Innovation in Teaching: Flipped Classrooms
Graduation with Leadership Distinction
Flipped Classroom
In the Classroom

Out of the Classroom

TRADITIONAL

Create
Evaluate
Analyze
Apply
Understand: Demonstrate, Explain, etc.
Knowledge: Delivery & Consumption of Content

FLIPPED

Create
Evaluate
Analyze
Apply
Understand: Demonstrate, Explain, etc.
Knowledge: Delivery & Consumption of Content
Professors do what they do best

Students to gain deeper understanding and critical thinking skills

Flexibility & Differentiated Learning

Enhance Human Interaction in Learning

Flipped Classroom = Opportunity
**In the Classroom**

**Professors**
- Use their expertise
- Troubleshoot, guide, offer feedback, correct misconceptions
- Create analytical activities, organize the class in small groups

**Students**
- Practice! Practice! Practice
- Collaborate with peers
- Engage in problem solving, data analysis, synthesis activities, debates, etc.
- Receive feedback, clarify areas of confusion

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**Out of the Classroom**

**Professors**
- Create short lectures on specific concepts, scaffold concepts better
- Avoid repeat lectures of same material

**Students**
- Review lectures with the frequency & pace needed
- Self-assessment with immediate feedback

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**Opportunities**

Create > Evaluate > Analyze > Apply > Understand: Demonstrate, Explain, etc.

Knowledge: Delivery & Consumption of Content
Experiment at your own pace

Example?

American History Course
Out of the Classroom

Watch 3 Short Lectures
• Chesapeake Tobacco Plantation System
• Carolina Rice Plantation System
• New England & Mid-Atlantic Non-plantation System

In the Classroom

Small Group Discussions:
• In which of these regions would you expect to see opposition to the international slave trade arise?
• In which of these regions would you expect to see the development of democracy?
Innovation in Teaching: Graduation with Leadership Distinction
What do you want out of teaching?

- Students who are engaged and excited about your discipline?
- The satisfaction of making a difference in the lives of your students?
- Feeling excited instead of drained at the end of class?
Graduation with Leadership Distinction
Graduation with Leadership Distinction in . . .

- Community Service
- Global Learning
- Research
- Professional and Civic Engagement (Internships & Peer Leadership)

Transcript recognition available to UG students of any major with 3.0 GPA
Innovative Teaching through GLD

• Articulate how students can enhance their experience in your major by pursuing GLD
• Encourage your majors to pursue GLD and help them see “the fit” and the value
• Develop assignments and experiences that help students integrate learning
How do we help students integrate learning across experiences?
Question: What parallels can be drawn between the mathematics classroom experience and beyond-the-classroom political internships?

Conclusion: A liberal arts education builds research skills, creative thinking, and skills to better learn and synthesize new ideas, all of which are necessary for any career.

<table>
<thead>
<tr>
<th>Skill</th>
<th>In the classroom</th>
<th>In the office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Manipulating abstract ideas in clever ways to write proofs</td>
<td>Researching unfamiliar ideas from committee hearings to report to the Governor’s policy analysts</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Solving long and complex math problems within a very limited time frame</td>
<td>Processing constituent correspondence backlogged several months as quickly as possible</td>
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</tbody>
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About Me

I am a senior biomedical engineering student at the University of South Carolina (USC), majoring in College. Beyond my engineering major, I am pursuing three areas of minor study: Spanish, Neuroscience. I will be graduating from the university in May of 2014 with leadership distinction and moving on to attend medical school!

I hope someday to work as a pediatric specialist, and am considering orthopedic surgery. In order to further my education in health, doing research abroad while in medical school and working as a volunteer doctor in low-resource countries once certified, possibly through an association with an established organization likeBorders. My love for travel and international community service was sparked during my studies in college, supplemented by my courses in foreign language and culture. One of the biggest impacts of my experiences with these resources of rural Belize to the unlimited access of socialized medicine in Spain. (To see more, please read my in-depth analysis of global health.) This exposure has also
Integrative Learning Opportunities in class

Students applying mapping skills to meet client needs in Geography

Students using 3-D Technology in Engineering