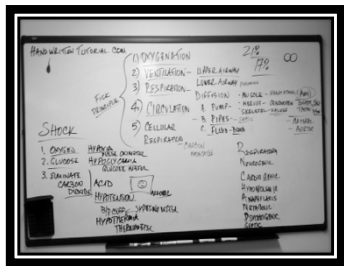




Chalk Talk with Rich Beebe!



Richard Beebe MS RN NRP IC

Disclosures and Conflicts

- Author for Cengage Learning
Fundamentals of Basic Emergency Care
- The Professional Paramedic series
- Anatomy and Physiology for EMS Providers
- Grew up watching
- NAEMSE Board
- CECBEMS Board

Emergency!



- Still like driving RL&S

Have you heard this?

- Cheating on the Test!

Washington Post/

18 Teachers Cheated

- Teaching to the Test

-NY Times /50% class time

- Students - *Book Smart but Street Stupid*



Bolstein, Leon, The New York Times.
May 28th, 2000

Meaningful Learning

- Rote Memorization
- Multiple Choice Questions

What is Meaningful Learning?

Integrative

- Life Experience
- Knowledge Base

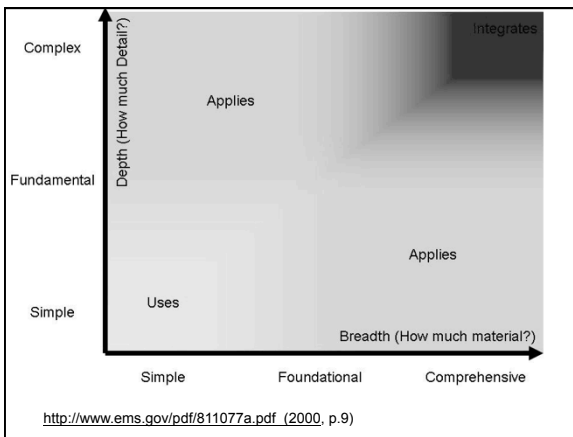
Traditional Approach





National EMS Education Standards

NATIONAL EMERGENCY MEDICAL SERVICES
2009 EDUCATION STANDARDS



Depth

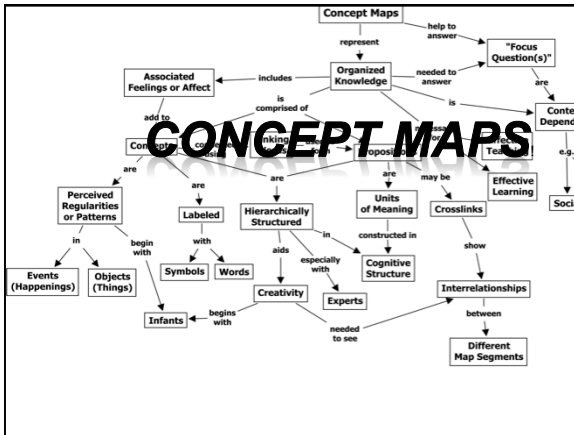
■ Amount of detail

- Simple - elementary; plain
 - Recognize and treat immediate life threats
- Fundamental: primary principles
 - Additional detail in assessing & treating more complicated emergencies
- Complex - interconnected parts
 - Greatest level of detail for any given topic

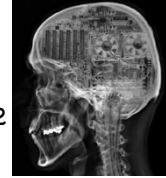
- Simple - elementary; plain
 - minimum number of topics
 - Recognize/treat immediate life threats
- Foundational - fundamental
 - Reasonably assess and treat majority of emergencies
 - Beyond immediate life threats
- Comprehensive - wide scope; full view
 - Greatest number of topics
 - Assess
 - Differentiate
 - Manage

Breadth





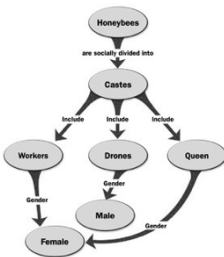
Concept Mapping



- Novak; Cornell - 1972
- Child Psychology
- Movement from Concrete (Chair) - Discovery Learning to Abstract (Word Symbols) a.k.a.Reception Learning
- Needed a Construct for the Concept and Created Concept Maps

Concept Maps

- Tool for Organizing Knowledge
- Concepts are Encircled
- Lesser Concepts Radiate Outwards/ Downwards
- Propositions are Written Words on Line



Concept Map Requirements

- Prior Knowledge
 - Created or Pre - existing
- Constructs Conceptual Clear
 - “If you can't explain it simply, you don't understand it well enough” - Einstein
- Inspiring - Motivating
 - Pertinent and Important

Does it Work?

