedagogical interventions on key learning outcomes. Although not identical in practice, this general approach has proven quite successful in the revised general chemistry course: Chemistry, Life, the Universe & Everything (2,3)(http://clue.chemistry.msu.edu). Participants will be invited to describe their own experiences and to discuss various strategies to more explicitly capture what a course values and what students end up being capable of doing, including the use of tools such as the 3D-Learning Assessment Protocol (4). See references at end of program.</p>	<p>Mike Klymkowsky <i>University of Colorado Boulder</i></p>	<p>Ross 2295</p>
<p>5:30pm</p>	<p>Dinner: Van transportation for up to 15, others can drive cars (large UNC logo van)</p>	<p>Nissa Yestness</p>	<p>Ross Hall South Parking Lot</p>

Thursday, June 15th

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 10:30am	<p>Mini Workshop: Winning and Flipping: Creating Engaging Classroom Instruction</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 1160
	<p>Mini Workshop: Assessments of Student Preparation for Flipped Classroom</p> <p>This workshop will help design activities to engage students both in the classroom and during their preparation for flipped learning. Furthermore, it focuses on how to choose the ideal level of assessment for successful learning.</p>	<p>Chaya Gopalan <i>Southern Illinois University Edwardsville</i></p>	Ross 2295
10:30am - 10:45am	SNACK, SNACK, SNACK! 😊	1 st Floor Ross Hallway	Ross 1010
10:45am - 11:30am	<p>Plenary Delivered by Distance from Istanbul, Turkey</p> <p>Flipped Learning as an educational model has emerged, globally, as a new pedagogical method geared towards educating today's Generation Y students and the Generation Z students of the 2020s and beyond, supplanting a 900-year-old traditional university education system for a digital world where technology prevails in all aspects of our lives. Flipped Learning may have grabbed the attention of educationalists around the world; however, it has not yet gained a mainstream position. While many educators have adopted Flipped Learning for their courses, very few educational</p>	<p>Caroline Fell Kurban Muhammed Sahin <i>MEF University</i></p>	Ross 1010

	<p>institutions have adapted this model as their sole approach. MEF University opened in 2014 as the first and only university globally to implement Flipped Learning across all programs, and to radically readdress how we assess students in higher education so that they are prepared for the workforce that they will enter upon graduation. After three years and three iterations of flipped learning, we believe we have created a best practice whereby careful choice of technology adoption, blended learning practices and student-led learning have combined to support our Flipped Learning educational approach. Through sharing the knowledge and experiences we have gained over the past three years, and sharing our innovative plans for future development, we aim to provide a working example of best practices for other institutions wishing to adopt this innovative, engaging and effective approach.</p>		
<p>11:45am - 12:30pm</p>	<p>Collaboration Delivered by Distance and In-Person: Flipping Musical Variations: Taking Advantage of the Flipped Classroom in two Music History Distant Classrooms and the Music Performance Classroom</p> <p>Brownlow will present an innovative method of teaching music history using iPad technology in a hybrid environment. The project features a flipped approach involving online learning, video instruction, and an in-class “hands-on” methodology. In addition, use of Apple TV and video conferencing technology allows the course to be taught simultaneously to two different classrooms seventy miles apart.</p> <p>In Byrnes’ brass techniques classroom (for music education majors), a great deal of class time was lost in teaching basics of holding, assembly, oiling each instrument; by using short instructional videos, students could reference relevant information at different times throughout the semester, depending on their own assigned progression of instruments.</p>	<p>Art Brownlow <i>The University of Texas Rio Grande Valley</i></p> <p>Jason Byrnes <i>University of Northern Colorado</i></p>	<p>Ross 1010</p>

11:45am - 12:30pm	Advantages, challenges and possible solutions will be discussed.		
	<p>Teaching a Physical Education Technology Course: A Flipped Learning Approach</p> <p>This session will describe how a physical education technology course was redesigned and delivered to provide preservice physical education teachers with content knowledge in an online setting while applying hands-on technology experiences during face-to-face class-time. Attendees may participate in a hands-on sample lesson.</p>	<p>Jennifer Krause Dannon Cox <i>University of Northern Colorado</i></p>	Ross 1090
12:30pm - 1:45pm	Lunch – included with conference registration	Leave backpacks/bags in Ross 1212C	Holmes Hall
1:45pm – 2:15pm	Ignite Session!!!		Ross 1010
2:30pm – 3:15pm	<p>Student Perceptions of Flipped Learning Survey and a Call for Research from Abeysekera and Dawson (2015)</p> <p>We will continue the interactive workshop with a discussion of a call for research from Abeysekera & Dawson (2015) (5) including their six testable propositions surrounding student motivation and cognitive load. We will also share our work of the development of a survey of student perceptions of flipped learning that came from this call for research.</p>	<p>Lacy Cleveland Nissa Yestness <i>University of Northern Colorado</i></p>	Ross 1160
	<p>Activities and Projects that Enhance Flipping</p> <p>The effectiveness of flipping is determined by the other activities with which it is combined. This session will present examples of teaching strategies, projects and activities complementary to flipping that have been used in major and non-major science classes, and adaptable to other disciplines, for fostering a motivating, active-learning environment.</p>	<p>Arlene Courtney <i>Western Oregon University</i></p>	Ross 1090

