



UNIVERSITY OF  
**SOUTH CAROLINA**

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Office of the Provost

Innovation in Teaching:  
Flipped Classrooms  
Graduation with Leadership Distinction

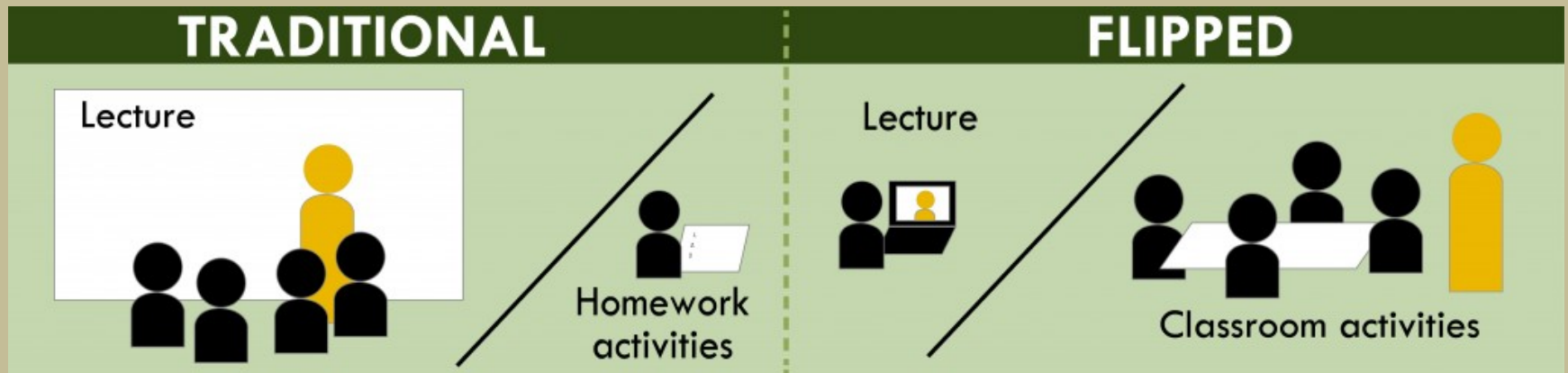
Flipped Classroom



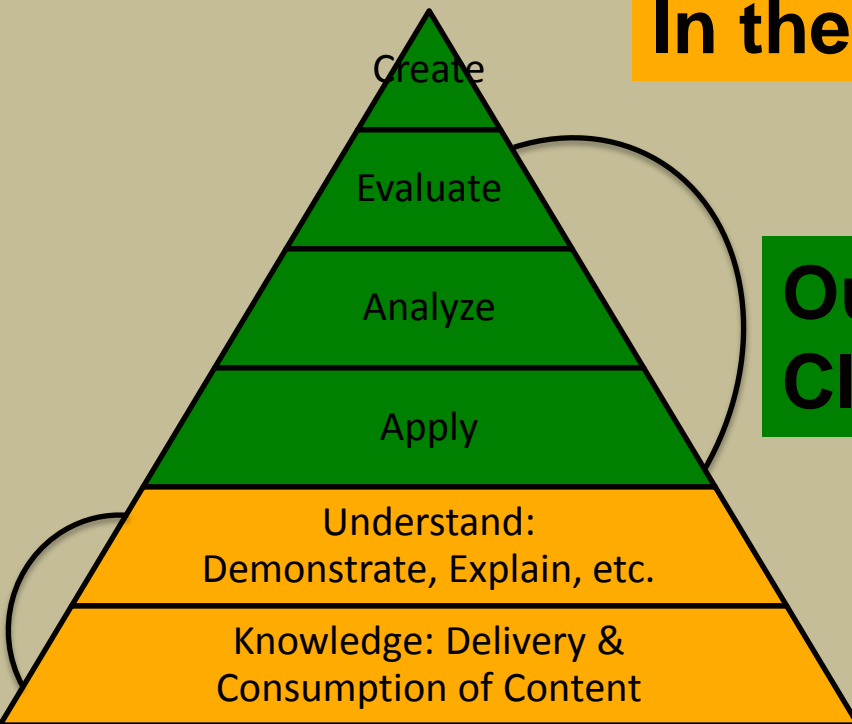
?????

