



# Hybrid Learning

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A FLIPPED CLASSROOM MODEL

# Traditional Learning

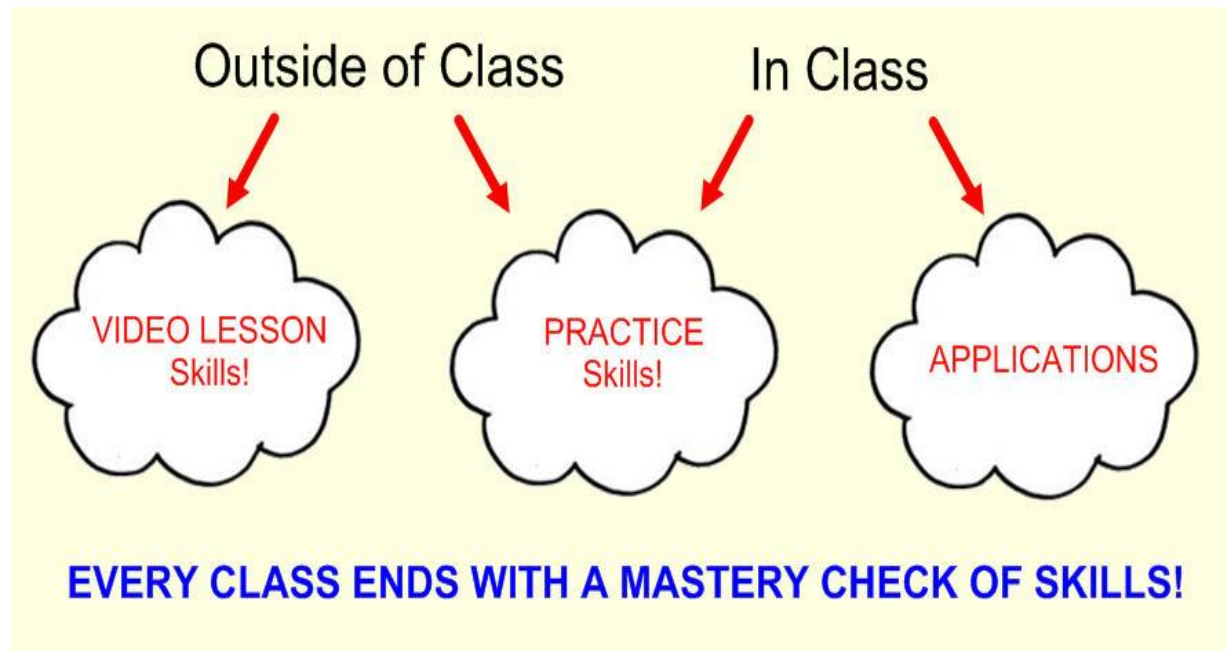
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- All takes place in the classroom setting.
- Forced schedule and location
- Imposed class pace
- The primary source of information comes from the instructor.

# Introduction

“Flipping” the classroom involves easy-to-use readily accessible technology in order to free class time from lecture.



(Bergmann & Sams, 2012)

# Flipping the classroom

Offline to Online




**NAVIGATE**

**Navigate 2 Advantage Outdoor Emergency Care: A Patroller's Guide to Medical Care 6e (Ebb-32C8E2)** Course ID: 32C8E2

Home > My courses > Navigate 2 Advantage Outdoor Emergency Care: A Patroller's Guide to Medical Care 6e (Ebb-32C8E2)

**TEACHING TOOLS**

National Ski Patrol OEC Course Information

 ID#: (Name) email@gmail.com (555) 555-1234  
IT: (Name) email@gmail.com (555) 555-1234  
NSP Course #: \*\*\*\*\*

Progress - 0%

Chapter 1 Introduction to Outdoor Emergency Care  
Progress - 52%

Chapter 2 Emergency Medical Care Systems  
Progress - 33%

Chapter 3 Rescue Basics  
Progress - 75%

# Adult Learners in a Flipped Classroom

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Learning characteristics (adults)

- ❑ ▶ Prefer self-directed learning
- ❑ ▶ Need to integrate new information with previous knowledge, skills, and experiences .
- ❑ ▶ Expect information to be immediately useful
- ❑ ▶ Respond more to first impressions
- ❑ ▶ Are more willing to challenge instructor or seek recognition for skills
- ❑ ▶ Have 15- to 20-minute attention span

# Online Learning

- ❑ Anytime, anyplace
- ❑ Flexible pace
- ❑ Mostly alone
- ❑ Supports an independent learning style
- ❑ The primary source of information is online content
- ❑ Limited interaction

