

Wednesday, May 11

Breakfast and Raffle

8:30-9:00

EDU 115

Welcome and Opening Session

9:00-10:30

EDU 115

Break

10:30-10:40

EDU 214

Cohort Meetings

10:40-11:25

Red	EDU 314
Orange	EDU 316
Yellow	EDU 317
Green	EDU 408A
Blue	EDU 411
Purple	EDU 415

Thirty-Minute Sessions

11:30-12:00

Accountability: Effective Quizzes Online and In-Class

EDU 316

A flipped strategy only really works if students actually do the assigned work before stepping foot in the door. Online quizzes provide one important means of accountability. We'll discuss how to configure quizzes in Canvas according to best practices, how to develop an online quiz strategy (frequency, duration, and difficulty) for maximum effect, plus how to integrate the notion of distributed practice (from learning science) into the mix.

The Text as Flipped Content: Flipping Without Videos

EDU 317

Flipping does not necessarily mean making videos or using narrated PowerPoints. In fact, most courses in humanities have always been flipped, without using any technology. Students have always been assigned to read novels or historical analysis at home. Drawing from experiences in humanities courses, we will discuss how to select the best reading assignments in other disciplines and how to ensure students do indeed complete their reading before class.

The Flipping Workload: Ways to Streamline Your New Tasks

EDU 408A

Flipping a class may require novel approaches, but it doesn't have to consume your whole schedule. Whether you're just testing the waters or ready to dive in, we'll discuss a range of strategies and tools to simplify your workload.

Course Design: Thinking About Structure in a Flipped Class (Presentation) EDU 411

Backward course design involves three main components: outcomes, assessment and teaching, and learning activities. In this presentation, the presenter will highlight similarities and differences in the design of flipped courses and traditional ones.

Lunch 12:00-12:45

EDU 115

Sixty-Minute Sessions (repeated tomorrow morning) 12:45-1:45

Anything but Text EDU 408A

In a flipped environment, students can grow bored if the content being given to them is consistently just text and reading. Even if lectures are delivered as videos, a single format can get old after a while. Our messages delivered online are stronger, and students pay more attention, when they come in different formats across the semester. This session will explore the spectrum of ways to communicate beyond text, from podcasts to various video lecture options, plus more interactive technologies. We'll also touch on how students can use these same technologies to build assignments and projects, and practice the content of the course.

Flip or Flop: Attendance, Student Resistance, and Problems with Flipping EDU 411

Whether you are an experienced flipper or new to flipping, you may have concerns about student reactions and accountability or your role in the classroom. In this interactive session, we will discuss some of the common problems associated with flipping courses and identify solutions and strategies for dealing with them.

"Working the Room": Facilitation Tricks EDU 415

Where do teachers stand now that they are no longer behind a lectern? What are the classroom arrangement and facilitation techniques that favor the best classroom discussions possible? How can every voice be heard, both literally and figuratively? These are a few of the questions we will address in this session. We will also explore strategies to build a classroom community.

Rotating Topics 1:50-2:30

Writing Tests and Clicker Questions (nametag letter A) EDU 314

Grade Distribution and Weight Strategies (nametag letter B) EDU 316

Quizzing, Testing, and Re-testing Strategies (nametag letter C) EDU 317

Break 2:30-2:45

EDU 214

Thirty-Minute Sessions **2:45-3:15**

Accountability in Class: Strategies to Enhance Readiness **EDU 316**

Flipping the classroom requires pre-class preparation because in-class activities will be mainly based on pre-class assignments. Therefore, instructors can promote student accountability by verifying readiness at beginning of class. In this session, we will discuss several in-class strategies to conduct this readiness assurance process.

Asking Open-Ended Questions **EDU 317**

One of the ways to encourage more meaningful classroom discussions is to ask questions that require students to pause, think, and reflect. Open-ended questions have the potential to achieve this and to obtain deep, meaningful, and thoughtful answers that can expand the conversation. In this session, we will discuss open-ended questions and how to use them to probe for clarity and completeness, encourage creativity and critical thinking, and steer the discussion toward a desired goal.

Approachability: Being a “Real” Human Being **EDU 408A**

Flipped classrooms can enhance instructor approachability because they are inherently student-centered rather than instructor-centered. Instructor behavior in this setting can further help—or hinder—students’ comfort asking questions and their engagement in the classroom. This session will explore what it means to be approachable, discuss potential obstacles to approachability, and develop solutions to overcome them.

Captioning and ADA Compliance (Presentation) **EDU 411**

As you move content delivery online, it is imperative to keep in mind the principles of Universal Design and accessibility for all students. In keeping with the Americans with Disabilities Act, the USF office of Students with Disabilities Services has evolved criteria for accommodation requests, and will be on hand for this presentation to discuss best practices for faculty.

