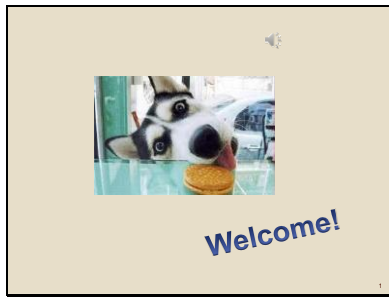


Slide 1



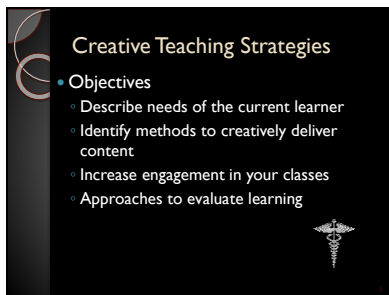
Play music
Always play music and graphic to set tone
Make audience comfortable

Slide 2



Discuss overview
Why are we here?
Examine the way we currently teach
and how we can improve learning

Slide 3




Always start with what you will teach them
Agenda on board
Objectives on board in short form

Slide 4

Tent cards

- Name
- Favorite travel spot
- Professional specialty
- Length of time in that specialty
- Area you work

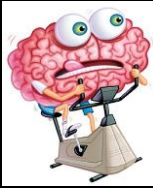


Have group fill out tent card-this helps
by
Call by name
Knowing your audience
Bring everyone into same level
Break the ice
*SHARE MY CARD

Slide 5

Warm Up Exercise

- Think of a great teacher
- 3 characteristics




Write on board
3 things that made someone a great
teacher
Think of a specific person
*SHARE MY CARD

Slide 6

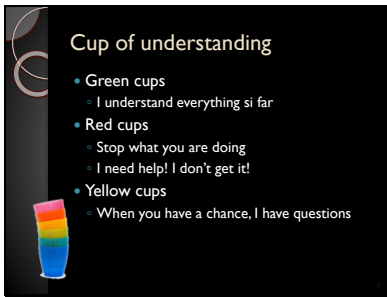
Pre-test

- Given at the beginning of class
- Evaluates student preparation



Give pre-test and review
*pre-test

Slide 7

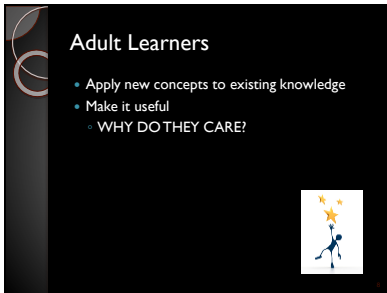


Cup of understanding

- Green cups
 - I understand everything si far
- Red cups
 - Stop what you are doing
 - I need help! I don't get it!
- Yellow cups
 - When you have a chance, I have questions

*cups and demo

Slide 8



Adult Learners

- Apply new concepts to existing knowledge
- Make it useful
 - WHY DO THEY CARE?

Knowles-adults come with pre-existing knowledge

Given new knowledge

Use the new knowledge

Take the new knowledge, use it and see how it fits with the previous knowledge

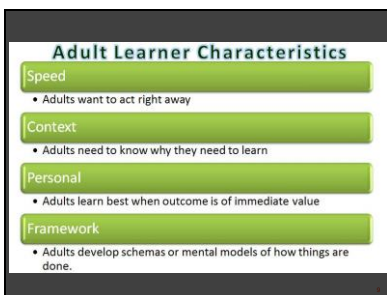
Learning occurs

EXAMPLE: Preload, afterload, contractility is a complex topic because of terminology

Nurses understand how to use IV pump pretty comfortably

The bag is preload, pump contractility, tubing afterload

Slide 9



Adult Learner Characteristics

Speed	• Adults want to act right away
Context	• Adults need to know why they need to learn
Personal	• Adults learn best when outcome is of immediate value
Framework	• Adults develop schemas or mental models of how things are done.