The screenshot displays a learning management system (LMS) interface. At the top, the course title is "Navigate 2 Advantage Outdoor Emergency Care: A Patroller's Guide to Medical Care 6e (Ebb-32C8E2)" with a course ID of "32C8E2". The interface includes a sidebar with navigation icons, a main content area with a "TEACHING TOOLS" section, and four course modules with progress bars:

- National Ski Patrol OEC Course Information:** Progress - 0%
- Chapter 1 Introduction to Outdoor Emergency Care:** Progress - 50%
- Chapter 2 Emergency Medical Care Systems:** Progress - 33%
- Chapter 3 Rescue Basics:** Progress - 71%

# Online JBL Course

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- Review PowerPoints with the book
- Audio book
- Skills slides and Skill Sheets
- Videos
- Interactive discussion forum
- Flash Cards
- Chapter Quizzes

The screenshot shows the JBL NAVIGATE online course interface. At the top, there is a navigation bar with icons for Apps, Inbox, Google, Websites, Weather, Email/Print, and Shopping. Below this is the course title "CHAPTER 9 AIRWAY MANAGEMENT". The main content area lists various resources for the chapter, including an eBook, audio book, PowerPoint, presentation, and several skill-based activities (Skill 9-1 to 9-5) with associated slides and videos. At the bottom, there are flashcards and a chapter assessment. A "Realized" section indicates that the activities "PowerPoint: Chapter 9 Airway Management", "Skill 9-1 Performing the Finger Sweep", and "Skill 9-2 Suctioning a Patients Airway" are marked as complete.

Apps | Inbox | Google | Websites | Weather | Email/Print | Shopping

JONES & BARTLETT LEARNING  
NAVIGATE

## CHAPTER 9 AIRWAY MANAGEMENT

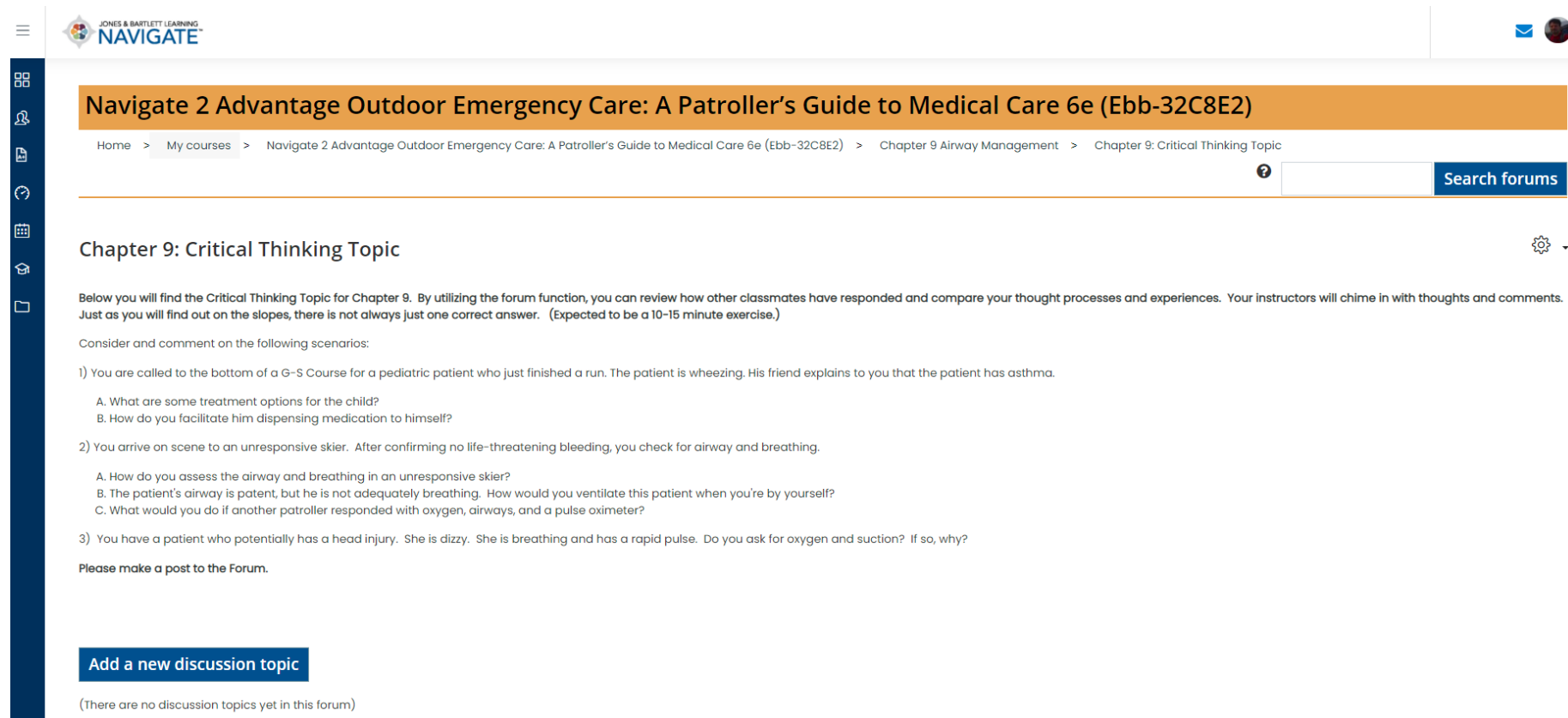
- eBook: Chapter 9
- Audio Book: Chapter 9
- PowerPoint: Chapter 9 Airway Management
- Presentation: Chapter 9
- Skill 9-1 Performing the Finger Sweep
  - Skill Slide: 9-1 Performing the Finger Sweep
- Skill 9-2 Suctioning a Patients Airway
  - Skill Slide: 9-2 Suctioning a Patient's Airway
- Skill 9-3 Inserting a Nasopharyngeal Airway
  - Skill Slide: 9-3 Inserting a Nasopharyngeal Airway
  - Video: Nasopharyngeal Airway (NPA)
- Skill 9-4 Inserting an Oropharyngeal Airway
  - Skill Slide: 9-4 Inserting an Oropharyngeal Airway
  - Video: Oropharyngeal Airway (OPA)
- Skill 9-5 Placing an Oxygen Cylinder into Service
  - Skill Slide: 9-5 Placing an Oxygen Cylinder into Service
  - Video: Oxygen Administration
- Chapter 9: Critical Thinking Topic
- Flashcards: Chapter 9
- Chapter Assessment: Chapter 9

