Final Report: Professional Development Grant

October 2013

The Teaching Professor Technology Conference

Lynn C. Walsh

B. Restatement of Professional Enhancement Opportunity:

Upon receipt of a Professional Development Grant I was able to attend The Teaching Professor Technology Conference, a three-day faculty development conference in Atlanta, GA, October 4-6, 2013.

C. Brief Review of Professional Enhancement Opportunity:

I was able to attend several engaging sections which equipped me with new skills and strategies to augment my strength as a teacher and mentor. I attended the following sessions which were either 30 or 75 minutes.

- Best Practice or Designing an Assessing Online Discussion Questions
- 10 Ways to Improve Blended Course Design
- Creativity, Collaboration, and Changing Assignment Submissions – Wiki Wonders
- Creating Annotated Presentation Videos
- Evaluation of Online Courses Using Social, Cognitive, and Teaching Presence
- Technology Tools to Increase Social Presence in Online Learning Environments
- Better Together: Empowering Online Discussion Through Student-Led Blogging
- Flipping with Prezi: Cloud-Based Interactions That Facilitate Class Discussion and Feedback
- Wrestling with Rubrics in the Online Classroom
- I also had a proposal to present a poster session on my utilization of flipped instruction in my Adolescent Development course.

I also had a proposal to present a poster session on my utilization of flipped instruction in my Adolescent Development course. This was presented on Friday October 5, 2013 from 6:30 -8:00 PM.

D. Summary of Findings:

I was able to get information to improve my own online courses and to share that information with other faculty in the College of Education.

My presentation on the utilization of flipped instruction in my Adolescent Development course appeared to generate a significant amount of interest. I came away with as many ideas as I was able to share with the conference participants who attended.

E. Conclusions and Recommendations:

Because of the interest in the use of technology in online and traditional college courses and how flipped instruction affects student interest, I have chosen to pursue the effects of the flipped classroom teaching strategy on student learning outcomes. Dr. Ibrahim and I have a study approved through Institutional Review and have been collecting data to support our hypothesis that based on prior research on the flipped classroom teaching strategy, that students in face-to-face courses will improve their learning outcomes when the flipped classroom teaching strategy is utilized.
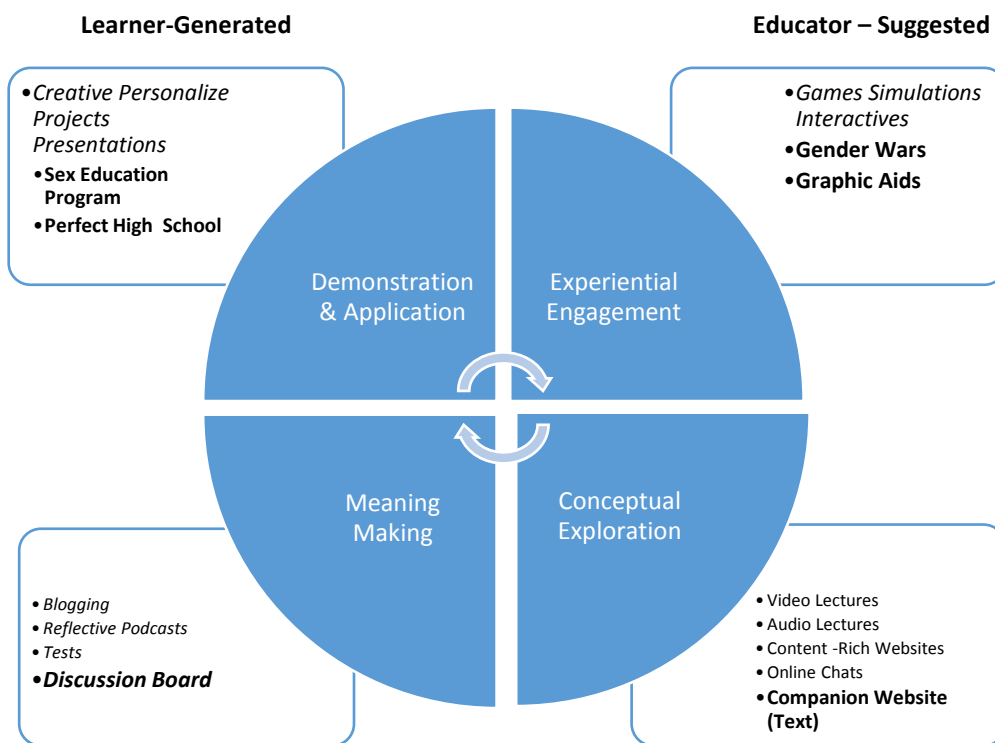
Documentation:

