

‘Flipping Bangers’: creative pedagogy for sustainable teaching and learning.

Kerry Davis

Principal Lecturer

School of Nursing



Exercise

Recall your most recent café experience



Likert scale

1

2

3

4

5

Absolute rubbish

Best ever



Now 'pair-share' for 30 seconds

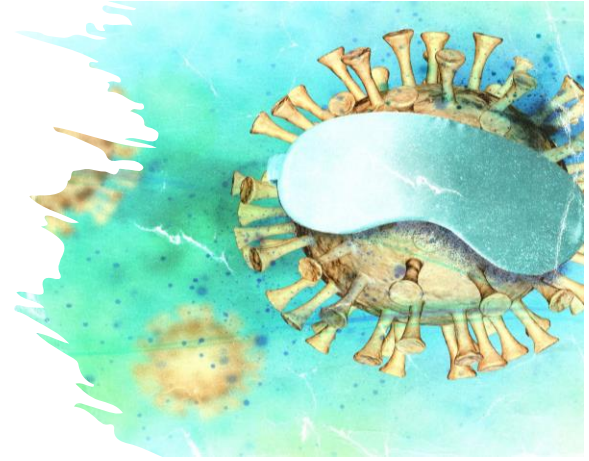


One person describes recent café experience
What was good or bad about it?

The other person observes

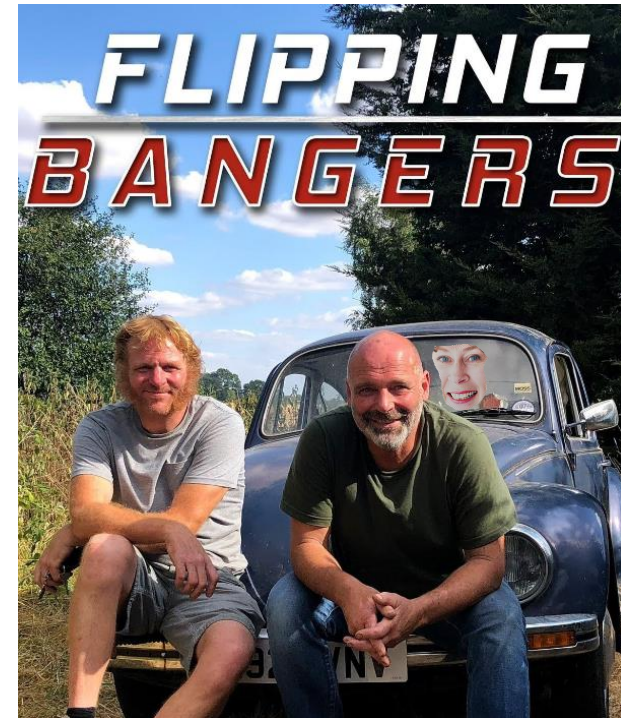
Context of teaching and learning

- Demotivated by Covid-19 pandemic and online learning
- Tension between cohort size and the needs of diverse learners
- Need to engage students in sometimes heavily theoretical content
- Desire for an invigorated teaching and learning space
- Interest in 'flipped classroom' and 'white space' to energise this context
- How do we facilitate meaningful engagement with material and fellow ākonga ?



Flipping classrooms (FC) ?

- Deliberate redesign of learning space to foster student-centred learning (Youhasan et al, 2021)
- Promotes collaboration and self-paced interaction with content
- Fosters engagement with essential content through three key components
- pre-classroom, in-classroom and post-classroom activity (Youhasan et al., 2021).
- Three key components – before, during and after class activities
- Enhances learner satisfaction and engagement with content (Ozbay & Çınar, 2020)

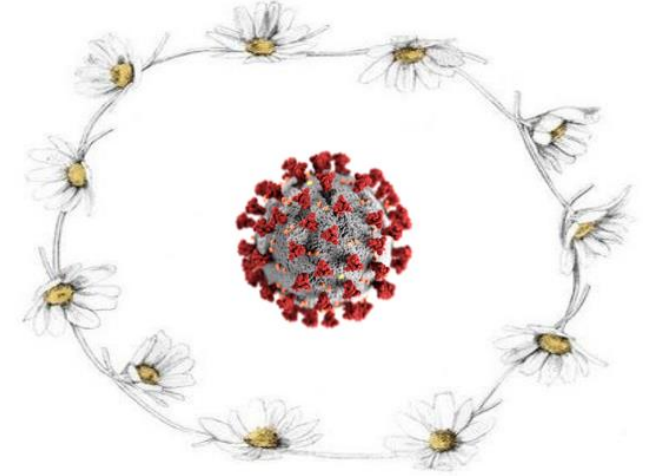


What is white space?