Review chart

Slide 10

Ask yourself

- Can I teach this to a 6 year old?
- Address multiple learning modalities
 - Visual
 - Auditory
 - Tactile
 - All at once



You need to be able to break the content down into the fundamental levels or you may not understand it enough to teach it
Use strategies that use many different modalities
In the strategies I am discussing today, many of these are used at one time

Slide 11




Must have a foundation before ready to learn complex skills and content
Basic to complex

Slide 12

Adult Learners-Next Gen

- Multiple stimuli
- Feed them info
- What's on the test?
- What do I have to do?
- Less intrinsic motivation
- Tech saavy




Multiple stimuli
Feed them info (like the picture)
What's on the test?
What do I need to do to get to next thing?
Less intrinsic motivation
Tech saavy

Slide 13

Barriers to Learning

- Media influence
- Keeping attention
- Life stressors
- Lack of motivation
- Language



A cartoon showing a student talking to a teacher. The student says, "My dog swallowed my phone. I can message you my paper in about 12-24 hours." The teacher looks skeptical.


“my dog swallowed my iphone, I can message you my paper in about 12-24 hours”

TV has taught us to expect highly visual, entertaining content, broken into manageable sound bites
Student may be physically in seat, mind is wandering and focusing on variety of topics, unrelated to class

Slide 14

Engagement

- Refocus
- Entertain
- Appeal various learners
 - 80% are visual



A cartoon showing a teacher pointing at a chalkboard. The teacher says, "There aren't any icons to click. It's a chalk board." A student in the foreground looks confused.

“there aren’t any icons to click, it’s a chalkboard”

Break it up

Lots of pix (80% are visual learners)


Different types of media

QR code

Interactive content- think of internet and Google, info is right there and they can click in multiple places to find more stuff

Slide 15

QR codes



A QR code that, when scanned, likely leads to the YouTube video mentioned in the URL below.

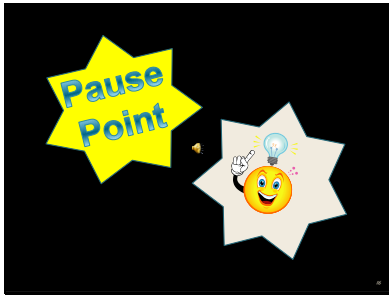
<http://www.youtube.com/watch?v=c4AsPRkcpJc>

QR code of a quick clip of a mission impossible type teacher idea

Use qrstuff.com

Many sites

Slide 16




Describe use of audio/visual cues
Pause to check the learning
Appeal to the audience with a sound ie.
SB

Slide 17

Clicker Question

- Adult learners need:
 - a. Context for what they are learning.
 - b. Convoluted information to confuse them.
 - c. Really hard test questions so they struggle.
 - d. At least 3 chapters of reading every night.




