

<b>THURSDAY, JUNE 14</b>			
7:30-8:30	Check-in and <b>Breakfast</b> (Ross 1010 Hallway)		
8:30-8:45	<p><b>Welcome</b>                      Dr. David Slykhuis, Assistant Dean, Collect of Natural and Health Sciences/Director of MAST Institute at the Unviersity of Northern Colorado                      Ross 1010*</p>		
8:45-9:45	<p><b>Keynote: The Flipped Classroom: Where We've Been &amp; Where We're Going</b>                      Dr. Karen Hessler has a passion for finding innovative and effective teaching strategies to use in the nursing classroom, online and experiential learning environments. She has been an educator for over 20 years. In addition to several publications focused on educational research and strategies, she recently published <i>Flipping the Nursing Classroom: Where Interactive Learning Meets Technology</i>, the first text to provide guidance for nurse educators using the flipped classroom. Dr. Hessler is currently a research fellow for Flipped Learning Global Initiative lead by Jon Bergmann, one of the pioneers of the flipped classroom.                      *Ross 1010</p>		
15 Minute Transition			
10:00-10:45 Presentations	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 10px;"> <p><b>Empowering Student Learning via Digital Media Creation</b>                              Arlene Courtney, <i>Western Oregon University</i>                              *Ross 2270</p> <p><b>Category</b>                              Professional Development of Flipped Learning</p> <p><b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities; Qualitative Research</p> <p><b>Abstract</b>                              Digital media can be created by instructors for curriculum enrichment or by students enhancing learning through digital storytelling. Empowerment comes when students are producers of course content through digital media assignments rather than just consumers. This session will present examples of digital media projects, and the tools needed to create them.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Upside Down Library Instruction – Revisited</b>                              Jessica Jordan, <i>Slippery Rock University</i>                              Martina Haines, <i>Slippery Rock University</i></p> <p>Ross 2295</p> <p><b>Category</b>                              Flipped Learning Research</p> <p><b>Tags</b> Quantitative Research; Information Literacy</p> <p><b>Abstract</b>                              Over the past 3 years, the researchers have been implementing flipped learning in the information literacy environment through collaboration with classroom based faculty. Five sets of data have been collected in this exploratory research and findings will be presented along with a discussion of implications of flipped learning.</p> </td> </tr> </table>	<p><b>Empowering Student Learning via Digital Media Creation</b>                              Arlene Courtney, <i>Western Oregon University</i>                              *Ross 2270</p> <p><b>Category</b>                              Professional Development of Flipped Learning</p> <p><b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities; Qualitative Research</p> <p><b>Abstract</b>                              Digital media can be created by instructors for curriculum enrichment or by students enhancing learning through digital storytelling. Empowerment comes when students are producers of course content through digital media assignments rather than just consumers. This session will present examples of digital media projects, and the tools needed to create them.</p>	<p><b>Upside Down Library Instruction – Revisited</b>                              Jessica Jordan, <i>Slippery Rock University</i>                              Martina Haines, <i>Slippery Rock University</i></p> <p>Ross 2295</p> <p><b>Category</b>                              Flipped Learning Research</p> <p><b>Tags</b> Quantitative Research; Information Literacy</p> <p><b>Abstract</b>                              Over the past 3 years, the researchers have been implementing flipped learning in the information literacy environment through collaboration with classroom based faculty. Five sets of data have been collected in this exploratory research and findings will be presented along with a discussion of implications of flipped learning.</p>
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30 Minute Break ( <b>Snacks</b> available in Ross 2090)			