What is white space?

- Antithesis of a feverishly delivered PowerPoint
- Intentional decluttering of non-essential content
- Created space for creative thinking and deep learning (Hall, 2017)
- Practical examples of our attempts to declutter content, flip the classroom and create white space
- We hope that you might find even just ONE idea to take away today



1. Host a debate

The introduction of the NEW 'End-of-Life Choice Act'

Complemented by a classroom debate

'White space' was created

Students considered both liberal and conservative viewpoints,
then presented

Fostered consideration of multiple perspectives



Version as at 28 October 2021



End of Life Choice Act 2019

Public Act 2019 No 67
Date of assent 16 November 2019
Commencement see section 2



2. Design a game

Health and Disability (HDC) Cluedo

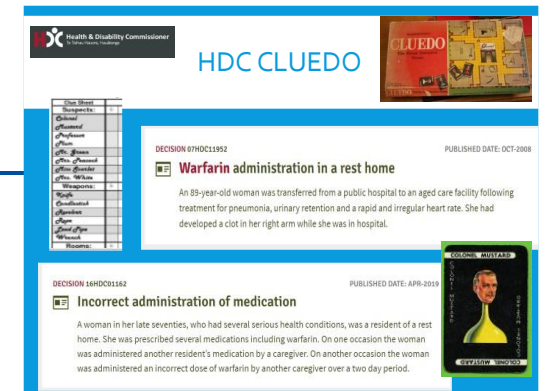
- Clinical 'crimes' presented with location, suspects and potential weapons
- 'Caregiver in the dining room of a resthome, at breakfast time'
- Caregiver became distracted making toast and administering medications
- Fosters 'noticing' of important cues

Mix n' Match Magic

- Learners consider decisions made by the NZ Health and Disability Commissioner (HDC)
- Each case is matched with the legislation or professional code that was breached
- Identify the magic (safeguards) that might have protected the patient
- Followed by a wider discussion on mitigating adverse events

It's in the bag

- Similar to the TV show, volunteers choose a bag number (1-9)
- Each bag contains a question related to the Quality Science lecture
- Prizes for correct answers



3. Sensory tables

Ahead of a 120-hour clinical placement in Aged Residential Care

Learners immersed in objects possibly encountered in a resident's room

Accompanied by music of the era - Vera Lynn (We'll Meet Again) & the Howard Morrison quartet (Hoki Mai)

Guided discussion around the resident's bedroom as a 'personal and privileged space'



4. Use narrative and metaphor



- “Excellent teachers tell stories” – Dr. Claire Goode, 2021
- Weave in your own stories from practice
- Help students to recognise the common health metaphors that patients use to describe their illness
 - Body as a machine (biomechanical)
 - Cancer as a battle (biomilitary)
 - ‘Reading’ genetic markers (Bioinformationalist)
 - Montgomery (1996)
- Foster skills in understanding and responding with the right metaphor for that patient