I have attached the handout created to accompany my poster presentation and an abbreviated conference program.

The Flipped Classroom: Learning, Innovation, and Technology

The flipped classroom model was applied to Adolescent Development, a course required of students enrolled in a Master of Arts in Teaching program at Arkansas Tech University during the spring 2012 semester. The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Instruction that used to occur in class was now assessed at home, in advance of class. Digital content (videos and interactive lessons), resources, and tools to enhance, extend, and transform the learning process were utilized. Class became a place to work through problems, advance concepts, and engage in collaborative learning. In essence students used class time to apply what they had learned. Both instructor and student response to the model were recorded and assessed.

Flipped Classroom Model for Adolescent Development

Learner-Generated

- *Creative Personalize Projects Presentations*
- **Sex Education Program**
- **Perfect High School**

Educator – Suggested

- *Games Simulations Interactives*
- **Gender Wars**
- **Graphic Aids**

Demonstration & Application

Experiential Engagement

Meaning Making

Conceptual Exploration

- *Blogging*
- *Reflective Podcasts*
- *Tests*
- ***Discussion Board***

- Video Lectures
- Audio Lectures
- Content -Rich Websites
- Online Chats
- **Companion Website (Text)**

Positive Responses

- I was more intent on reading the chapter and preparing for class discussion. In a more traditional classroom I find it easy not to read the chapter and let the in class lecture inform me.
- I could fit the work into my schedule.
- Class was more enriching because of the work we put in before class.
- I liked the discussions and assignments, on- line primed us for in-class discussion. It gave me a chance to think out my thoughts before I got to class.
- There was more responsibility for me to engage in learning.
- Allowed me to contemplate the ideas on my own and come up with my understanding and then compare it with others rather than being told what to think and then tackle an assignment.
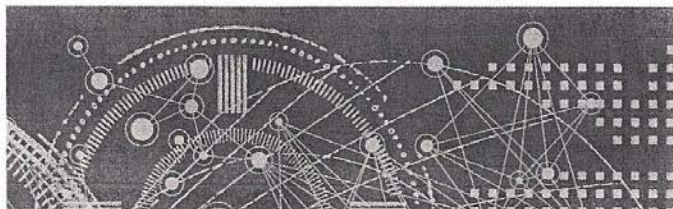
Negative Responses

- Remembering to complete the work on time – procrastination.
- Difficult if technologically challenged.
- I do not think it was nearly as valuable as time spent in class.

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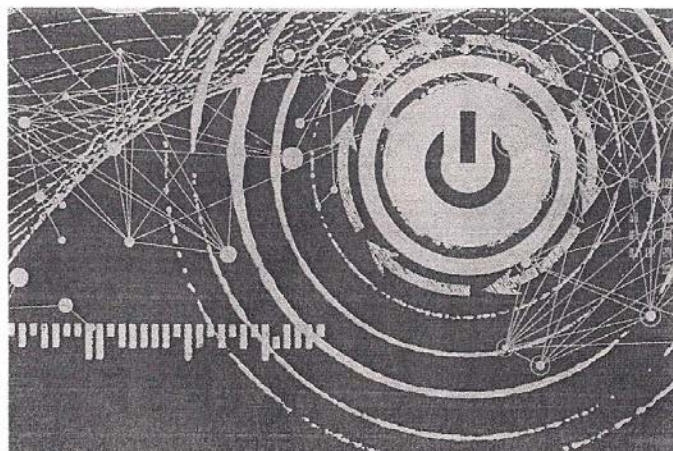   **Associate Professor**

