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# Flipping the Classroom: A Practice-based Approach – 3 Part Series

PRESENTED BY:

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# Our Speakers



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# 3 Steps to Effective Flipping

- Part I: Pre-Class Activities
- Part II: Class-time is Clinical-time
- Part III: The Learning Continues



# Situated Learning

- Building habits of application and analysis
- Pre class prep is knowledge and comprehension

SO THAT

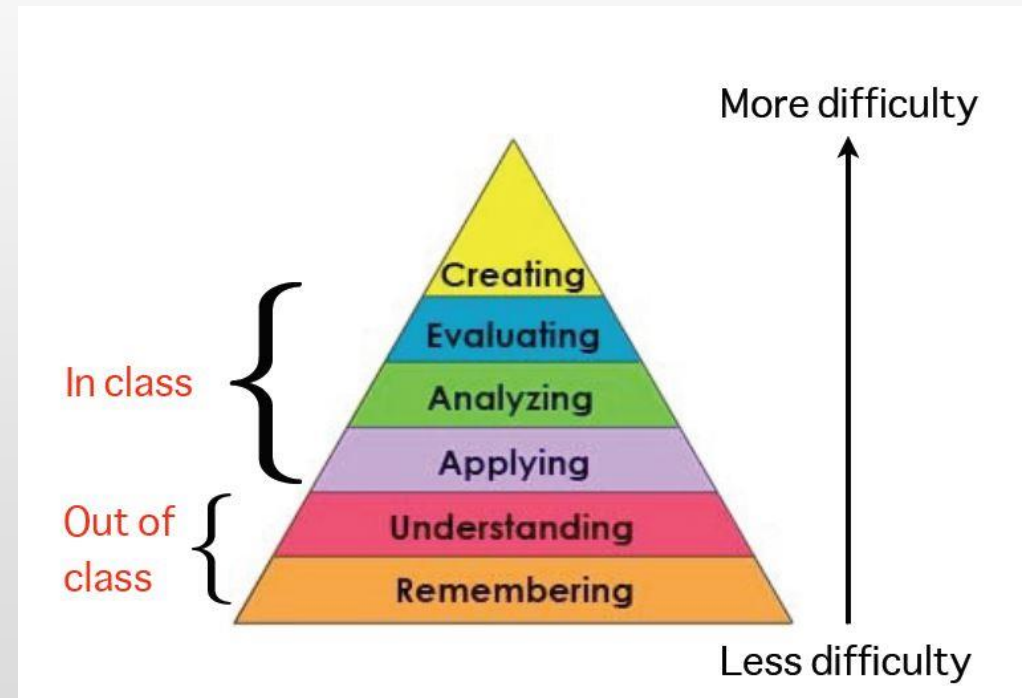
- Class-time is application and analysis

# Class-Time is Clinical-Time

REALITY IS NOT AN OPTION

# Motivation for the Flip

- Critical thinking does not fully develop without peer interaction
- Are you learning at a higher level when you...
  - Receive informationOR
  - Critique others' critical thinking
- Student-centered learning



# Preclass Prep Pays Off

- Start class with the tickets to class
- Students share your book marks / history with a peer
- Students share their 3 priorities (did you get the same as your peer)
- Students give each other report with the SBARCE
  - After the student gives the peer report, the peer gives the sender a 2+2
- Faculty lectures from the item analysis of the preclass quiz

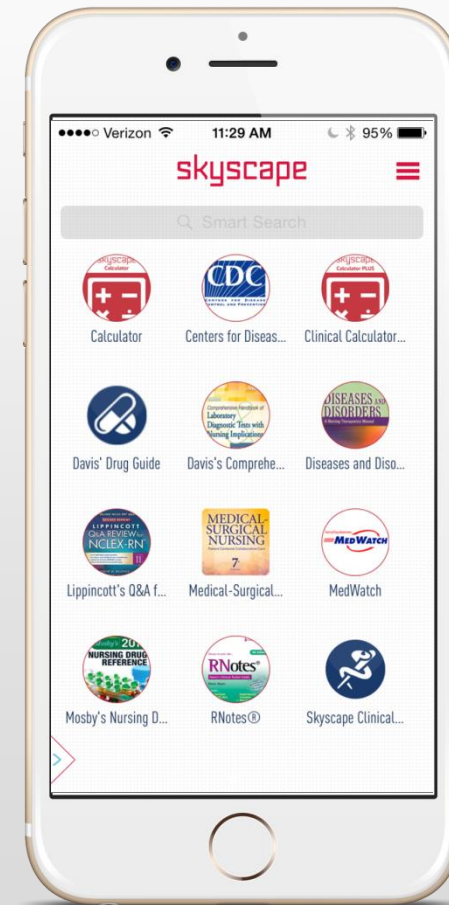
# Client care in class

- Helps class go to clinical
- Using clinical tools in class
- Synthesis in the same way in which we will use the information in clinical
- Fundamentals class / Client at risk for infection
  - Rheumatoid arthritis
  - Smartlink
  - Methotrexate
  - Evidence-based practice on the fly



# Partner with a Purpose

- Open your Lippincott Q/A on Skyscape
- In groups of 2-3 take 10 questions for the content we are covering
- For one of the questions you got wrong, screen shot the question
- After quizzing is done, explain the question you got wrong to another team
- Faculty reflection – will a student learn more if you lecture to them for 20 minutes or if they do this activity for 20 minutes?



# 3 Steps to Effective Flipping

- Questions / ideas / concerns
- Part I: Pre-Class Activities
- Part II: Class-time is Clinical-time
- Part III - NEXT: The Learning Continues

# Skyscape



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