



Let’s FLIP Faculty Development!
Showcasing Faculty-Created Assignments

On September 30, 2016, I was invited to lead a pre-conference workshop during the Teaching Professor Technology Conference in Atlanta, Georgia. The title of the workshop was, **“Don’t Waste a Minute of Class Time: How to Use Focusing Activities in the Flipped Classroom.”**

During the last 30 minutes of the workshop, I flipped it and asked the faculty participants to CREATE a resource for their colleagues who wanted to learn more about focusing activities. They could create a picture, write a blog post, record a video, create a checklist…it was entirely up to them.

## One of the groups in the workshop developed a focusing activities “tip sheet” grid. They created the grid using Google Docs, which allowed group members to fill in the grid with examples from their respective disciplines. Here’s the grid:FOCUSING ACTIVITIES – TIP SHEET

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| **Focusing Activities** | **Description** | **Examples in Discipline**Share examples in this column.  |
| Rotating Slide Deck (Movie Reel) | Create 5-10 slides and set the slide deck to rotate automatically as students arrive to class. Consider adding a few “course announcement” slides to save time during class making announcements and reminding students about important dates and deadlines. |  |
| Discussion Question | Post a question on the screen or board. As students arrive to class, they can read the question and begin generating ideas or discussing their thoughts with their peers.  |  |
| Layers of Complexity | Introduce a simple recall or brainstorming activity. Then, increase the complexity or difficulty of the tasks with each round. Tip: Use the levels in Bloom’s Taxonomy. |  |
| Quote | Post a quote on the board or screen as students come in to the classroom. You can use a quote from last night’s homework, a reading assignment, a recently published article, a controversial speaker, etc.  | Linguistics: Post the phonetic transcription of quotes (it could be a question). |
| Excerpts | Photocopy excerpts from a magazine, an article, a chapter, a speech, etc. Place the documents on each group’s table and encourage students to read them while waiting for class to begin. Then begin class with a reflective writing assignment or discussion.  |  |
| Curiosity Question | Write a question on the board, screen, or on a worksheet. Create a question that fosters curiosity or debate so students will begin thinking about it as soon as they walk in the door or log onto the course. |  |
| Social Media Feed | Post a live view of one of your social media feeds for your class. You may want to post a few questions, pictures, or interesting facts beforehand and then ask students to review the feed, interact, and share their own relevant links while waiting for class to begin. |  |
| Spot the Differences | Present two pictures for students to compare. The pictures should be similar, but include specific differences in details. Challenge students to find all of the differences between the photos. You can also create a competition to see who can find the differences in the shortest amount of time.  | Nursing: Create 2 pictures of a patient in the skills lab-one with several differences from the norm. Nursing-students learn to spot an abnormal patient assessments |
| Ordering Exercise | Review your course content and find information that can be place in an order. It could be a formula, a process, a series of steps, dates, etc. Mix up the order and give students time to correctly place the content in order.  | Teaching coagulation cascade - give a deck of index card with coagulation cascade components to each team.  First team that puts it together in correct order wins the game. |
| Memory Challenge | Give students a time limit and challenge them to test their memory by recalling information, dates, facts, or processes correctly. You could show a short video at the beginning of class and then test their memory about what they saw or heard. You could ask students to outline the five main points from last night’s reading assignment.  | Nursing: Use at the end of a class to assess learning. what were the priority discussions and the general take away |

To view all 11 group projects developed during the workshop, visit
[barbihoneycutt.com/flipped-faculty-development/](http://barbihoneycutt.com/flipped-faculty-development/)