5. Media studies

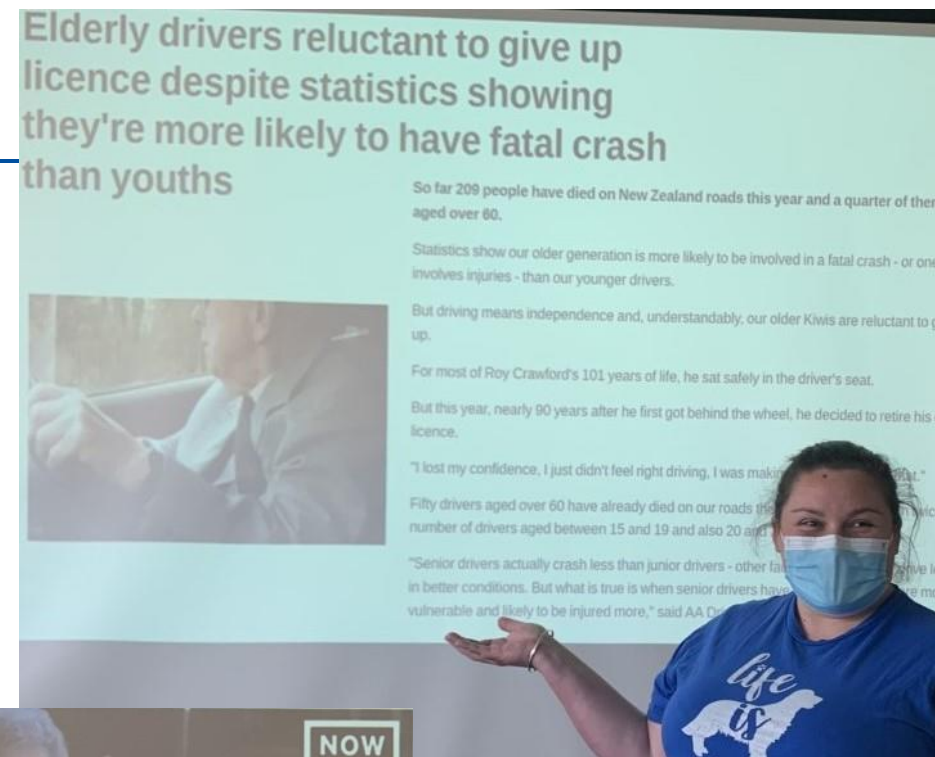
Pre-classroom activity - locate ONE contemporary media portrayal of seniors

In-class activity - present media and identify the dominant discourse within it

Discuss ageism and the bias of media representations of what is 'news-worthy'



shutterstock.com · 1193770072



6. Foster collective creativity

- Learners write feelings about upcoming clinical placement on post-it notes
- Lecturer weaves them into a poem, presented to the group as their collective hopes and anxieties

Poetry

Climbing the wall

Kerry Davis

There once was a virus so small
That threatened to infect us all
We learned and we taught
Locked up in our fort
And tried not to climb up the wall



Collecting your thoughts

Senior Person's Health is here.
We're off to aged residential care.
But, what of our hopes, concerns, and fears
When residents show advancing years.
I hope that I feel part of the team
I hope that I get what the residents mean.
I hope that I like it... as this feeling calms
Will residents welcome me with open arms?
What if the caregivers don't want me there?
I hope I can be of some help.. and show care
I hope that my Preceptor's friendly and nice
That they're awesome, believing my skills do suffice
I'm excited to be placed so close to my home
To articulate competencies, show how I've grown
To be buddies with residents
And hear all they've known
Make a difference to a life.. to a week .. to a day
But what if one of them passes away?
Or I'm reminded of Nana on that fateful day?
I'm excited about those who have lived life already
I'm nervous, apprehensive and just about ready
To learn as much as possible, along the way
But what of the resident's – what do they say?
'A library of stories – from my life I can share'.
"New place, new room – do I want to be here?
I've a positive mindset and attitudes too
I'll go in with confidence, my skills still so new
So, let's begin - BN6003!
I am capable. I am competent. I've got this. You'll see!

Group 3 – March 2023

7. Crack the code

- International candidates for NZ registration explore the 'Code of Conduct for Nurses' (2012)
- Small groups identify an example of each of the 8 principles, alongside one breach
- Produce visual symbols or representation
- 'Dual coding' reinforces new learning, as words and visuals combine, catering for varying learning styles (Mayer & Anderson, 1992)
- Groups speak to their diagram - powerful symbols
- The group receives a photo of their combined 'Code' to reinforce learning



CODE of CONDUCT FOR NURSES



8. From the archives

Use historical accounts or picture book stories, depicting patient experiences

Ladybird 'Easy-Reading' book 'People at work - The Nurse', describing the perioperative journey

In-class activities fostered identification of recent advances in perioperative care

Followed by discussion of 'conscious sedation', 'walking to theatre' and 'gender stereotypes'



Sometimes a person who is ill needs to have an operation to make him better. Most big hospitals have operating theatres where the doctors do operations. Nurses help the doctors. They all wear masks and very clean gowns.