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<p>11:15-12:45 Workshops</p>	<p><b>Flipping Assessments: Authentic Assessments in the Flipped Classroom</b> Emily Morgan, <i>University of Northern Colorado</i> Ross 2270 <b>Category</b> Flipped Learning Implementation <b>Tags</b> Liberal Arts; Engaging Classroom Activities <b>Abstract</b> Authentic assessments are critical to maintain students' enthusiasm and agency of learning in a flipped classroom. Participants should expect to collect authentic assessment ideas as well as explore ways the assessment process itself can be flipped through selecting assignments and collaborating on assessment process through methods such as grading conferences.</p>	<p><b>So You're Teaching a Flipping Math Class</b> Leslie Sterrett, <i>Indian River State College</i> Scott Brewer, <i>Indian River State College</i> Ross 2295 <b>Category</b> Flipped Learning Implementation <b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities; Can apply to all disciplines <b>Abstract</b> In this session, participants will learn strategies used to flip the classroom from start to finish. These strategies include helpful technologies to prepare your lessons, as well as active learning strategies for the classroom. Participants will leave with needed tools they can use and adapt to any classroom.</p>
<p>12:45-2:00 <b>Lunch</b> (Holmes Dining Hall)</p>		
<p>2:00-2:45 Presentations</p>	<p><b>Research on Flipped Classroom Teaching of Management to Undergraduates - Early Results</b> Jeff McNair, <i>University of Northern Colorado</i> Ross 2270 <b>Category</b> Flipped Learning Research <b>Tags</b> Quantitative Research; Qualitative Research <b>Abstract</b> In Fall 2017, the researcher taught parallel sections of a 300 level undergraduate management class, one using a traditional lecture class design and one using a flipped design. This session will be a presentation and discussion of the preliminary results of the research.</p>	<p><b>"Masterpiece Society": Social Scientific Variety</b> Lin Allen, <i>University of Northern Colorado</i> Ross 2295 <b>Category</b> Flipped Learning Implementation <b>Tags</b> Liberal Arts; Engaging Classroom Activities <b>Abstract</b> Spock Trial enactment features a script illustrating rhetorical variables. Based on Star Trek Next Generation's "Masterpiece Society," testimonial roles illustrate a Social-Scientific template for solving the Starship Enterprise's tension between the Prime Directive of non-interference versus granting asylum to inhabitants of an endangered planet. Participants adjudicate the case.</p>
<p>15 Minute Transition</p>		

<p>3:00-3:45 Presentations</p>	<p><b>Joys and Frustrations of a Coordinated Multi-Section Flipped Course</b>                  Nissa Rae Yestness, <i>University of Northern Colorado</i>                  Kitty Roach, <i>University of Colorado</i>                  *Ross 2270  <b>Category</b>                  Flipped Learning Implementation &amp; Professional Development  <b>Tags</b> STEM; Professional Development  <b>Abstract</b>                  We share the story of an experienced instructor teaching an introductory mathematics course in the context of a coordinated multi-section flipped course. Three pre- and post-interviews of selected teaching days illuminated the knowledge, skills, resources, and practices this instructor utilized to navigate challenges posed by the constraints of a coordinated multi-section course. We highlight three themes of time, adjusting/preparing, and surviving, all in the context of discourse and pedagogical content knowledge.</p>	<p><b>Flipped Library Sessions: Customized Instruction that Prioritizes Applied Information Literacy Learning</b>                  Nicole Webber, <i>University of Northern Colorado</i>                  Stephanie Wiegand, <i>University of Northern Colorado</i>                  Ross 2295  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> Liberal Arts; Engaging Classroom Activities; Libraries; Library Instruction  <b>Abstract</b>                  Time constraints often restrict the instruction of unique research skills required by a given subject area. By collaborating with instructors, librarians can offer flexible and efficient content that improves student information literacy skills. Meet librarians who have implemented various flipped methods and tools for distinct instructor and course needs.</p>
<p>30 Minute Break (<b>Snacks</b> available in Ross 2090)</p>		
<p>4:15-5:45 Workshops</p>	<p><b>Lessons from Design and Offer of Professional Learning for STEM Faculty to "Do the Flip!"</b>                  Shandy Hauk, <i>WestEd</i>                  Alma Ramirez, <i>WestEd</i>                  Ravisha Mathur, <i>San Jose State University</i>                  *Ross 2270  <b>Category</b>                  Professional Development of Flipped Learning  <b>Tags</b> STEM; Professional Development  <b>Abstract</b>                  Report from designers and evaluators in the U.S.</p>	<p><b>Flipped learning in occupational therapy higher education</b>                  Carrie Roberts, <i>Keuka College</i>                  Ross 2295  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities  <b>Abstract</b>                  Participants will learn how to successfully "flip" a higher education class using specific tools that aid in formative assessment. They will discover and discuss some potential pros and cons of utilizing a flipped classroom</p>