# Traditional

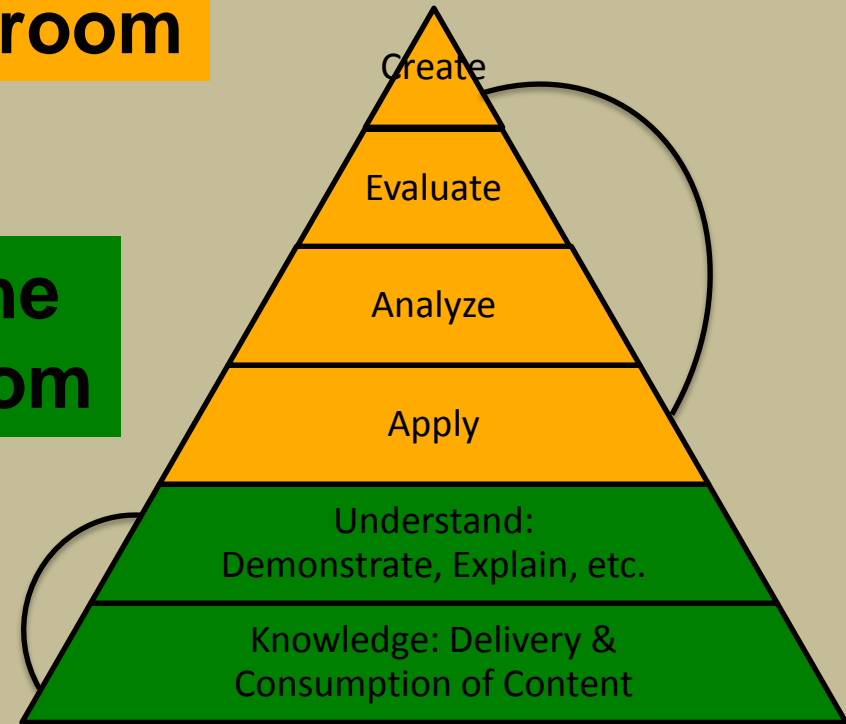


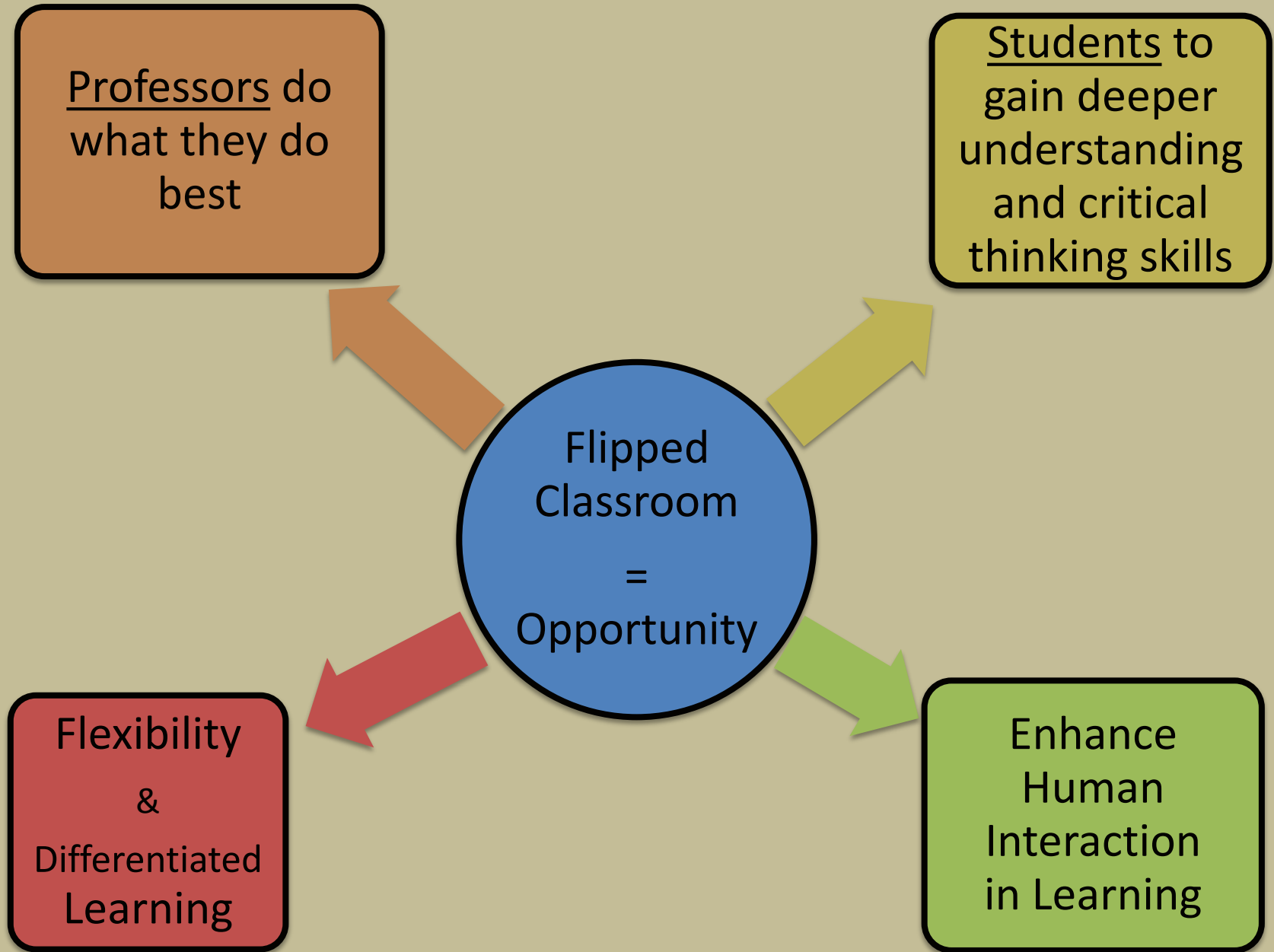


## In the Classroom



## Out of the Classroom





# Flipped