The patient does not know anything about what happens in the operating theatre. He is given an injection which makes him fall asleep. Then he is put on a trolley and taken to the operating theatre.

When the patient wakes up again, he is in bed in the ward and the operation is over.

36



9. Use the patient voice

“It is a challenge for educators to teach empathy about a particular population group without the lived experience of the people central to the interaction” - Heidke, Howie & Ferdous, 2018

Q & A with a young man who lives in a chair, in a ‘lobbying for change’ lecture

- Pre-classroom activity - review petition to parliament, around housing modifications

Q&A with a 94-year-old woman, living independently

- Learners ask about the challenges of living alone
- Q&A with a mother of a suicidal woman who felt unheard at their ED admission



10. Simulation and role-play

Example 1 –

Learners role-play an interview of an older couple attending a rural GP after a short viral illness

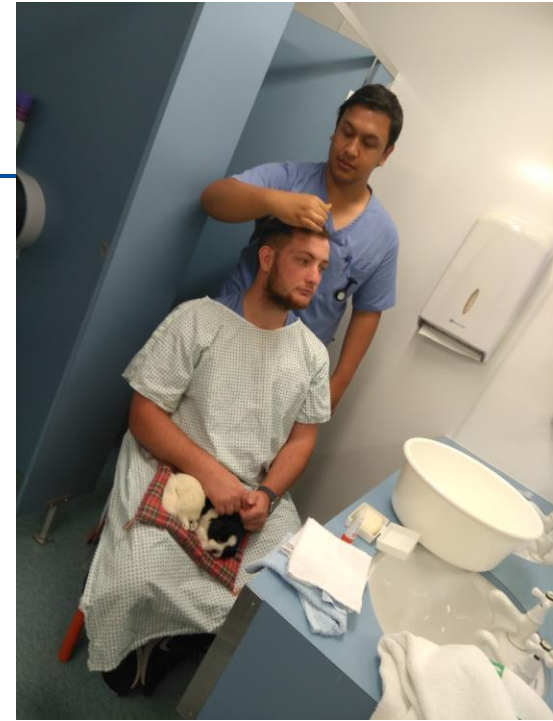
Example 2 -

Simulation of a rehome admission, including an actor with signs of dementia

Guided debrief, using the Clinical Reasoning Cycle (Levett-Jones)

Example 3 –

Small groups mobilize around campus, looking through an accessibility lens, followed by discussion of a strength-based partnership model



11. Speed dating

Paired learners have 5 minutes to roleplay scenarios, such as a nurse providing feedback on poor practice

After 5 minutes, one of the pair shifts along one seat and attempts a NEW feedback scenario

Opportunity for communication practice and problem solving in a low stakes role-play

Followed by a guided debrief



12. Manager for a day

Replace a lecture on Preceptorship with fictional Curriculum Vitae

Learners design an induction period for TWO NEW nurses based on their clinical experience and a SWOT analysis

Contrast and discuss as a wider group

Include humour

OLIVIA MINA

Address -
Ms Olivia Mina
P.O. Box 1283, Araneta Centre Post Office
Quezon City
1135 Metro Manila

Email - Mina1@gmail.com

Profile

Compassionate and dedicated maternal and child health nurse with four years' experience
Possess expertise in assessment, monitoring and effective management of care of both child and Mother
Strong problem-solving abilities - I enjoy a challenge and pride myself on my attention to detail, teamwork and critical thinking

Work experience

- Maternal and child health faculty – Quezon central hospital
- Provided acute care to infant, child and Mother
 - Developed treatment plans and enjoyed the collaborative setting, assessing and delivering care
 - Skills included assessment and management of care including vaccination, skincare, lactation, assessing developmental milestones
 - Attended various Inservice and workshops including neurological development, respiratory illnesses in infants

Education

Bachelor of Nursing (with Distinction), University of Rizal

Language skills

- Tagalog native
- English full
- Spanish limited

Volunteering

Childcare volunteer
Filipino paediatric nursing association – committee member

(Note on file – verbal reference glowing from previous employer)



Jamal Patel, Registered Nurse

Address –
Jamal Patel
c/- 21 C Kohimarama road, St. Helier's
Kohimarama, Auckland 1071