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	<p>Department of Education-funded effort, First in the World: Promoting Active Learning Strategies Through the Flipped Classroom Model. The project is developing and studying the impact of workshops and organized Flipped Learning Communities (FLCs) offered to STEM faculty in support of flipping instruction.</p>	<p>model and learn how utilizing real time formative assessment improves learning outcomes.</p>
<p>5:45</p>	<p>Dinner on your own (transportation available to downtown Greeley from the parking lots between Ross Hall and North Hall, van leaves at 6:15pm)                  Nissa Yestness (970)222-9574                  Andrew Bentley (484)883-3052</p>	

<b>Friday, June 15</b>		
7:30-8:30	<b>Breakfast</b> (Ross 2060-2090 Hallway)	
8:30-9:15	<p><b>Global Standards for Flipped Learning</b>                      Jerry Overmyer, <i>WGU</i>                      *Ross 2090  <b>Category</b>                      Professional Development of Flipped Learning  <b>Tags</b> Professional Development  <b>Abstract</b>                      This session will be workshop-like and open discussion on standards, frameworks, and guidelines for current and future flipped learning practices. We will discuss the specifics of what it means for education to be flipped in the 21st century.</p>	<p><b>Rethinking Assessment: Using Authentic Practices in a Simulated Environment to Measure Student Beliefs about Science</b>                      Melanie Peffer, <i>University of Northern Colorado</i>                      Ross 2060  <b>Category</b>                      Technology Education  <b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities  <b>Abstract</b>                      Science classroom inquiry (SCI) simulations give students an authentic science inquiry experience within the confines of a typical classroom. Participants use varying strategies to complete SCI simulations, which may reflect their science epistemology. Therefore, simulations may be a method for assessing difficult to measure constructs, such as epistemology.</p>
5 Minute Transition		
9:20-10:50 Workshops	<p><b>Preparing In-class Activities for Flipped Teaching</b>                      Chaya Gopalan, <i>Southern Illinois University Edwardsville</i>                      *Ross 2090  <b>Category</b>                      Professional Development of Flipped Learning  <b>Tags</b> Engaging Classroom Activities; Professional Development  <b>Abstract</b>                      Flipped teaching involves two major components- pre-class and in-class activities. While pre-class portion of flipped teaching is to provide the content for students to learn from, the in-class activity is crucial in engaging students. This workshop allows participants to identify appropriate activities to engage students in the</p>	<p><b>Let's Start at the Very End: Backwards Design for a Flipped Classroom</b>                      Rebecca Saunders, <i>University of Northern Colorado</i>                      Ross 2060  <b>Category</b>                      Professional Development of Flipped Learning  <b>Tags</b> Engaging Classroom Activities; Professional Development  <b>Abstract</b>                      Bring the unit(s) you are ready to flip. This working session will walk you through the principles of backwards design while working with your own content. By the end of this mini-workshop, participants will:                      (a) Create or innovate desired outcome(s) in the form of measurable learning objectives.                      (b) Identify big ideas and essential</p>

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	classroom.	questions that will drive instruction in the unit.
25 Minute Break ( <b>Snacks</b> available in Ross 2060-2090 Hallway)		
11:15-12:00 Presentations	<p><b>Leadership and Evaluation in a Multi-institution STEM Flip Effort</b>                  Alma Ramirez, <i>WestEd</i>                  Laura Sullivan-Green, <i>San Jose State University</i>                  Shandy Hauk, <i>WestEd</i>                  *Ross 2090  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> Qualitative Research  <b>Abstract</b>                  Turnover in administrative leadership can be fatal to change efforts. Leaders and evaluators in the First in the World: Promoting Active Learning Strategies Through the Flipped Classroom Model project, will share lessons learned (and in-process) for sustaining a multi-university effort to support STEM faculty to flip instruction.</p>	<p><b>Beyond Flipped</b>                  Jacqui Williams, <i>University of Nottingham</i>                  Kirstie Coolin, <i>University of Nottingham</i>                  Ross 2060  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> Collaboration for success in flipped learning  <b>Abstract</b>                  The Division of Midwifery fully delivers a flipped learning approach through the model of FLAME (Flipped Learning and Midwifery Education). The collaboration between the academics and learning technologists has resulted in a range of innovative materials being developed which are now to be released as open resources in the MORE (Midwifery Open Resources for Education) repository via HELMOpen. This paper will offer a reflective approach to the partnership working and showcase some of the materials utilised within the midwifery curriculum.</p>
12:00-1:15	<b>Lunch</b> (Holmes Dining Hall)	
1:15-2:00 Presentations	<p><b>Flipped learning implementation within project between 9 different universities: goals, approach, framework, key results</b>                  Iuliia Shnai, <i>Lappeenranta University of Technology</i>                  *Ross 2090  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> STEM; Technology Implementation; Professional Development  <b>Abstract</b>                  This session provides the insides on the multinational education project CEPHEI (Cooperative e-learning platform for higher education in industrial innovation). One of CEPHEI's</p>	<p><b>Publishers Climb on the Flipped Classroom Train: An Example</b>                  Richard Newmark, <i>University of Northern Colorado</i>                  Ross 2060  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> Technology Implementation; Engaging Classroom Activities  <b>Abstract</b>                  I will illustrate how I leveraged publisher resources to flip my classroom. I address the types of outside-the-classroom assignments I use and why I use them. I will also discuss my use of in-class group quizzes to increase student-student engagement and student-faculty engagement.</p>