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THE Teaching PROFESSOR

TECHNOLOGY CONFERENCE

2013

PROGRAM

October 4-6, 2013
Westin Peachtree Plaza
Atlanta, GA

Program-at-a-Glance

Friday, October 4

7:00 a.m. – 8:00 a.m.
Registration open – Morning
Preconference Workshop Only
Room: The Overlook, 6th Floor

8:00 a.m. – 8:00 p.m.
Registration Open – All Participants
Room: The Overlook, 6th Floor

8:00 a.m. – 11:30 a.m.
Preconference Workshop: Engaging
Student Interactions: In Class and
Online
Preregistration and Fee Required
Room: International BC, 6th Floor

10:00 a.m. – 8:00 p.m.
Partnership Displays Open
Room: The Overlook, 6th Floor

1:00 p.m. – 4:30 p.m.
Preconference Workshop: Designing a
Technology Plan for a Learner-
Centered Classroom
Preregistration and Fee Required
Room: International BC, 6th Floor

1:00 p.m. – 4:30 p.m.
Preconference Workshop: Flip a
Lesson: Enhance Student Learning
and Engagement
Preregistration and Fee Required
Room: International DE, 6th Floor

5:00 p.m. – 5:15 p.m.
Conference Welcome
Room: Peachtree Ballroom, 8th Floor

5:15 p.m. – 6:30 p.m.
Opening Plenary Session
The Teaching Professor in 2020: Shaping
the Future in a Time of Rapid Change
Room: Peachtree Ballroom, 8th Floor

6:30 p.m. – 8:00 p.m.
Reception, Poster Sessions, and
Partner Exhibit
Room: The Overlook and Vinings
Room, 6th Floor

8:00 p.m.
Dinner on Your Own

Saturday, October 5

7:30 a.m. – 5:15 p.m.
Registration Open
Room: The Overlook, 6th Floor

8:00 a.m. – 5:00 p.m.
Partner Displays Open
Room: The Overlook, 6th Floor

7:30 a.m. – 8:30 a.m.
Continental Breakfast
Room: Peachtree Ballroom, 8th Floor

8:45 a.m. – 9:30 a.m.
Morning Plenary Session
Gradually, Then Suddenly: How
Technology Has Changed Teaching in
Higher Education
Room: Peachtree Ballroom, 8th Floor

9:30 a.m. – 9:45 a.m.
Break

9:45 a.m. – 11:00 a.m.
8 Concurrent Workshops

11:00 a.m. – 11:15 a.m.
Break

11:15 a.m. – 12:30 p.m.
8 Concurrent Workshops

12:30 p.m. – 1:30 p.m.
Lunch
Room: Peachtree Ballroom, 8th Floor

1:30 p.m. – 2:15 p.m.
Luncheon Plenary Session
The Vortex of Technology: Enabling
and Enhancing Engagement with
Students
Room: Peachtree Ballroom, 8th Floor

2:15 p.m. – 2:30 p.m.
Break

2:30 p.m. – 3:00 p.m.
8 Concurrent Workshops

3:00 p.m. – 3:15 p.m.
Break

3:15 p.m. – 3:45 p.m.
8 Concurrent Workshops

3:45 p.m. – 4:00 p.m.
Break

4:00 p.m. – 4:30 p.m.
8 Concurrent Workshops

4:30 p.m. – 4:45 p.m.
Break

4:45 p.m. – 5:15 p.m.
8 Concurrent Workshops

5:15 p.m.
Dinner on Your Own

Sunday, October 6

8:00 a.m. – 12:00 p.m.
Registration Open
Room: The Overlook, 6th Floor

8:00 a.m. – 9:00 a.m.
Continental Breakfast
Room: Peachtree Ballroom, 8th Floor

9:00 a.m. – 9:15 a.m.
Break

9:15 a.m. – 10:30 a.m.
8 Concurrent Workshops

10:30 a.m. – 10:45 a.m.
Break

10:45 a.m. – 11:15 a.m.
8 Concurrent Workshops

11:15 a.m. – 11:30 a.m.
Break

11:30 a.m. – 12:00 p.m.
8 Concurrent Workshops

12:00 p.m. – 1:00 p.m.
Lunch and Informal Discussions
Room: Peachtree Ballroom, 8th Floor

1:00 p.m.
Conference Adjourns

Poster Sessions

6:30 p.m. – 8:00 p.m.

