

2024 Innovation ~~Interession~~ Initiative Program Information

Program Description Overview

- This four-week program is designed for faculty to learn about and develop a flipped module. The flipped module prompts students to complete pre-class work allowing for more in-class time to engage students more deeply with material via exercises, projects, problem-solving, and discussion.
- A book on flipped classroom pedagogy and a \$1500 stipend is given to those who complete the program requirements.
- The program models the flipped approach and provides faculty with an immersive experience in high quality online learning and face-to-face experiences.
 - Workshops focus on evidence-based techniques for designing, implementing and evaluating flipped modules.
 - Critical peer groups are chosen during the first week and provide regular feedback on ideas, goals, and developed material amongst other things.
 - Workshops consistently include opportunities for faculty to interact with colleagues, receive feedback from peers, and Center for Teaching & Learning staff.

	Traditional Classroom	Flipped Pedagogy
Before Class	Assigned reading	Lecture / reading
During Class	Lecture	Apply information
After Class	Apply information	Reflect on learning / continue application

Program Expectations

The success of these sessions depends on participation and engagement. To make each workshop an effective learning experience, it is crucial that everyone completes the pre-class work, share ideas, concerns, questions, etc. Faculty are expected to actively review and interact with the Program's Canvas Course; information regarding schedules, learning objectives, assignments and other materials can be found on there. There is approximately 20 hours each week that will be spent in workshops, preparing for workshops, and developing modules.

Expectations are:

- 1) Complete all 9 workshops and associated activities
 - a. *More than 2 incomplete associated activities could forfeit the stipend*
 - b. *Associated activities may include but are not limited to pre-class work (readings, discussion posts, videos), in-class activities, peer review of modules, and pre-class work associated with peer experience the final week*
- 2) Attend at least two Collaboration & Consultation sessions (before the end of week 2)
- 3) Develop a completed flipped module *see back for specific details*
- 4) Present to peers within my unit (module, approach and/or experience)
- 5) Present at the University Teaching Council Celebration of College Teaching Conference Symposium (October 18th, 2024)

More information for the 2024 Innovation ~~Interession~~ Initiative can be found at <https://www.kent.edu/ctl/innovation-interession>. Applications will be available early Spring 2024. If you have any questions, please contact the Center for Teaching & Learning at ctl@kent.edu or at (330) 672-2992.



*Completed Flipped Module Checklist

This list was developed to help participants keep track of everything they have accomplished and to ensure they have met the criteria for a completed flipped module. A module will consist of approximately 1-2 weeks of material in a typical 15-week course.

1. All videos can be viewed
2. All links both in and out of Canvas must work
3. All of the videos you produced (narrated PowerPoints or navigation videos or others you produced) must be either captioned or have a script attached
4. All pre-class activities & videos must have descriptions (description of what is covered, approximate time to complete, purpose/importance of assignment, and source of video if you did not produce it)
5. Clearly define on your Canvas site what students need to do and when
6. Learning objectives
 - are clear and students would understand the meaning as you intend
 - align with your activities before, during and after class
 - are measurable
 - align with your assessments
7. In-class activity includes
 - a. what students are expected to do, when they are expected to do it, resources they can use (if applicable), and with whom they are permitted to do it
 - b. description of why they are doing the activity
 - c. evaluative criteria are clear (could include peer grading, completion-based grading, no grading)
8. Consider revisions after the peer/facilitator feedback, make changes as you feel fit, and write a reflection.

The program has been designed to spread these tasks over the length of the program & ensures everyone has the support/feedback necessary to complete each successfully before the end of intersession (excluding #8)

Tentative Schedule-At-A-Glance

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 May 13 th – 17 th	9:00 am – 1:00 pm	Introduction to the Flipped Classroom Approach		Module Design: Canvas & Learning Objectives		
	1:30 pm – 4:00 pm	Collaboration & Consultation		Collaboration & Consultation		
Week 2 May 20 th – 24 th	9:00 am – 1:00 pm		Universal Design for Learning & Assessment		Pre-Class Activity Design	
	1:30 pm – 4:00 pm		Collaboration & Consultation		Collaboration & Consultation	
Week 3 May 27 th – May 31 st	9:00 am – 1:00 pm		Face-to-Face Activity Design		Reflection & Refinement	
	1:30 pm – 4:00 pm		Collaboration & Consultation		Collaboration & Consultation	
Week 4 June 3 rd - June 7 th	9:00 am – 1:00 pm				Peer Module Experience	
	1:30 pm – 4:00 pm					
Week 5 June 10 th – June 14 th	9:00 am – 1:00 pm		Peer Module Experience		Peer Module Experience	
	1:30 pm – 4:00 pm					

In-person workshops (9am-1pm) on May 13th, 15th, 21st, 23rd, 28th, 30th & June 6th, 11th and 13th

