

I was awarded the CTE Flipped Grant in the spring of 2015. The grant allowed me the opportunity to flip a portion of the ECON 224: Introduction to Economics course. The class is designed for non-business, non-economics majors and gives them an introduction to economic theories and concepts. Many students struggle with the course and a common criticism is the lack of application and practice problems completed during class. This is the primary reason behind my desire to flip the classroom.

The structure of my course prior to receiving the grant was a traditional lecture format. Class time was spent lecturing on course material and students were given optional worksheets and practice problems to complete outside of class. I found that few students completed the optional assignments and were concerned over the lack of in-class practice. The funds from this grant were used to create a set of videos that students could watch outside the classroom, freeing up class time to work on practice examples and case studies. The videos and activities were developed during the spring and summer of 2015, with the resources being implemented during the fall 2015 semester.

During spring 2015 I was able to meet with those in my grant cohort. The meetings were valuable in allowing myself to bounce ideas off others who were facing similar challenges, but also share breakthroughs and innovative ideas. The grant not only allowed me to create engaging, but challenging activities for the classroom, but also find others with similar teaching interests as myself. The colleagues I met while working on the project will be a valuable teaching resource going forward.

The support I received while working on classroom activities also provided me with more information and methods for better meeting the needs of my students. CTE support staff helped ensure that all material I created for the course was ADA compliant and provided me with resources I did not know were available through the University. For example, I was not aware of the full capabilities of the blog and discussion tools available through Blackboard, but the support staff showed me methods for utilizing them throughout the course.

The feedback that I received from the material created through the grant was positive, both in terms of student participation and engagement, but also improved quiz scores. Student engagement and contributions during an active learning activity increased dramatically relative to the traditional lectures. Students asked questions frequently, remained on task longer, and were more active in their group discussions. The flipped class model did improve the student's scores on quizzes, relative to previous semesters; however those trends did not continue to the exams. As a result of the lower exam scores, in the future I plan to provide a review day for students to go over the activities and any unclear areas to ensure that students have a firm grasp of the material before the exam.

The grant not only provided me with a valuable network of instructors interested in similar teaching methodologies to myself and the ability to create a significant number of activities to be used in the classroom, it also provided me with feedback on the success of those tools and my teaching in general. Dr. Janet Hudson attended a lecture in which I was using the flipped class materials. She provided feedback on the quality of the activity and the engagement of the students. Her critique of the class period provided me with ideas for improvements and techniques for engaging students who appear to have lost interest in the activity. The feedback she provided was greatly appreciated and helped to improve the effectiveness of the tools used in the classroom.