The Overlook and Vinings Room, 6th Floor

1. **Free and Easy Screen Capture with Voice & Cam Using Screencast-O-Matic**
Audrey Cutler, *Towson University*

2. **Using Blended Learning to Teach Freshman English**
Presenter: Catherine Macdonald, *Chatfield College*

3. **Social Media and Student Learning: A Winning Combination?**
Presenter: Dawn McGuckin, *Durham College & University of Ontario Institute of Technology*

4. **Flipping with Students Who Might Flop**
Presenter: Dixie Hickman, *American InterContinental University*

5. **Using Twitter for Undergraduate Student Engagement in a Human Resources Course**
Presenter: Erinn Tucker, *Boston University*

6. **Tapping Multiple Intelligences in Online Classes**
Presenter: Kirsten Loutzenhiser and Kristie Roberts, *Troy University*

7. **Flipping Your Course in Stages: Engaging Student and Professional Growth**
Presenter: LaShawn Williams-Schultz, *Utah State University*

8. **Integrating Simulation Technology and Simulation in Nursing Education**
Presenter: Loretta Aller, *Kent State University – Stark Campus*

9. **The Flipped Classroom: Learning, Innovation, & Technology**
Presenter: Lynn Walsh, *Arkansas Tech University*

10. **Boot Camps for Success: A Blended Learning Approach**
Presenter: Rachel Choudhury, *Chamberlain College of Nursing*

11. **Science and Digital Stories: Can it be Done?**
Presenter: Sabrina Timperman, *Mercy College*

12. **Using Clickers to Increase Student Reading, Engagement and Learning**
Presenters: Sarah Smith, *Suffolk University* and Rebecca Paynich, *Curry College*

13. **Re-thinking Instructor Presence in a Fully Online Course**
Presenters: Vivian Johnson and Julia Reimer, *Hamline University*

14. **Continuing the Classroom Community**
Presenters: Forrest Anderson and Erin Wood, *Catawba College*

15. **Engaging the Change: From Hardback to No Back**
Presenters: Erin Wood and Forrest Anderson, *Catawba College*

16. **Digital Tools for Tomorrow's Teachers: Blended Classes & Technology Integration**
Presenter: Judy Britt, *Winthrop University*

17. **Hybridizing Humanities: Ideas for Engagement In and Out of Class**
Presenter: Clayton Brown, *Utah State University*

18. **Integrating the iPad into the Classroom for Value Added Teaching**
Presenters: Judy Bhatti, *Palmer Collage of Chiropractic* and Elissa Twist, *Palmer Center for Chiropractic Research*

19. **Learning in Overcrowded Lecture Halls: Mobile Audio Lecture to the Rescue**
Presenters: Fowoyo Oluwafemi Anthony and Olonikawu Samuel, *Kogi State College of Education*

20. **Point-of Care Mobile Technology: Geriatric Fast Facts**
Presenters: Diane Brown and Gabriel Manzi Froedtert, *Medical College of Wisconsin*

21. **Transforming Students from Passive Bystanders to Active Participants**
Presenter: Robin Tuchscherer, *Northern Arizona University*

22. **Lurking & Spying: Valuable Online Teaching Tools**
Presenters: Tim Hibsman, *Indiana University of Pennsylvania* and Gail White, *DeVry University*

23. **Writing Across the Curriculum Using Technology**
Presenters: Gail White, *DeVry University*, and Tim Hibsman, *Indiana University of Pennsylvania*

THE **Teaching** PROFESSOR TECHNOLOGY CONFERENCE