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	aims is to design and implement new blended, flipped and e-learning courses with 8 universities. The working process, course design and implementation, and building joint e-learning platform will be described.	
15 Minute Transition		
2:15-3:00 Presentation	<p><b>Discovering the Pro &amp; Con in using engaged learning vs traditional classroom modalities!</b>  Michael Grimshaw, <i>California State University Dominguez Hills</i>  *Ross 2090</p> <p><b>Category</b>  Flipped Learning Implementation</p> <p><b>Tags</b> Technology Implementation; Engaging Classroom Activities; Quantitative Research; Qualitative Research</p> <p><b>Abstract</b>  Measuring Learning Impact on Disadvantaged University Students in Active Learning Classroom (ALC) Modality vs Traditional Lecture Modalities. The aim &amp; objective of the CSUDH ALC project is to determine practical learning experience and going forward can we measure the effectiveness of using creative teaching methods on retention, attendance, participation and learning for under-served and disadvantaged students.</p>	
30 Minute Break ( <b>Snacks</b> available in Ross 2060-2090 Hallway)		
3:30-4:15 Presentations or Workshop	<p><b>Is it is the flip that makes it better?</b>  <b>Category</b>  Emily Holt, <i>University of Northern Colorado</i>  *Ross 2090</p> <p><b>Category</b>  Flipped Learning Research</p> <p><b>Tags</b> STEM; Technology Implementation; Engaging Classroom Activities; Quantitative Research</p> <p><b>Abstract</b>  Our research investigated the relative importance of the flip, compared to whether a class is active or passive, on student performance in introductory biology. We also contrasted the flipped effect in a diverse, open-enrolled student population to a high-achieving, private student population.</p>	<p><b>3:30-5:00</b>  <b>What do you need to produce quality audio and video for courses?</b>  Catherine Wildman Zoerb, <i>University of Northern Colorado</i>  Kathy Zellers, <i>University of Northern Colorado</i>  Ross 2060</p> <p><b>Category</b>  Flipped Learning Implementation</p> <p><b>Tags</b> Technology Implementation; Professional Development</p> <p><b>Abstract</b>  Educators in both flipped and fully online classrooms can use audio and video to present learning-objective driven content and to improve student engagement. While we have access to a lot of free and open academic audio and video resources, when we need something specific, or when we need to speak directly to our students, then we want to be able to create our own audio and</p>

