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**

![Diagram of Flipped Classroom Model]

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

**Educator – Suggested**
- Games Simulations
- Interacts
- Gender Wars
- Graphic Aids

**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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THE TEACHING PROFESSION TECHNOLOGY CONFERENCE 2013 PROGRAM

October 4-6, 2013
Westin Peachtree Plaza
Atlanta, GA
# Program-at-a-Glance

**Friday, October 4**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Registration open – Morning</td>
</tr>
<tr>
<td>7:00 a.m.</td>
<td>Preconference Workshop Only</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Registration Open – All Participants</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Preconference Workshop: Engaging Student Interactions: In Class and Online</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Partnership Displays Open</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Preconference Workshop: Designing a Technology Plan for a Learner-Centered Classroom</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Preconference Workshop: Flip a Lesson: Enhance Student Learning and Engagement</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Conference Welcome</td>
</tr>
<tr>
<td>5:15 p.m.</td>
<td>Opening Plenary Session: The Teaching Professor in 2020: Shaping the Future in a Time of Rapid Change</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Reception, Poster Sessions, and Partner Exhibit</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Dinner on Your Own</td>
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**Saturday, October 5**

<table>
<thead>
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<th>Time</th>
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<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Partner Displays Open</td>
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<tr>
<td>7:30 a.m.</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Morning Plenary Session: Gradually, Then Suddenly: How Technology Has Changed Teaching in Higher Education</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>8 Concurrent Workshops</td>
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**Sunday, October 6**

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<tr>
<td>3:15 p.m.</td>
<td>8 Concurrent Workshops</td>
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<tr>
<td>3:45 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Break</td>
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<tr>
<td>4:45 p.m.</td>
<td>8 Concurrent Workshops</td>
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<tr>
<td>5:15 p.m.</td>
<td>Dinner on Your Own</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>8 Concurrent Workshops</td>
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<tr>
<td>10:30 a.m.</td>
<td>8 Concurrent Workshops</td>
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<tr>
<td>10:45 a.m.</td>
<td>Break</td>
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<tr>
<td>11:15 a.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>8 Concurrent Workshops</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Conference Adjourns</td>
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For more information, visit [www.teachingprofessor.com](http://www.teachingprofessor.com) or call 800-433-0499.
Poster Sessions

The Teaching Professor Technology Conference 2013

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
   Presenter: Audrey Cutler, Pearson University

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

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

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

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

6. Tapping Multiple Intelligences in Online Classes
   Presenter: Kirsten Lorizenhiser and Kaitie 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

    Presenter: Rachel Choudhury, Champlain 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 College of Osteopathic Medicine and Elissa Twist, Palmer Center for Osteopathic Research

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

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

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

22. Lucking & 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

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