3:15pm – 3:30pm	SNACK, SNACK, SNACK! 😊	1 st Floor Ross Hallway	Ross 1010
3:30pm – 4:15pm	<p>Lessons Learned from Flipping an Entire Semester of Biochemistry</p> <p>A general approach to flipping an entire semester worth of STEM material and how well this was received by students. It is important that educators have a clear view of what switching to flipped learning entails. I am including several recommendations in this presentation that may prove helpful in the implementation of flipped teaching in higher learning.</p>	W. Alex Escobar <i>Emory University</i>	Ross 1090
	<p>Flipped Learning for Teacher Education</p> <p>After researching best teacher education programs around the world, MEF University has started a teacher education model, called University within School (Özcan, 2013). University also adopted Flipped Learning Method. In this session, I will talk about how I combined these two models for Teaching Education courses.</p>	Zelha Tunc-Pekkan <i>MEF University</i>	Ross 1160
4:30pm – 5:15pm	<p>Flipped Learning: A New Pathway to Prepare Future Special Educators</p> <p>Preparing high-quality special education teachers is an essential purpose of special education teacher education programs. High quality teacher preparation results in teachers who are less likely to leave teaching in the future. Educators are also developing ways to personalize learning, using technology such as video and other digital simulations to alter traditional models of teaching and learning. One alternative model gaining attention is “Flipped Learning”. Flipped learning reverses a traditional model of in-class lecture followed by homework. The roles and responsibilities of instructor and student often require a new or enhanced skill</p>	Sara Movahedazarhouligh Robin Brewer <i>University of Northern Colorado</i>	Ross 1090

4:30pm-5:15pm	<p>set where the instructor designs intentional learning experiences to engage students outside of the classroom. The learner becomes accountable for exploring online materials in a self-directed manner, attempting to gain foundational knowledge before class, and then actively applying it in the collaborative classroom. Flipping a classroom is emerging as a unique approach to improving learner retention and transfer of information, while making efficient use of class time. The purpose of this presentation is to report on the effectiveness of flipped learning when preparing special educators in higher education settings.</p>		
	<p>Teachers as Students in the Flipped Teaching Workshop</p> <p>Share the three-day faculty workshop details and the results from the pre- and post-training survey</p>	<p>Chaya Gopalan Southern Illinois University Edwardsville</p>	Ross 1160

5:30pm - 6:30pm	<p>Poster Session *Please see below for list of posters</p> <p>Cash bar</p>	<p>Head across the street to the University Center, then all the way to the top floor to the Panorama Ballroom</p>	<p>UC Panorama Ballroom</p>
6:30pm	<p>Dinner - included with conference registration</p>	<p>Follow the path around the construction to the bear statue and enter second floor.</p>	<p>UC Panorama Ballroom</p>
7:15pm	<p>Robbyn Wacker, Provost, Senior Vice President</p> <p>Ten minute thank you to the conference attendees</p>		<p>UC Panorama Ballroom</p>
7:30pm	<p>Keynote by Dr. Kevin Revell</p> <p>Strengthening Student Foundations: Strategies for a Flipped Classroom</p> <p>Too often, gaps in foundational knowledge limit student success in higher-level skills and courses. Fortunately, the flipped classroom offers unique opportunities to address these foundational weaknesses. This presentation will</p>		

	<p>highlight a blend of active-learning approaches used to address these challenges in introductory and upper-level courses, including benchmark quizzes, in-class polling, speed drills, and new digital resources that emphasize low-level knowledge, recognition, and skills. The presentation includes data and examples from both introductory and upper-level classes.</p>		
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Friday, June 16th

