



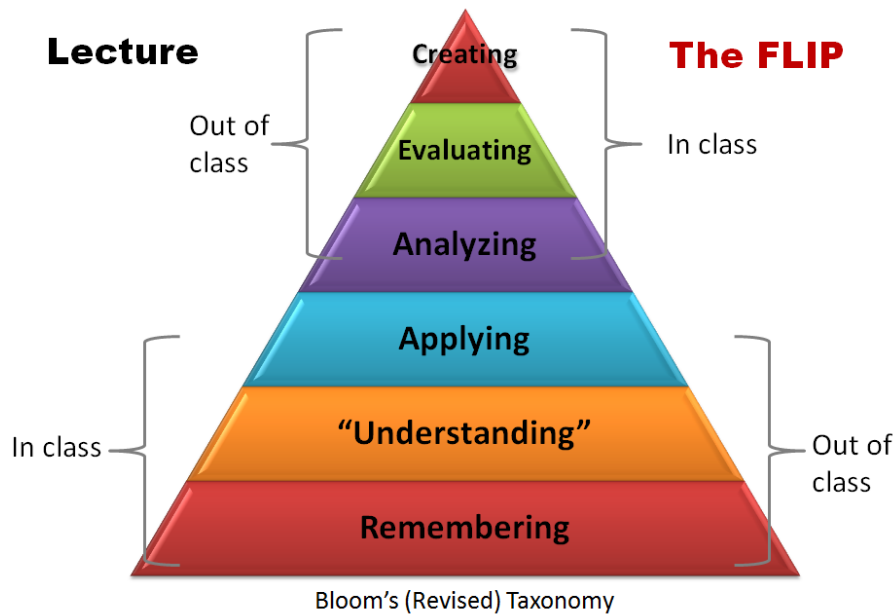
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40 Things Students Can Create During Class Time

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With the flipped classroom model, the goal is to engage students in activities involving higher levels of critical thinking during their time in class with you and their peers. Instead of class time being a place where information is consumed, it becomes a place where information is applied, analyzed, and evaluated as students work to create meaning and connections themselves.

In my work, the FLIP means to “Focus on your Learners by Involving them in the Process.” I reference Bloom’s Taxonomy to help visualize how to structure the time with my students and what the learning outcomes should be. In my model, the FLIP looks like this:



Planning the flipped learning experience starts with the question, “What are students going to DO in class?” What are they going to apply? What are they going to analyze? What are they evaluate? And ultimately, ask, “What could they CREATE in class?”

Over the years, participants in several workshops have asked me, “What do you mean by create? What can students do that hasn’t already been created?” To answer this question, think about how you are defining the word “create.” In this context, create doesn’t have to mean “go create something that’s never been seen or done before” in this discipline or profession. Students aren’t necessarily inventing something brand new or applying for patent. 😊

Create means student-generated. “Create” in this context means something constructed, designed, or curated by the students. You may have seen whatever they create a hundred times before, but the students haven’t. This is **their** chance to create something original to showcase their ideas and make visible their understanding of the course content.

Let's review a few examples of learning outcomes participants have developed in FLIP It workshops when we focused on "creating":



Healthcare:

Students will create an informational poster for a local hospital educating patients on the statistics of heart disease.



Biology:

Students will create a chart for how to identify different types of flowering plants.



Biology:

Students will create a set of flash cards to identify and define key terms from the chapter.



Nursing:

Students will create a resource guide for patients who have been diagnosed with diabetes.



Nursing:

Students will create an infographic explaining how to self-administer a diabetes shot at home.



Writing:

Students will create an outline for their research paper including the topic, thesis sentence, and main points.



Statistics:

Students will create a response to the latest polling data indicating how the presidential candidates are performing in their home state.



Engineering:

Students will create a working circuit.



Counseling:

Students will create an intake questionnaire for new clients.



Education:

Students will create a lesson plan.



Chemistry:

Students will create a summary of today's lab experiment in their own words.



Business:

Students will create a template for a business plan.

As you can see, there are many ways to interpret “create” depending on your discipline, the outcomes for your lesson, and the goals for your overall course. In all of these examples, the product students create isn’t necessarily groundbreaking or revolutionary. But these outcomes require the students to generate something which **makes their learning visible**. Any of these could be done in pairs, groups, or individually. The key is to focus on these types of higher level learning outcomes *during* class time when you can.

So, let’s get to it! What are other things can students create in class? Here are 40 ideas to get the creative juices flowing!

To begin → Your learning outcome/goal: In class, students will create _____:

1. a model or replica
2. an outline for an upcoming paper or project
3. an argument supported with evidence
4. a slide deck highlighting the important points from the chapter
5. a plan
6. a poster
7. a diagram
8. an informational brochure
9. an interpretation of a theory in their own words
10. a quiz or a survey for _____
11. a response to a critic
12. a series of Twitter posts reacting (respectfully!) to an event or current issue
13. a summary
14. an example of _____
15. an explanation about _____
16. a memo
17. an infographic
18. a chart (or flowchart)
19. a mind map
20. a game to help _____
21. a web site

22. a blog post
23. a timeline
24. a Instagram page featuring images and quotes related to the course material
25. a collage
26. a Facebook page (example: One history professor developed an assignment where students created a hypothetical Facebook page for the significant historical figures they were studying. Pages included birth dates, significant inventions/contributions to society, interests, friends (other historical figures who lived during that time), books published, books/movies they'd be interested in, etc.).
27. a video
28. a Pinterest board
29. a newspaper article
30. a vision board (Encourage students to set a goal, visualize it, display it, share it, and revisit it to stay motivated. Technology not required. Just use a posterboard if you want to.)
31. a rubric
32. an annotated bibliography of helpful resources beyond the textbook
33. a comic strip or comic book
34. an animated video (example tool: Powtoons.com)
35. a podcast episode (interview each other and share the audio files in your learning management system)
36. a checklist
37. a book review
38. a list of questions (to ask a panel, a guest, an interviewer, etc.)
39. a case study (could be based on a real experience they've had or read about)
40. an alternate ending or result

Hopefully these 40 ideas will inspire you to think about what your students can create together in class. If you try one, let me know how it goes!

And, of course, if you have other ideas for things students can create during class, share those with me on Twitter, Facebook, or in an email. I always collect case studies and examples from educators to share during workshops and courses so we can continue to learn from each other!

About the Author:



*Dr. Barbi Honeycutt is a speaker, scholar, and author. Throughout the past 17 years, she has facilitated more than 3,200 professional development events for faculty, graduate students, and postdocs around the world. She is the founder of FLIP It Consulting in Raleigh, NC, and an adjunct professor. The “FLIP” means to “Focus on your **L**earners by **I**nvolving them in the **P**rocess.”*

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