## Opportunities

### Out of the Classroom

#### Professors

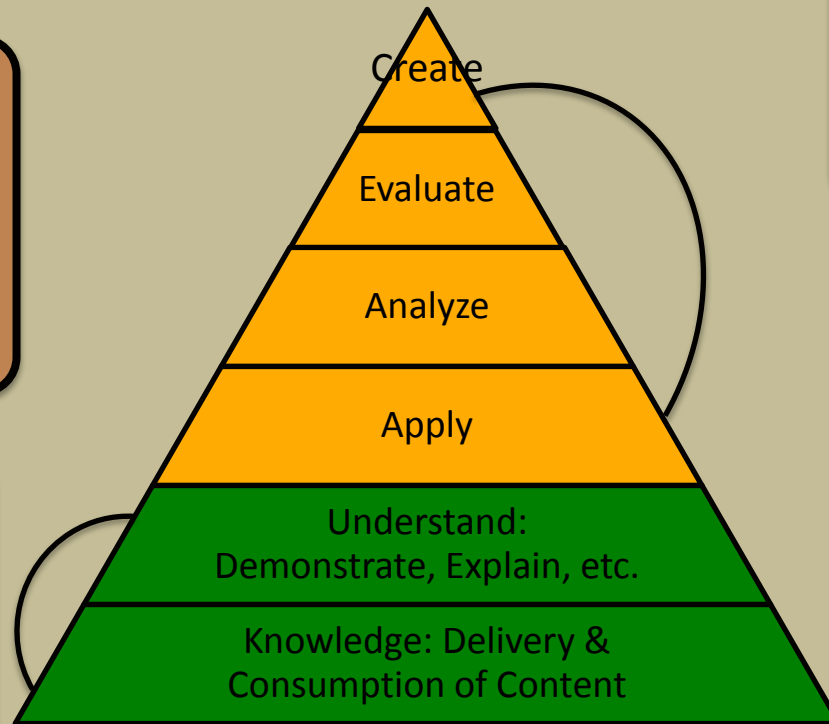
Create short lectures on specific concepts, scaffold concepts better