Time	Title and Abstract	Presenter & Affiliation	Room
9:00am - 9:45am	<p>I gave my students all my lecture notes, now what?!</p> <p>A common question heard during last years' Higher Education Flipped Learning Conference was "what do I do in the classroom now that I've given away all my in-class material?". During my presentation, I will share engaging activities that I use in my classroom. Many of these activities can be adapted to other disciplines.</p>	<p>Angela Steele <i>University of Northern Colorado</i></p>	<p>Ross 2060</p>
	<p>Flipping Online Learning: Synchronous and Asynchronous Sessions an Approach to Social Learning Online</p> <p>This paper outlines my experience transforming one course from teaching face-to-face to a flipped model of online learning via synchronous and asynchronous tools. The findings of my experience have implications to online teaching and learning and supports recent research on the application of flipped classrooms to flipping the online "classroom."</p>	<p>Jacob Skousen <i>University of Northern Colorado</i></p>	<p>Ross 2090</p>
10:00am - 10:45am	<p>Measuring Nursing Student Engagement in a Flipped Classroom</p> <p>Present results of a study performed to determine if the flipped instructional method compared to traditional lecture method has an effect on nursing student engagement. A quantitative nonexperimental repeated measures design was utilized to determine the effect of flipping on nursing student engagement. Results indicated flipping increases student engagement</p>	<p>Carlo Parker <i>University of Northern Colorado</i></p>	<p>Ross 2060</p>

10:00am - 10:45am	<p>SOFLA - The Synchronous Online Flipped Learning Approach</p> <p>Both online learning and flipped learning have gained in popularity in recent years, but fusing the two is rare. The presenter describes and presents results for a unique instructional model: the synchronous online flipped learning approach (SOFLA) with an embedded peer instruction in-flip component.</p>	<p>Helanie Marshall <i>LIU</i></p>	Ross 2090
10:45am - 11:00am	<p>SNACK, SNACK, SNACK! ☺</p>	<p>1st Floor Ross Hallway</p>	Ross 1010
11:00am - 11:45am	<p>Closing Plenary: Flipped Learning in a Fully Online Environment</p> <p>As we move to a more and more digitally connected world, with fewer and fewer face-to-face opportunities, how can flipped learning be implemented to enhance fully online learning? This will be an open discussion about flipped learning, and what it means for the future of online learning.</p>	<p>Jerry Overmyer WGU</p>	Ross 1010
11:45am - 12:00pm	<p>Closing</p>	<p>Nissa Yestness <i>University of Northern Colorado</i></p>	Ross 1010

*Updated June 14, 2017

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

Flipped Classroom Ideas, Experiences and Modified Flipped Tips and Tricks

This poster presentation will show how more effective learning can be accomplished through flipped techniques in the ever-changing educational environment. This is a relevant need, as students need ever increasing knowledge to start their careers. Recruiters and manager who are hiring for entry-level positions have expectations of technical knowledge, critical thinking skills and recent graduates are expected to apply the concepts learned in higher education at a proficient level. This is very difficult to accomplish in a traditional classroom setting. Educators are tasked with preparing students to meet these increasing demands with the same amount of classroom time. We can use this limited time to aide students in the development of these skills more efficiently and effectively.

Janel Greiman, *University of Northern Colorado*

Assessment of Student Attitudes and Performance in the Genetics Flipped Classroom

Our research examines which students might prefer and benefit from the flipped classroom approach.

Judy Leatherman & Lacy Cleveland, *University of Northern Colorado*

Virtual Storm Chase: Promoting Science with In-Class Interactive Experiences

Creating Active Learning Opportunities I the Classroom

David Lerach, *University of Northern Colorado*

Flipping Gender: Some Activities, Videos, and Assessments

In this paper, I reflect upon my experiences flipping several sections of a sociology of gender course. I describe the in-class activities used, along with their strengths and weaknesses when implemented. I critique the out-of-class videos I created for the course, and discuss the utility of the assessments employed.

Mel Moore, *University of Northern Colorado*

The Flipped Classroom and First Generation Higher Education Students

This poster will summarize how a flipped classrooms design can be a successful strategy for first generation students for it can strength teacher-student relationships, lead to more in-depth learning, build and foster student confidence, and increase student retention within higher education.

Amanda Rutter, *University of Northern Colorado*

Perceptions of Flipped Learning

Student and faculty perceptions of flipped learning, validating a survey.

Lacy Cleveland & Nissa Yestness, *University of Northern Colorado*

References cited in abstracts

1. Klymkowsky et al, 2016: <https://www.ncbi.nlm.nih.gov/pubmed/27909020>

2. Cooper & Klymkowsky, 2013. <http://pubs.acs.org/doi/abs/10.1021/ed300456y>
3. Williams et al., 2015: <http://pubs.acs.org/doi/full/10.1021/acs.jchemed.5b00619>
4. Lavery et al., 2016. <https://www.ncbi.nlm.nih.gov/pubmed/27606671>
5. Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1-14.