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

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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



Constructivist Learning

- Continue building habits of application and analysis
- Build off of what happened in Pre-Class prep and Class-Time

SO THAT

- The learners own the material

The Learning Continues

BUILDING OWNERSHIP

SBARCE – Debrief Discussion Posts

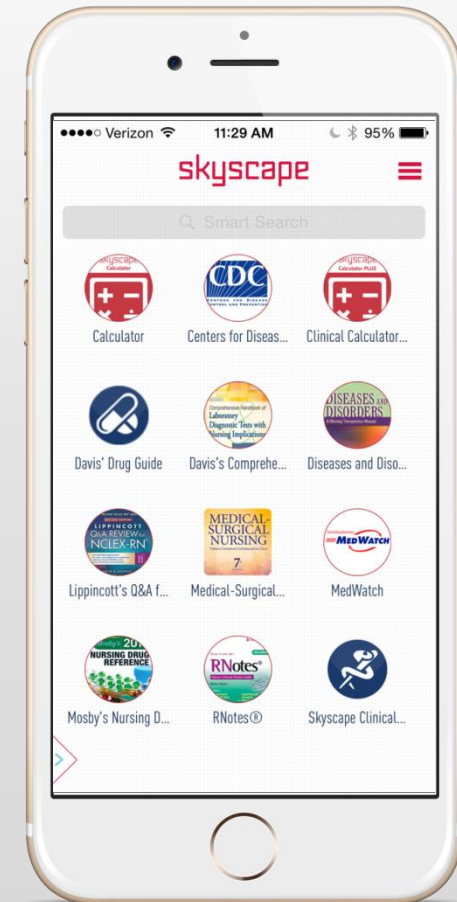
- Students reflect (debrief on their SBARCE)
- In an online discussion forum
 - Share an updated SBARCE...
 - Either edit the one you did as Pre-Class or create a new one.
 - What did you change?
 - What are the best Clinical Evidence tools / finds for your client?
 - Snapshot and share as an attachment to the Debrief Discussion Post

Continuous Quizzing

- Students continue to quiz themselves
 - Helps students save time studying
- 20 question quiz
- Focus on the ones you got wrong
 - Find 2 monographs/ 2 different resources that would have helped you on the one you got wrong
 - Write down your finds
 - Share your finds with a friend
 - This searching saves the student time studying
 - This searching requires the student to process at a high level (eg. application and analysis) where as just looking at the answer and reading rationale is at a low level of cognitive processing (knowledge and comprehension)

Learning how to Learn – EBP on the Fly Drill

- Students find 2 YouTube videos that are related to what was learned in class.
 - Note the links to the videos
 - Using Evidence-based Practice tools (Skyscape) on the fly, find pertinent resources.
- While watching each video, the student identifies two monographs in Skyscape that would help a nurse while working with a client who has concerns in this area.
- Be ready to share bookmarks/history/rationale for the choices.



Class to Clinical Continuum

- Reflect on class-time, ‘what will you [the student] take to clinical?’
- Pre-clinical conference – be prepared to show your clinical instructor one activity/strategy/find from class-time as a ticket to clinical
- As prep for clinical
 - Students ‘Clear your history, then visit 3 monographs that will help you in clinical. Be prepared to give rationale for your 3 choices.’

Effective Flipping

BRINGING IT ALL TOGETHER

Consistency for Success

- **Build ownership in students**
 - Students explore, discover, critique
- **Consistent Strategies**
 - SBARCE, Top 3, Simple Discussion Forum Debriefing
- **Consistent Tools**
 - Discussion forum, NCLEX book, Skyscape
- **Consistent Philosophy**
 - Focus on Application/Analysis Always – Bring Clinical to Class

3 Steps to Effective Flipping

- Questions / ideas / concerns
- Part I: Pre-Class Activities
- Part II: Class-time is Clinical-time
- Part III: The Learning Continues
- NEXT – Pick one or two strategies and give it a try SOON

Skyscape



Publish



Skills



Share



Skyscape Galaxy



Play



Track



Test

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Thank You

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