Avoid repeat lectures of same material

#### Students

Review lectures with the frequency & pace needed

Self-assessment with immediate feedback



### 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.

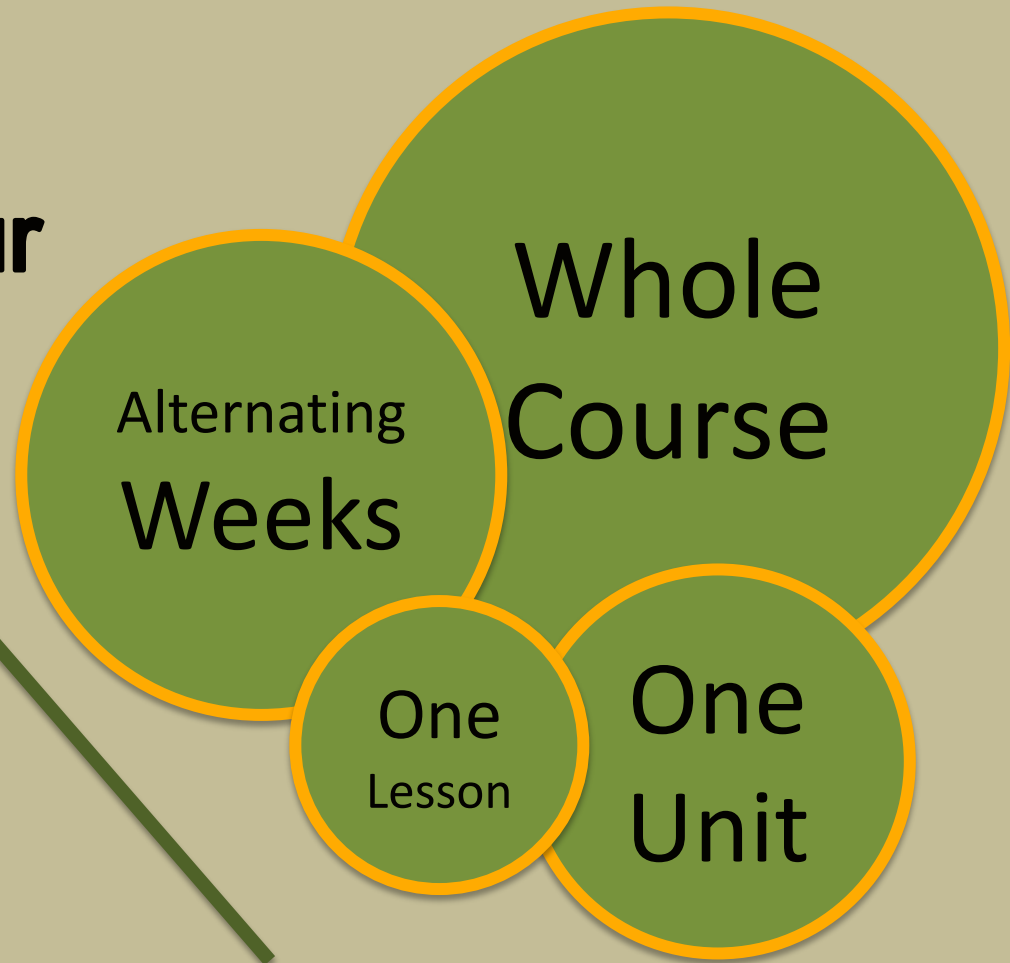
Receive feedback, clarify areas of confusion