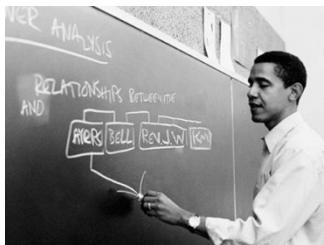
- The Mind's Eye i.e. Iconic Memory
 - Use of Right AND Left Brain
 - 612 Images
 - 97% 3 Hours Later
 - 92% 3 Days Later
 - 58% 3 Months Later
 - Shepard 1967
 - See Gardner. Theory of Multiple Intelligence, 1983

Bridge Over Troubled Waters?



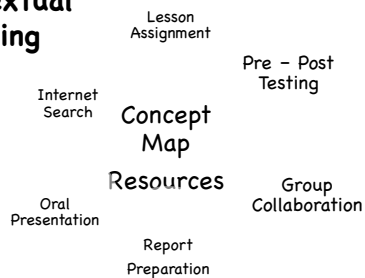
- Brain Washing of Secondary Schools
- Perpetuation of Outdated Testing Methods
- Lack of Motivation
- Key?
 - Persistence

Chalk Talk
Collaborative
Mind - Maps
 i.e.
Concept Maps



- Origin - 17th September 1895
- Frank Beard - Methodist Pastor / Evangelical

Contextual Learning



Where do you start?

- **Focus Question**
- e.g. Chest Pain



Brainstorming Phase

▪ **Causes of Chest Pain?**

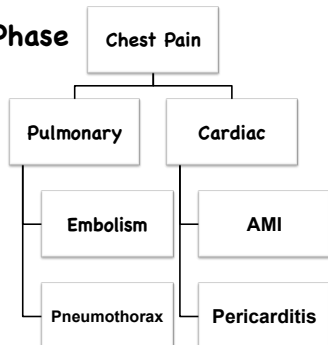
- Pneumothorax
- Pericarditis
- Esophageal Reflux
- Acute Myocardial Infarction
- Aortic Regurgitation
- Pleurisy
- Pulmonary Embolism



Limit Five to Seven Units per Arm
 Miller 1956

Organizing Phase

- **Parking Lot Issues**



Layout Phase



- **Key Concept**
- Front and Center
- On Top of It
- **Rearrange at Will**

Linking Phase



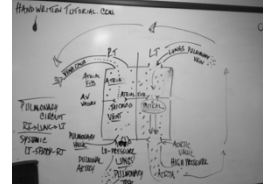
Connect with a Word!

Phrase

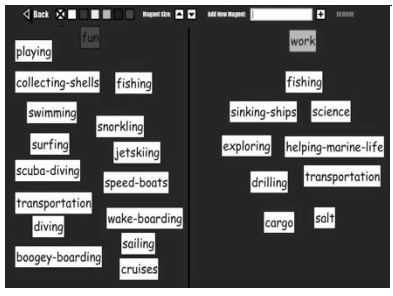
Complexity

Finalizing the Concept Map

- Digital Whiteboard
- iPhone



Ease into it! Expert Skeletons Map



PBL and Concept Maps

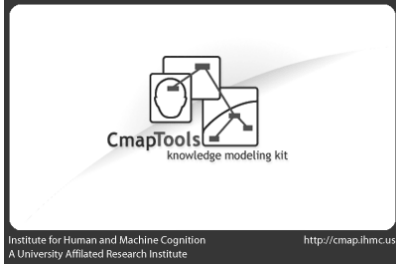
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Lesson Plans and Concept Maps

- Curriculum Planning
 - Macro Maps
 - (Semester)
 - Micro Maps
 - (Class)

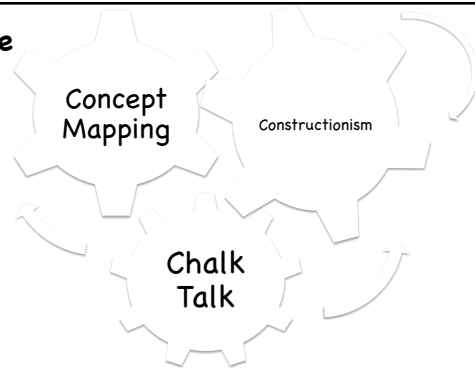


Electronic Concept Maps

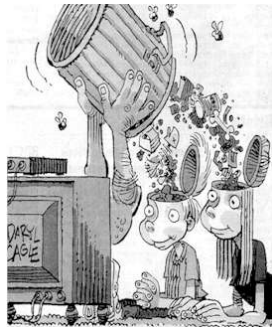


▪Cmap - Free to Educators

Where
Have
We
Been?



EMS
Instructors
play major role
in how EMS
providers are
prepared for
the field



Questions?



Resources

- Schunk, D. H. (2004). *Educational Perspective*, pp. 77-129. Upper Saddle River, NJ: Pearson
- Novak, J. D. (1998). *Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations*. Mahwah, NJ: Lawrence Erlbaum Associates.
- O'Donnell, A., Dansereau, D., & Hall, R. H. (2002). Knowledge maps as scaffolds for cognitive processing. *Educational Psychology Review*, 14, 71-86.



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