

## Memo

To: Billie Franchini  
From: Linda London

Date: 8-28-2013  
Subject: State of My Project

First, I loved flipping the classroom and the students expressed great enthusiasm for this teaching method. I think it was easier for this course because it was an elective graduate course with nine highly motivated students.

1) I actually flipped every class beginning the first night, with curriculum guidance from the ITLAL team. We began each week with activities to ensure that students caught the key points in assigned readings and videos, mini-lectures, etc. We then had an activity that required them to apply the new information to a case study or review a letter, web-site, or case for support. Students would then draft their own letter or case or grant depending on the lesson, often working in small groups. Finally they evaluated each others' work as time allowed. We used the last few minutes to lay the groundwork for the next week.

Students were partnered with not-for-profit agencies in the community so we had a great deal of discussion comparing and contrasting what they were learning in class with what they were seeing in the real world.

We also had a ten-minute student led discussion each week on a relevant point of interest. At first students presented in a traditional lecture style, but by the end of the semester, they were utilizing many of the techniques I was modeling to engage their peers. Classes flew by for the students and for me.

2) The changes worked exactly as I had hoped. We spent virtually no class-time on lectures and had great discussions. The discussions became much more meaningful once students were connected with their not-for-profit partners because they could apply the text information to the real world of fund development. Students did exceptionally well on their mid-terms and final projects, reflecting a deeper understanding of the material. Most of their final papers compared favorably to an evaluation by a paid consultant, which was a tremendous benefit for the not-for-profit partners. All but one grant was ready for submission by the end of the term. I will continue to work with that student until the grant is ready for submission.

3) I would like to use a wider variety of techniques for checking students' understanding of the material. I did use a variety of methods but some cut into discussion time more than I liked. I'd like to improve the use of quick check-ins.

4) I still need to figure out where to fit grant writing into the curriculum. When I cover it too early, students don't know enough about their partners to write a grant. When I did it later in the semester, they felt rushed. I think I'd like to start with grant writing and work from a case study.

5) At first, I felt very insecure about not going over all the key points in a presentation/lecture format. I was concerned that they would miss a key point. They didn't seem to. Time management was still a struggle because the group was so engaged with the material that we often had difficulty moving through the topics I felt were important. Perhaps, in the future, I'd let the class identify the key points for discussion so we could work with what they found most compelling. My personal transformation was to see that the students were able to understand and apply difficult concepts on their own and that I could facilitate a discussion in a way that drew them deeper into the material. That was really exciting. My son who was trained through Teach for America is using some of the same methods in his high school classroom and it has been very interesting sharing our methods.