Explain the use of the clickers
Answer a

Slide 18

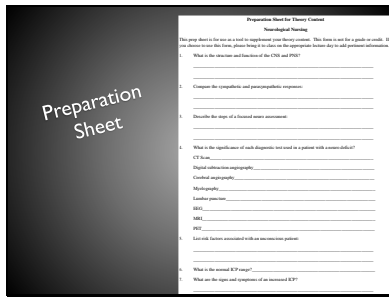
Teaching Techniques

- Simulation
- Skills lab
- Classroom



Describe teaching techniques

Slide 19



Show example

Match objectives of class

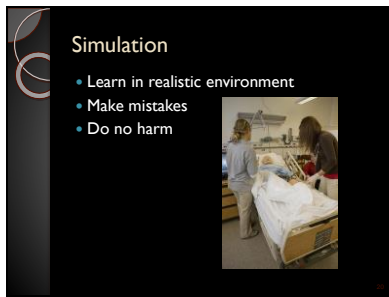
Forces students to prepare

An active exercise instead of just reading

Addresses multiple learning styles

Gives them a tool to study

Slide 20



Slide 21

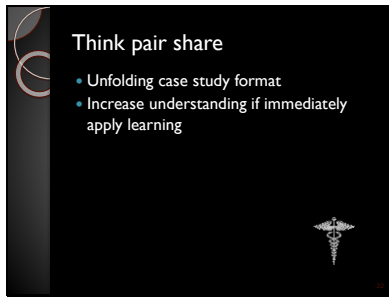


Provide multiple strategies

Don't use them all in one setting

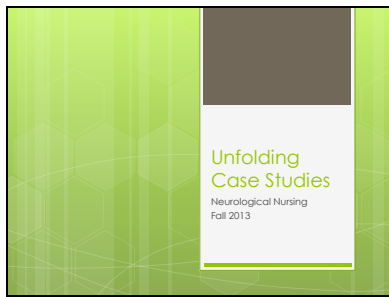
Depends on the audience and content

Slide 22



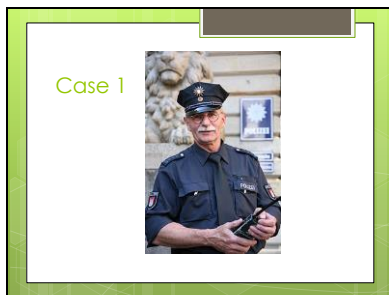
Show example of case study-next

Slide 23



Instruct the students to think pair share for a specified time to answer the case studies, using provided worksheet. Make a template and then reuse with new content and color

Slide 24



This is Jim, he will be the focus of this case study.

Slide 25

Situation

- Retired Police Officer
- Age 57
- Eating lunch with wife
- Sudden headache
- Sudden nausea
- Sudden left arm/leg weakness
- Wife calls 911

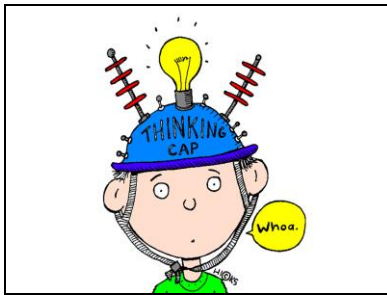
ICH case

What are you thinking is wrong with this man?

What symptoms are you focusing on?

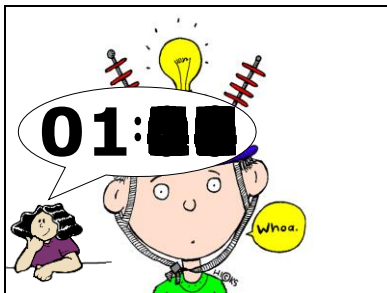
What do you want to further assess?

Slide 26

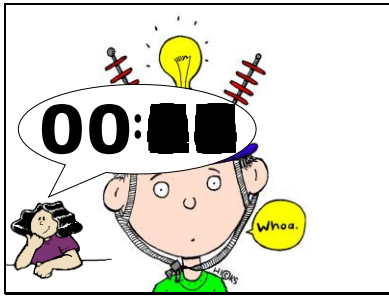


Think pair share for 2 minutes, GO

Slide 27



Slide 28



Review worksheet

Possible dx: stroke, bleed...

Important S/S: H/A, left weakness

Further assess: Facial droop, speech, VS, CT scan

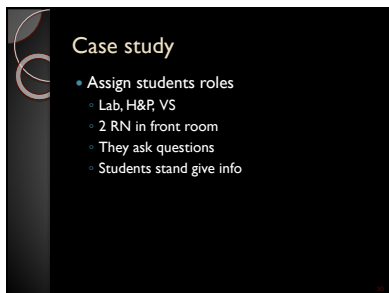
Slide 29



Show how to use props and tangibles for hands-on

Hand around swan

Slide 30



Another format for case study

Discuss

Handout cards to show example

Slide 31

Cardiac EKG exercise

- Everyone stand up
- "p-wave" Up on toes
- "QRS" arms out
- Lets practice!
 - NSR
 - Brady
 - Vfib



Good for low energy periods
Have everyone stand and do together

Slide 32

Breaks

- Give a weird/specific time to come back
 - Easy to remember
- Timer on slide
- Give incentive
- Online timer




Show google timer

Slide 33

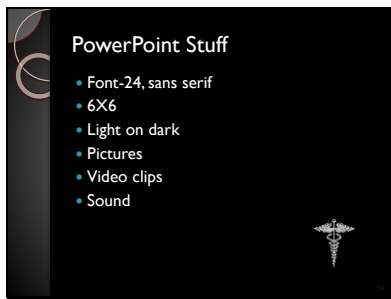
Sticky process

- Everyone write steps of a process
- Put sticky notes in order on wall
- What happens rearrange?



