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

PRESENTED BY:

Tim Bristol, PhD, RN, CNE, ANEF

Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF



Our Speakers



Tim Bristol, PhD, RN, CNE, ANEF
Owner NurseTim.com
Faculty Walden University
Advisory Board Health eVillages



Karin J. Sherrill, MSN, RN, CNE, CHSE, ANEF
Faculty Mentor/Consultant
Maricopa Community Colleges

3 Steps to Effective Flipping

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



The Foundation for Effective Flipping

- Learning at the Application and Analysis level during class-time
- Constructivism
- Adult learning
- Situated learning

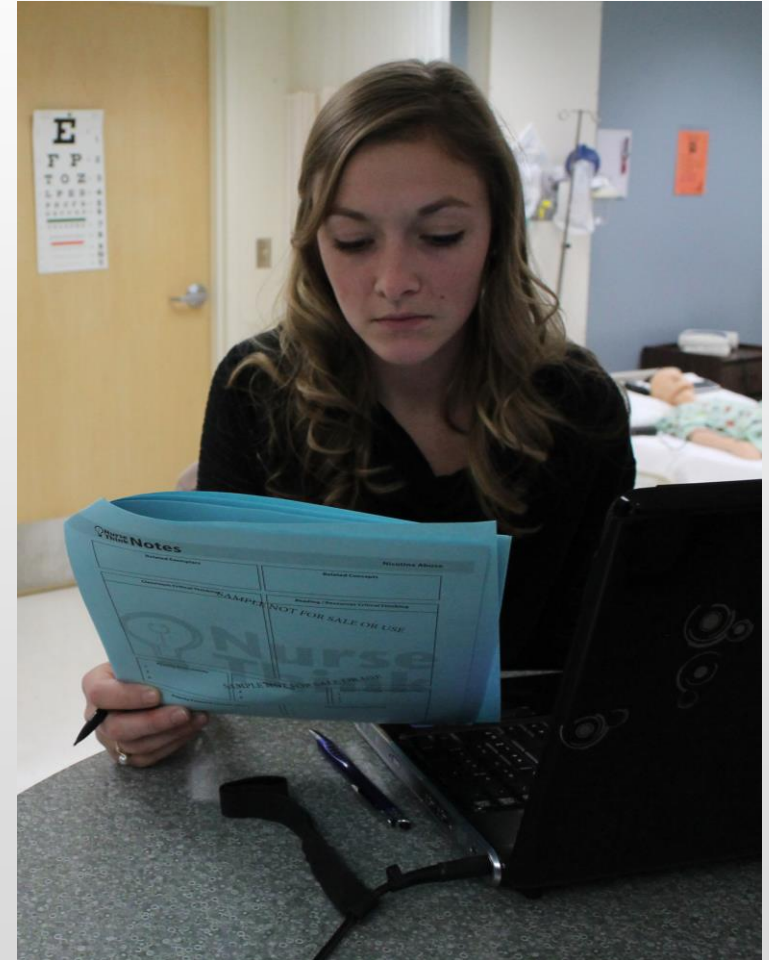


Part I: Pre-Class Activities

READY SET SUCCEED

Motivation

- Graded?
- This will be on the exam?
- Can I come to class unprepared?
- Are you wasting my time?
- Help students save time studying?



Read with a Purpose

- Read 6 chapters



OR



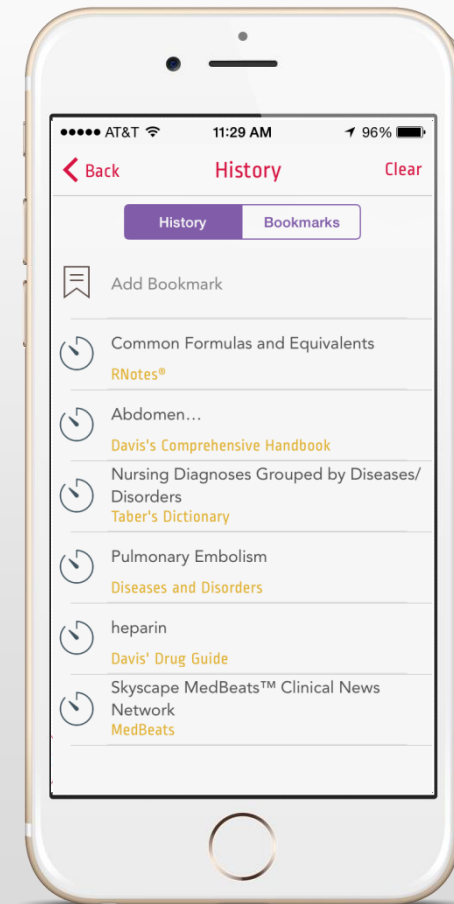
- Identify the 3 priority assessments and interventions for this client
- When students study, they need to think clinically. Compare text books to clinical decision support tools.
- Use the bookmarks to demonstrate what you accessed when studying.
- Your bookmarks are your ticket to class.
- If it is an online class – screenshot the bookmarks.

Study with a Purpose

- Read 6 chapters

OR

- Create an SBARCE
 - Situation
 - Background
 - Assessment
 - Recommendation
 - Clinical Evidence – History or Bookmark



Preclass Video

- Faculty gives a tour of resources
- Small chunks 10-15 minutes each
- Students critique the faculty video
- Students take a quiz on the faculty video

Preclass Quiz

- Focus on knowledge and comprehension so when they come to class faculty can focus on clinical
- 10 Questions randomly picked out of a pool of 20 questions.
- Lecture from the Item Analysis in class

3 Steps to Effective Flipping

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

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