# Flipped

**Experiment at your  
own pace**

**Example?**

**American History Course**



# Slavery in Early America

## Out of the Classroom

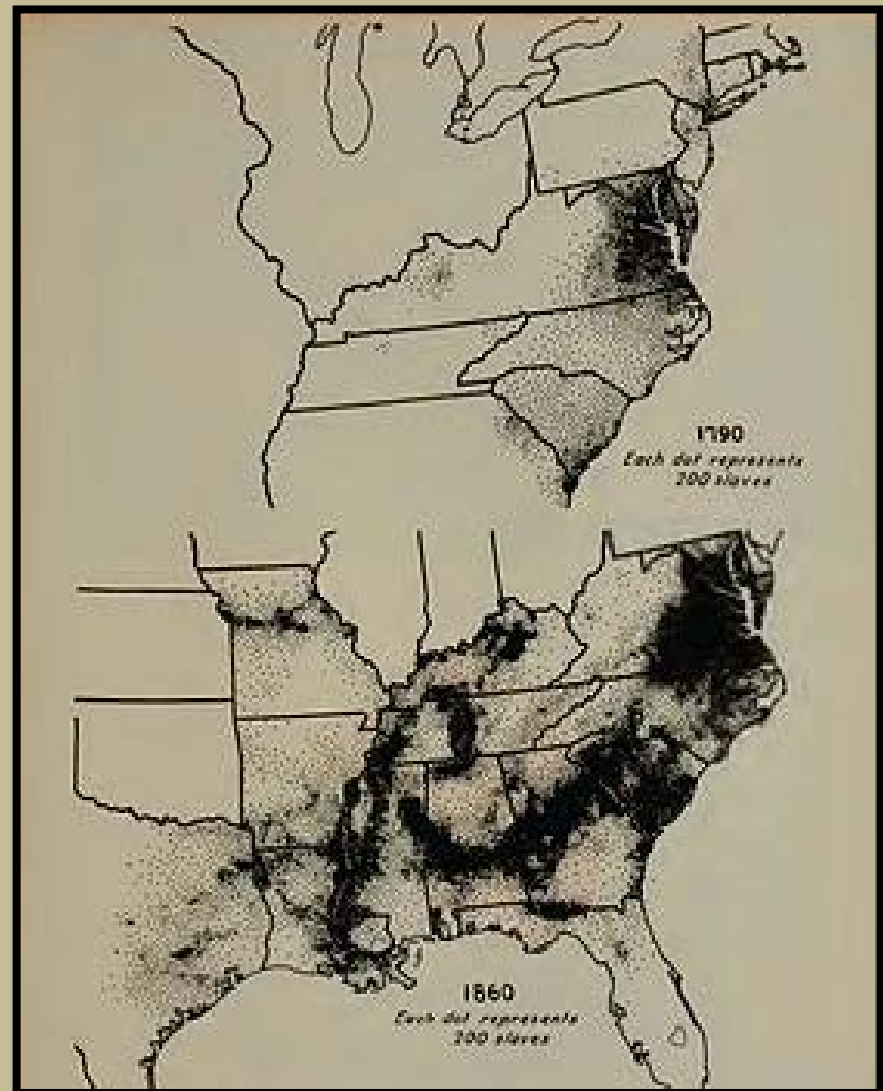
### Watch 3 Short Lectures

- 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

**USCCONNECT**

**Integrating learning within  
and beyond the classroom**

How do we help students  
integrate learning across  
experiences?



# A Math Major Interning with the South Carolina Office of the Governor

Hilde Oliver



## *Question:*

What parallels can be drawn between the mathematics classroom experience and **beyond-the-classroom** political internships?

<i>Skill</i>	<i>In the classroom</i>	<i>In the office</i>
Problem Solving	<ul style="list-style-type: none"> <li>Manipulating abstract ideas in clever ways to write proofs</li> </ul>	<ul style="list-style-type: none"> <li>Researching unfamiliar ideas from committee hearings to report to the Governor's policy analysts</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>Solving long and complex math problems within a very limited time frame</li> </ul>	<ul style="list-style-type: none"> <li>Processing constituent correspondence backlogged several months as quickly as possible</li> </ul>

## *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.



# Kristina Drake's Global Learning

## About Me

### Global Experience

#### ▼ Key Insights

- Openness
- Respect and Humility
- Adaptability
- Preparation

### In-Depth Analysis

### Leadership

## About Me



I am a senior biomedical engineering student at the [University of South Carolina](#) (USC), more specifically at [Clemson 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!

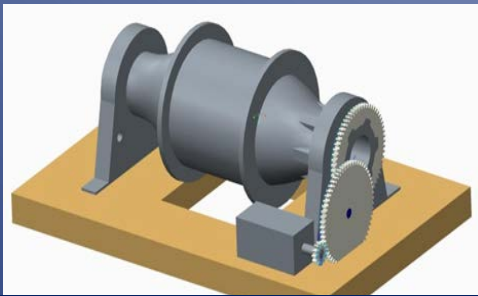
I hope someday to work as a pediatric specialist, and am considering orthopedic surgery. I am interested in global health, doing research abroad while in medical school and working as a volunteer doctor in developing countries once certified, possibly through an association with an established organization like [Doctors Without Borders](#). My love for travel and international community service was sparked during my study abroad experience in college, supplemented by my courses in foreign language and culture. One of the biggest insights I gained was that they have provided me with insight into the workings of medical systems in other countries, from the limited resources of rural Belize to the unlimited access of socialized medicine in Spain. (To see more of my experiences with health care systems while abroad, please read my [in-depth analysis of global health](#).) This exposure has



# Integrative Learning Opportunities in class



**Students applying mapping skills to meet client needs in Geography**



**Students using 3-D  
Technology in  
Engineering**