**Realized** Not available unless:

- The activity **PowerPoint: Chapter 9 Airway Management** is marked complete
- The activity **Skill 9-1 Performing the Finger Sweep** is marked complete
- The activity **Skill 9-2 Suctioning a Patients Airway** is marked complete

# At Home

# Critical Thinking Topics



The screenshot shows a web interface for a forum. At the top left is the Jones & Bartlett Learning logo and the word "NAVIGATE". On the right, there are icons for a mail envelope and a user profile. Below the logo is a navigation breadcrumb: "Home > My courses > Navigate 2 Advantage Outdoor Emergency Care: A Patroller's Guide to Medical Care 6e (Ebb-32C8E2) > Chapter 9 Airway Management > Chapter 9: Critical Thinking Topic". To the right of the breadcrumb is a search bar with a question mark icon and a "Search forums" button. The main heading is "Chapter 9: Critical Thinking Topic" with a settings gear icon to its right. Below the heading is a paragraph of text: "Below you will find the Critical Thinking Topic for Chapter 9. By utilizing the forum function, you can review how other classmates have responded and compare your thought processes and experiences. Your instructors will chime in with thoughts and comments. Just as you will find out on the slopes, there is not always just one correct answer. (Expected to be a 10-15 minute exercise.)". This is followed by the instruction "Consider and comment on the following scenarios:". There are three numbered scenarios, each with multiple-choice options. Scenario 1 is about a pediatric patient with asthma. Scenario 2 is about an unresponsive skier. Scenario 3 is about a patient with a head injury. Below the scenarios is the instruction "Please make a post to the Forum.". At the bottom left, there is a blue button that says "Add a new discussion topic". Below the button, it says "(There are no discussion topics yet in this forum)". On the far left, there is a vertical dark blue sidebar with several white icons: a hamburger menu, a grid, a person, a document, a refresh, a calendar, a house, and a folder.

JONES & BARTLETT LEARNING  
NAVIGATE

Home > My courses > Navigate 2 Advantage Outdoor Emergency Care: A Patroller's Guide to Medical Care 6e (Ebb-32C8E2) > Chapter 9 Airway Management > Chapter 9: Critical Thinking Topic

Search forums

## Chapter 9: Critical Thinking Topic

Below you will find the Critical Thinking Topic for Chapter 9. By utilizing the forum function, you can review how other classmates have responded and compare your thought processes and experiences. Your instructors will chime in with thoughts and comments. Just as you will find out on the slopes, there is not always just one correct answer. (Expected to be a 10-15 minute exercise.)