Email hottie@yahoo.com
Marital status - Single

Nationality Indian
Religion Hindu
Mother tongue Hindi
Birthplace - Kupwara, India

IELTS details

Listening	Reading	Writing	Speaking	Overall
7.5	7.5	7	7	7.5

Licenses

ACLS, CPR and recent first aid

Professional summary

Results focuses operating theatre nurse
8 years' experience in surgical care
Expertise on charting, assessment, and medication administration
Detail oriented
Proactive leadership

Skill highlights

Perioperative care – follow all protocols carefully
Contenance care
Wound dressing
Communication
Medications, vital signs
Stock supplies
Receive instructions – follow regulation
Service minded in value of care

Professional experience

2011 – current

RN Urology theatre – surgical division, Kupwara general hospital



13. Sequencing and 'Fill in the blank'

Sequencing

Learners correctly sequence 'out-of-order' lists, then justify their choice to one another e.g., correct sequencing for PPE

Fill in the blank

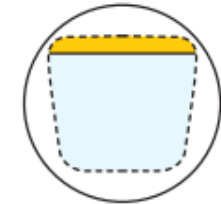
Reinforce the head / hand connection by de-cluttering notes and providing diagrams with labels missing

Steps to put on PPE safely

1.



2.



3.



14. Post activity

- Reinforce learning, after a module is completed
- Keywords embedded in each class
- Completed passports enter a draw for a coffee voucher
- Great engagement!



Senior person's health ELM Week KEYWORD passport

Name _____

Please enter the KEYWORD provided in each session, in the corresponding space –

Monday Introductory session	<input checked="" type="checkbox"/>
Monday Tutorial	<input checked="" type="checkbox"/>
Tuesday Simulation	<input checked="" type="checkbox"/>
Thursday Lab	<input checked="" type="checkbox"/>
Friday Prep for clinical	<input checked="" type="checkbox"/>

Please email your completed passport to Kerry Davis by Friday 5pm to be in the random prize draw to win a voucher for Eden café!

Have fun!

Conclusion

Anecdotaly these activities engage learners and help to sustain our teaching practice

“The interactive activities enhanced my learning around caring for the elderly”

“Engaging – love the interactive classwork”

“Really enjoyed the simulation – a safe way to practice”

“Rich session – love the small group work, discussing cases”

“Super fun hands-on activity, in class”

“Stories and learning experiences make it relatable to everyday nursing”



Go on, share ..



References

- Goode, C. (2021). An excellent adventure: Investigating the stories of Tertiary Teaching Excellence awardees (Doctoral thesis, Otago Polytechnic). <https://hdl.handle.net/10652/5480>
- Hall, S (2017). The white space. *The Learning Teacher Magazine*, 8(1), 10–11.
- Hanne, M. (2011). The binocular vision project: An introduction, *Genre*, 44(3), 221-237.
- Heidke, P., Howie, V. & Ferdous, T. (2018), Use of healthcare voices to increase empathy in nursing students. *Nurse Education in Practice* 29, 30–34.
- Joseph, M.A., Roach, E.J., Natarajan, J., Karkada, S. & Cayaban, A.R.R (2021). Flipped classroom improves Omani nursing students' performance and satisfaction in anatomy and physiology. *BioMed Central Nursing*, 20, 1. <https://doi.org/10.1186/s12912-020-00515-w>
- Mayer, R.R., & Anderson, R.B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *J. Journal of Educational psychology*, 4, 444–452.
- Nursing Council of New Zealand (2016). Code of conduct for nurses, Wellington, New Zealand, 1–48. Otago Polytechnic: Te Kura Matatini ki Ōtāgo. (2020-2022) Māori Strategic Framework – Te Rautaki Māori ki, 1–16. https://online.op.ac.nz/assets/K04298_2020-MaoriStrategicFramework_WEB.pdf
- Ozbay, O. & Çinar, S. (2021). Effectiveness of flipped classroom teaching models in nursing education: A systematic review. *Nurse Education Today*, 102, 1–16.
- Youhasan, P., Chen, Y., Lyndon, M. & Henning, M.A. (2021). Exploring the pedagogical design features of the flipped classroom in undergraduate nursing education: A systematic review. *BioMed Central Nursing*, 20, 50. <https://doi.org/10.1186/s12912-021-00555-w>