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<p>4:15-5:00</p>	<p><b>Systematic approach to flipped classroom: Initial design of a new interactive tool</b>                  Iuliia Shnai, <i>Lappeenranta University of Technology</i>                  Ross 2090  <b>Category</b>                  Flipped Learning Implementation  <b>Tags</b> STEM; Technology Implementation  <b>Abstract</b>                  The proposed flipped classroom innovation targets to extend the understanding about flipped classroom environment elements, their parameters and how they impact on learning outcomes and support teachers in flipped classroom design. The initial interface of the interactive tool for flipped classroom design will be shown as a first step toward its systematization</p>	<p>video. When it's time to create our own content, then we must make decisions related to the production quality of our course audio and video. In this session we explore tools, tricks, and best practices that can help educators produce high quality audio and video course content, including content that directly engages our students.</p>
<p>5:15-6:15</p>	<p><b>Poster Session</b>                  *Panorama Ballroom at the University Center</p> <p><b>I'll be Here At the Podium Cleaning Out my E-Mail: Developing the Confidence to Flip</b>                  Susan Collins, <i>University of Northern Colorado</i>  <b>Abstract</b>                  Flipping classroom time in an already activity-based class proved more daunting than first expected. For teaching a small upper division course that already built in group project time in class, flipping at first sounded easy, and a way to simply have time enough to cover everything. This poster traces a faculty members journey from Sage on the Stage (and its comforts and control for the instructor), to Guide on the Side (and its initial discomforts for the instructor, yet empowerment of students). Strategies for developing the confidence to guide when needed are presented, as well as student feedback on their experience in the flipped class.</p> <p><b>Successful Flipped Learning Creates Self-Regulated Learners</b>                  Andrew Flynn, <i>Peak Learning Solutions</i>  <b>Abstract</b>                  Through understanding the core components of the cycle of self-regulated learning, educators can more effectively implement flipped learning in the classroom.</p>	



**A Continuum of Flipped Practices in multiple Venues**

Janel Greiman, *University of Northern Colorado*

**Abstract**

This presentation demonstrates a continuum of flipped learning practices that go from modifying flipping, flipping in face-to-face, flipping online and development of flipping a hybrid class. The use of new technology plays a large part in the progression and success of a flipped learning journey.

**A Model for Developing Quality Courses at UNC**

Sherri Lancton, *University of Northern Colorado*

**Abstract**

Quality Matters provides a nationally recognized set of standards for developing quality online and hybrid courses. The standards can also be used to ensure the quality of technology enhanced classroom courses such as flipped learning classes. This poster will use the Quality Matters standards to present a methodology for quality course design that can be used for any delivery mode. In addition, it will present information on UNC's Teaching Academy for Online Learning which uses this methodology to teach UNC faculty how to develop online and hybrid courses that meet quality standards.

**Creating Flipped Videos as an Active Learning Exercise**

Mel Moore, *University of Northern Colorado*

**Abstract**

Successful flipping includes freeing class time for active learning work. To this end, many instructors create original videos of course content for outside of classroom viewing. Most students though consume a tremendous amount of video content, and are not easily engaged. Crafting videos then that hold students interest while effectively conveying course content can be difficult. Students are often especially insightful about what other students need in order to attend to and benefit from such videos, and many are adept at video production. In addition, thinking about how to convey concepts, research results, and other kinds of course content to others can enhance ones understanding of and ability to apply that content. For these reasons, collaborating with students to create flipped videos can be quite productive. In this presentation, I discuss several avenues for the meaningful inclusion of students in this process, including as an in-class active learning exercise, as an independent studies course, and as a teaching assistant.

**In What Ways Can User Experience Methodologies Support Flipped Classroom Design?**

Rhoda Deon, *Instructional Designer*

**Abstract**

I am interested in exploring how User Experience (UX) Methodologies can drive the rapid development of flexible learning environments. UX is an umbrella term used in the tech industry to convey a commitment to creating products that are engaging, easy to use, and delightful for the user. This poster will present the philosophy behind UX and adaptations of those methodologies. The goal is to spark conversations about the potential for implementing these ideas to address challenges that arise when designing flipped classrooms.

6:15-8:00	<b>Banquet Dinner</b> and Keynote (Panorama Ballroom at the University Center)
6:15-8:00	<b>Keynote: Flipped Learning 3.0: A Roadmap to the Future of Education</b> Flipped Learning 3.0 is the wave of the educational future, but what exactly is it?! This keynote address defines FL3.0, explores its power and potential, and looks forward to what is possible in the future of education as FL3.0 achieves widespread adoption. Dr. Thomas Mennella is the Director of the Applied Laboratory Science and Operations Graduate Program and a Professor of Biology at Bay Path University. He is an early adopter of Flipped Learning and is both a practitioner and an advocate of Flipped learning in higher education. He's a founding member of the Flipped Learning International Faculty and co-chairs the FLGI Think Tank.