Consider and comment on the following scenarios:

- 1) You are called to the bottom of a G-S Course for a pediatric patient who just finished a run. The patient is wheezing. His friend explains to you that the patient has asthma.
  - A. What are some treatment options for the child?
  - B. How do you facilitate him dispensing medication to himself?
- 2) You arrive on scene to an unresponsive skier. After confirming no life-threatening bleeding, you check for airway and breathing.
  - A. How do you assess the airway and breathing in an unresponsive skier?
  - B. The patient's airway is patent, but he is not adequately breathing. How would you ventilate this patient when you're by yourself?
  - C. What would you do if another patroller responded with oxygen, airways, and a pulse oximeter?
- 3) You have a patient who potentially has a head injury. She is dizzy. She is breathing and has a rapid pulse. Do you ask for oxygen and suction? If so, why?

Please make a post to the Forum.

Add a new discussion topic

(There are no discussion topics yet in this forum)



**In Class**



**Before Class**

Students get acclimated with new concepts and class material through digital channels. Students should take notes and write down questions.

**During Class**

Students explore these new concepts through learning activities such as discussions, problem solving, critical thinking, and 1:1 teacher interactions.

**After Class**

Students continue mastery and understanding of material through higher order application, evaluation, and assessment.



**Out of Class**

# Prepare for Class

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## Make your students accountable

- If they are not keeping up with the at-home-learning your class will come to a halt with you teaching the content rather than using it as a discussion and hands on skills.
- Check progress on JBL Learning
- Know your subject.
- Instructor Tool kit Scenarios.

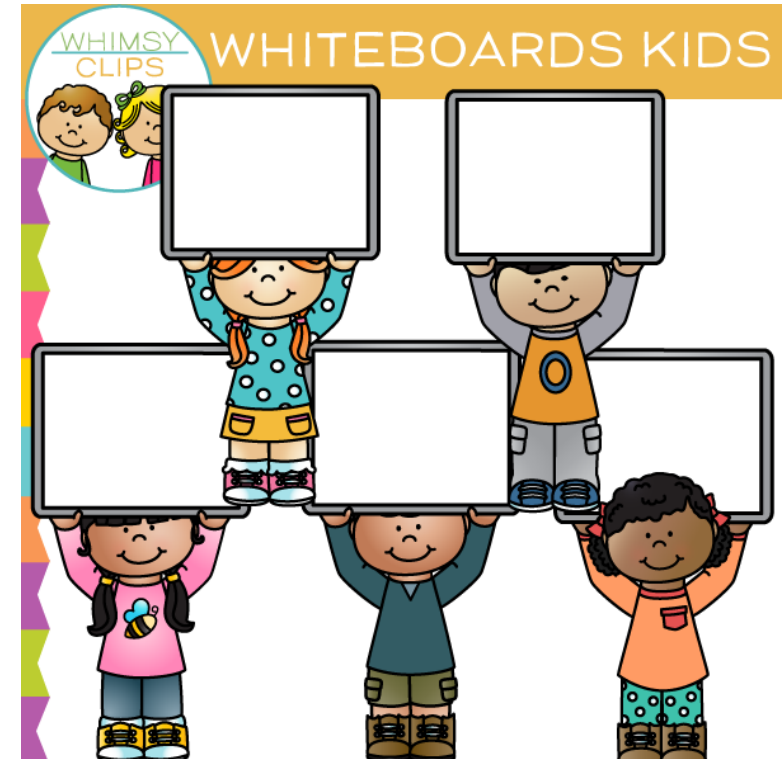
# In Person Class

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Make your students accountable

At the beginning of class

- Short informative quizzes
- White board exercises
- Kahoot



# In Person Class

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## Scenarios

- Instructor scenarios with the instructor tools kit
- Incorporate patient assessment into chapter material.

## Discussion

- What if?
- Where?
- When?
- Resort specifics?

# Other Resources

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☐ Zoom

☐ Microsoft TEAMS

☐ Google MEET / Chat

☐ Quizlet

☐ Kahoot [www.kahoot.it](http://www.kahoot.it)



# Conclusion

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- The students direct the learning.
- interactive scenarios
- More hands on
- More discussion
- Higher Success rates
- Better OEC technicians



ANY  
QUESTIONS

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