

I have additional video making experience from past work with the Instructional Technology Develop Center, ITDC, on campus. I was working with Amit Shai, on a grant to assist students by making videos on how to convert between fractions, decimals and percents. During this experience, I learned that to produce a quality video, a significant amount of time needs to be dedicated to organization, planning, writing a script and performing multiple takes. Therefore, I see the video portion of this proposal being the most time consuming. One five-minute video can take days to complete.

I have spoken with Fred Rossmannek from the Instructional Media Production Services Department on campus regarding some of the logistics of storing and verifying the videos compliance with ADA and 508 requirements for closed-captioned material. For storage I will use a You-Tube video account. I already have experience uploading videos to You-Tube, so no training will be required. Fred said that the school could help me with the closed caption portion. Also, I know that there are programs that can perform this task and other screen reading programs, which can assist the student. In addition to these tools, I have two family members who are certified stenographers and can be used as a resource if necessary.

Aside from making the videos, there also needs to be a means to assure that the students watch the videos. I had originally thought about starting each class with a brief quiz on the material from the videos. I realized that model would take away from valuable activity time during class and may not be an accurate reflection of whether the students watched the video and/or understood the material. Thus I've decided that I will write a worksheet to accompany each video.

The worksheet will consist of three parts. The first part of the worksheet will be an outline of the video content, where the student can take notes as they view the video. The second part of the worksheet will include an opportunity for the student to respond to specific questions, allowing them to summarize key points and demonstrate understanding of the material. The last portion will be a short application section so that the students can "get their feet wet" using what they have learned. Although this may sound like a lot, the worksheet may only be one page, double sided, since the video will cover a small amount of material.

I plan to structure the first two weeks of my course easing the students into the flipped classroom format. From that point forward, the students will be watching weekly videos outside of class, completing worksheets as they view each video and performing activities in class, following the viewing of these videos. To accomplish this task, I plan to work according to the following timeline.

September 2014 – Plan the first two weeks and create the corresponding videos, worksheets and in-class activities. This will be different from all other weeks or topics because the material will be designed as an introduction to the flipped classroom format and cover chapter one material. This portion is intended to ease the student into the new format. The material to be created for these two weeks will consist of 6 sets of videos, worksheets and activities. There will also be one short introductory video and a worksheet that will be sent out a week before class starts. This is intended to let the students know ahead of time how the class will be conducted. I will also use September time to set up a new You-Tube account specifically for this class and the webpage that will house the links for the videos and worksheets. I have extensive web-development experience.

October 2014 – I will be creating 6 videos, worksheets and activities for Chapter 2. I will also be starting the material for Chapter 3 and create 2 sets of videos, worksheets, and activities. I would like to pilot one set of videos, worksheets and activity in a statistics class at LBCC. I will wait until I have created 3 of the Chapter 2 videos, worksheets and activities, assuming that by then I will have strengthened my skills at creating the materials. This pilot will be depended upon an instructor allowing me to work with their class. I will time this so that the pilot study would take place before the students are tested on the material and thus it could also be good test preparation for them. (8 total sets of material will be created)

November 2014 – I will finish the Chapter 3 content by creating 4 more sets of material. I will also start Chapter 4 and create 4 sets of material. (8 total sets of material will be created)

December 2014 – I will finish the Chapter 4 content and create 5 sets of videos,

April 2015 – I will finish the Chapter 7 content and create 4 sets of videos, worksheets and activities. I will also start Chapter 8 and create 3 sets of materials. (7 total sets of material will be created)

May 2015 – I will finish the Chapter 8 content by creating 7 sets of materials.

June 2015 – I will prepare the binder and report to present when I return.

I expect this experience will heighten my excitement for teaching and have an impact on all future classes, which I'll teach. Specifically the sabbatical will provide me the time necessary to deeply scrutinize and evaluate the main concept of each topic I am covering. This level of thought and evaluation will provide me the experience to produce more thought out lectures for all of my classes. I will also be gaining the experience of developing different types of activities. Another skill, which can be utilize for all of my courses. Overall I expect to be a stronger instructor from this opportunity.

Upon completion of the new course design, the students will be provided an experience, which will strengthen their skills as independent learners. Furthermore, this model will allow the students the opportunity to apply what they've learned inside of the class where they will receive immediate and detailed feedback. The full circle of this format will not only allow the students to understand the material at a deeper level but it will also expose them to a different style of learning which will impact all future learning.

Upon returning from sabbatical, I will provide a link to the You-Tube

Sabbatical Leave Proposal