Cohort Meetings **3:20-4:00**

- Red** **EDU 314**
- Orange** **EDU 316**
- Yellow** **EDU 317**
- Green** **EDU 408A**
- Blue** **EDU 411**
- Purple** **EDU 415**

Plenary and Raffle **4:05-4:30**

EDU 115

Adjourn **4:30**

Thursday, May 12

Breakfast and Raffle **8:30-8:55**

TECO Room

Cohort Meetings **9:00-9:25**

Red	EDU 314
Orange	EDU 316
Yellow	EDU 317
Green	EDU 408A
Blue	EDU 411
Purple	EDU 415

Sixty-Minute Sessions (repeated from yesterday) **9:30-10:30**

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Break **10:30-10:45**

ROOM 214

Technology Petting Zoo

10:45-11:45

- 1. Atomic Learning** **CPR 254**
 Premade tutorials on everything from Excel to SPSS, and many other technologies, so students can get bite-sized video tutorials on individual actions for software important to your class.
- 2. Attendance Codes** **CPR 204**
 Obtain numerical codes unique for your class on that meeting date and require students to input these to record attendance.
- 3. Canvas (Advanced)** **CPR 206**
 From creating test question groups to recovering deleted material, there are numerous advanced tricks in Canvas that will make your life easier.
- 4. Digital Media Commons and Instructional Game Makers Online** **CPR 205**
 The library's DMC facility teaches students how to use various software platforms to make videos, podcasts, and other multimedia projects. Learn what the DMC has available, and also learn about free software you can use to make custom games for YOUR class.
- 5. i>clicker & REEF Polling** **CPR 252**
 One of the premier clicker technologies designed for ease of use; the vendor representative will be on hand.
- 6. Panopto** **CPR 203**
 A university-sponsored tool to record live classroom lectures, or to make screencasts at home.
- 7. Plickers** **CPR 248**
 These "paper clickers" are a clever (and free!) alternative to digital clickers, using paper forms and a free app on the teacher's phone.
- 8. PollEverywhere** **CPR 249**
 The granddaddy of clicker alternatives, PollEverywhere uses almost any device (laptop, phone, website) to let students vote from their seats. Free for up to 40 students.
- 9. Prezi** **CPR 250**
 A dynamic and engaging alternative to PowerPoint, which lets visuals drive home some of the relationships and main points of the talk.
- 10. Proctorio** **CPR 207**
 An official USF technology to proctor online exams at no cost to you or the students.
- 11. Recorded PowerPoint** **CPR 247**
 Use the built-in functionality of PowerPoint to add your audio to each slide, then convert it all to a video your students can watch. It's a "lecture in a can!"
- 12. Videoconference Options in Canvas** **CPR 251**
 Learn where, why, and how to use the built-in video options in Canvas to hold synchronous conferences with students.

13. “Share Your Own” Tools, Websites, Software Tricks

CPR 255

Drop by this session to let your colleagues know which pieces of technology have been particularly useful for you and pick up ideas from them about what else you could be trying. An ongoing set of notes will be recorded on the whiteboard and made available later.

Lunch **11:45-12:30**

TECO Room

Box of Chocolates **12:30-1:00**

	EDU 314
	EDU 316
	EDU 317
	EDU 408A
	EDU 411
	EDU 415

Thirty-Minute Sessions**1:05-1:35****Curating, Collecting, and Atomizing: [Your Name] Academy! (Presentation) EDU 316**

You might know of Khan Academy—it's a YouTube channel with many short videos showing how to perform individual math operations, restricted to just one process per video. The purpose is to give students the option to look up only the parts they need help with. You too can create an online library of "how to" videos that can be linked to from different classes you teach. We'll talk about strategies for both uploading your own videos and linking to existing ones.

Choosing the Right In-Class Questions in Sciences EDU 317

Do you ask your students questions in class? Are your questions planned in advance? What quality of answers do you receive? What is the purpose of questioning, and how can you assess the effectiveness of your questions? In this session, we will discuss how to foster inquiry and encourage higher-level thinking through thoughtful questioning.

Choosing the Right In-Class Questions in Arts & Humanities EDU 408A

Discussions are a common practice in humanities courses. However, not all questions will generate the desired results among students. Some exceedingly broad questions can, for instance, derail a class or provoke no discussion whatsoever. In this session, we will explore ways to ensure in-class discussions offer opportunities for students to voice their thoughts and opinions on flipped content through rich, meaningful conversations. This session will also provide tips and strategies for crafting discussion questions that help to deepen student learning and engagement.

Who's the Boss? Best Practices in Supervising Teaching Assistants EDU 411

In a flipped classroom, teaching assistants might have more opportunities to interact with students. In this session, we will discuss the possible implications for teaching assistants and best practices for supervising them, from defining their responsibilities and freedoms to evaluating and mentoring them.

Cohort Meetings (Applications and Presentations)**1:35-3:25**

Red	EDU 314
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Group Photo

3:30-3:40

EDU courtyard

Plenary

3:45-4:30

TECO Room

Adjourn

4:30