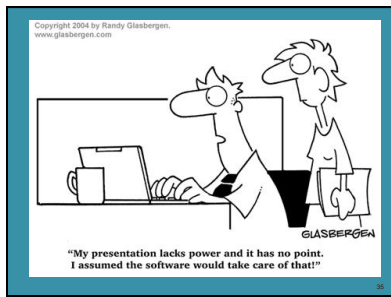
Give a process like starting an IV/Hand
off report
Each person in the group writes a
different process of the IV start
Line up on the wall
What happens if you rearrange
JUST DISCUSS

Slide 34



Ask if questions on how to do something

Slide 35



More PPT stuff:
Black screen
Presenter view
Content on slide
No periods
No complete sentences
CLICK show cartoon
"My presentation lacks power and it has no point. I assumed the software would take care of that!"

Slide 36




Show website
Show how to edit and then view

Slide 37

Podcast

- Digital recorder
- Save to website
- School may have mechanism
- Student use
 - Class prep
 - Post class follow up for clarity
 - Commuters




Demonstrate how to record, save, post

Slide 38

Sitting on a ?

- Prep questions before class
- Questions on 3X5 cards
- Periodically have someone read question




Have them look under seat and ask question

Slide 39

Priority

- Give students scenario on card
- Have them line up by priority



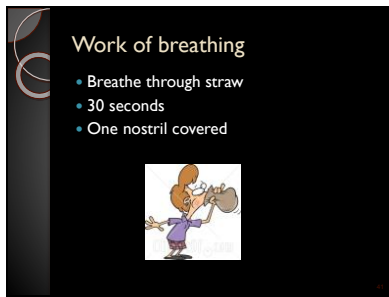
Discuss
Forces students to critically think
Work together and get up and move

Slide 40



Could set this up live or as a picture
Focus on anything from infection
control to safety

Slide 41



Simulate the work of breathing
Like a COPD patient
How does this help when caring for
Resp distress pt?

Slide 42



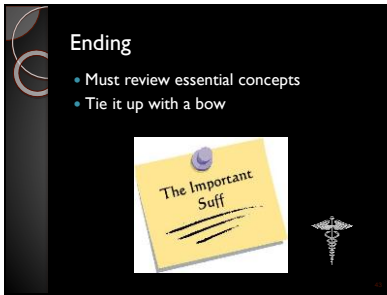
PB, jelly, bread, plates, knives, spoons,
napkins hidden
Have a clear table
Distribute blank piece of paper to each
person
Write down directions for making PB&J
sandwich
Call up 4 volunteers-bring directions
Divide 4 into 2 teams of 2
1 instructor, 1 chef
Instructor read step by step directions
Chef follow, if state put bread on plate,
put whole loaf
Have 2nd team do same
Go back and forth for each step, may
not get far
Discuss how this relates to
documentation
Instructor knows exactly how to do the
task, may not convey this in
documentation or teaching

DISCUSS

CLICK

“and that is why we lift on three”



Slide 43



Ending

- Must review essential concepts
- Tie it up with a bow

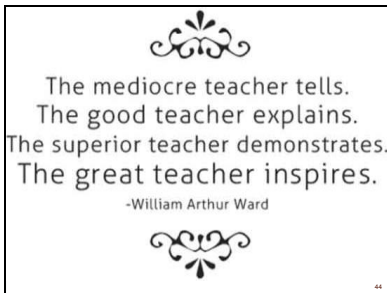
The Important Stuff



Which technique do you think you will use?


Write it down on separate paper so don't forget, handouts get lost 😊


Slide 44



The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

-William Arthur Ward





References

- Deck, M. (2010). *Instant Teaching Tools for Educators: Tool Thyme for Trainers*. Baton Rouge, LA.
- Forte, J. (2011). Educational services in second life: A study based on flow theory. *International Journal of Web-Based Learning and Teaching Technologies*.

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