

**La enseñanza en tiempos de pandemia:  
Recomendaciones para un cambio exitoso  
a un entorno de aprendizaje en línea**

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# Resultados del Aprendizaje

1. Identificar formas de traer a Cristo a las clases en línea de manera creativa y eficaz.
2. Desarrollar métodos para mantener a los estudiantes comprometidos durante el curso y lograr que presenten sus tareas a tiempo.
3. Seleccionar la tecnología apropiada que pueda usarse para enseñar, enfatizar, aclarar y evaluar.
4. Diseñar el curso usando principios que creen un aprendizaje significativo para el estudiante, tanto individualmente como en un grupo.

## Objetivo #1



Traer a Cristo al aula en un entorno  
en línea.

# Electronic Health Records (EHRs) from Dr Nick

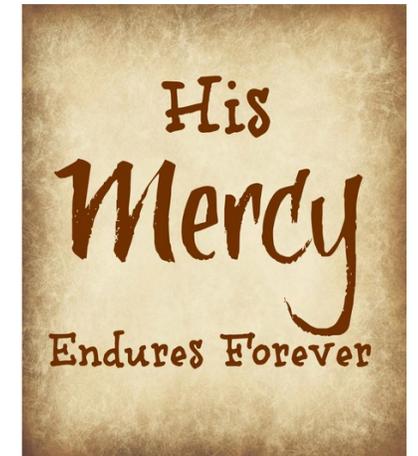


Hello Students! Welcome to your first SoftChalk lesson. I will embed videos or hyperlinks, little quizlets and other activities in the lessons this quarter so it is not just dry boring static text.

This week, my prayer for you is that you experience a new thought, feeling, or emotion about God that you have not done previously. Here is a thought I have chosen for you.

Luke 1:77-79 New International Version (NIV)

<sup>77</sup> to give his people the knowledge of salvation  
through the forgiveness of their sins,  
<sup>78</sup> because of the tender mercy of our God,  
by which the rising sun will come to us from heaven  
<sup>79</sup> to shine on those living in darkness  
and in the shadow of death,  
to guide our feet into the path of peace."



# BREATHE

Jonny Diaz



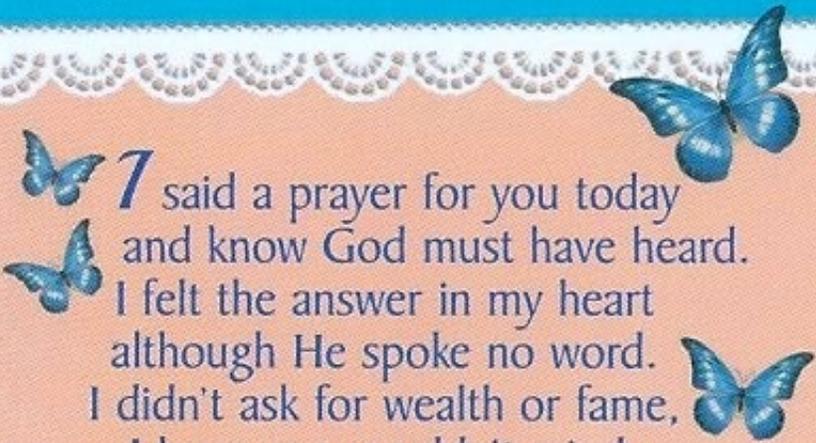
0:12 / 3:33



HD



## I Said A Prayer For You Today



I said a prayer for you today  
and know God must have heard.  
I felt the answer in my heart  
although He spoke no word.  
I didn't ask for wealth or fame,  
I knew you wouldn't mind.  
I asked Him for some treasures  
of a far more lasting kind.



I asked that He'd be near you  
at the start of each new day  
to grant you health and blessings  
and friends to share the way.  
I asked for happiness for you  
in all things great and small.  
But it was for His loving care  
I prayed for most of all.

## Otras maneras de traer a Cristo al aula en línea

- Videograbe un versículo en su teléfono celular y envíela a los estudiantes.
- ¿Enviar un “Feliz Sábado” a los estudiantes el viernes por la tarde por WhatsApp?
- Terminar el curso con “Estoy orando por ustedes”.

## Otras maneras de traer a Cristo al aula en línea

- Al lidiar con una cuestión de ética, refleje en los principios bíblicos.
- No hay “nada nuevo bajo el sol”.

## Objetivo #2

Desarrollar métodos para mantener a los estudiantes comprometidos durante el curso y lograr que presenten sus tareas a tiempo.

If your internet goes down at the house

## PHONE

[All Sections](#)

Hello dear students. You have started the LLUSN nu  
My prayer is that you feel encouraged and see value in  
from all your classes. Hang in there.

I wanted to make sure you all know to DOWNLOAD Canva  
the ZOOM app on your smart phone. A few people said they  
pooped out right before my class and so they missed the RAT  
missed the zoom session.

If that happens in the future, please use your smart phone to log o  
ZOOM so I can record your presence, and you can get access to do  
RAT. I can understand if the internet goes out. But everyone has cell

Dear students. I am  
sending you a quick  
reminder to submit  
Assignment F by  
Friday at 12 pm. Read  
instructions  
carefully and reach out  
if you need  
assistance. With  
help, you can do  
it.

El MEJOR modelo de enseñanza en línea  
consiste en sesiones cortas sincronizadas  
con un formato asíncrono.





## OVERVIEW/PURPOSE

In this module, we will learn how to disseminate verbal communication skills within the nursing nurses are i (EBP) proje one gives yo to be *power*

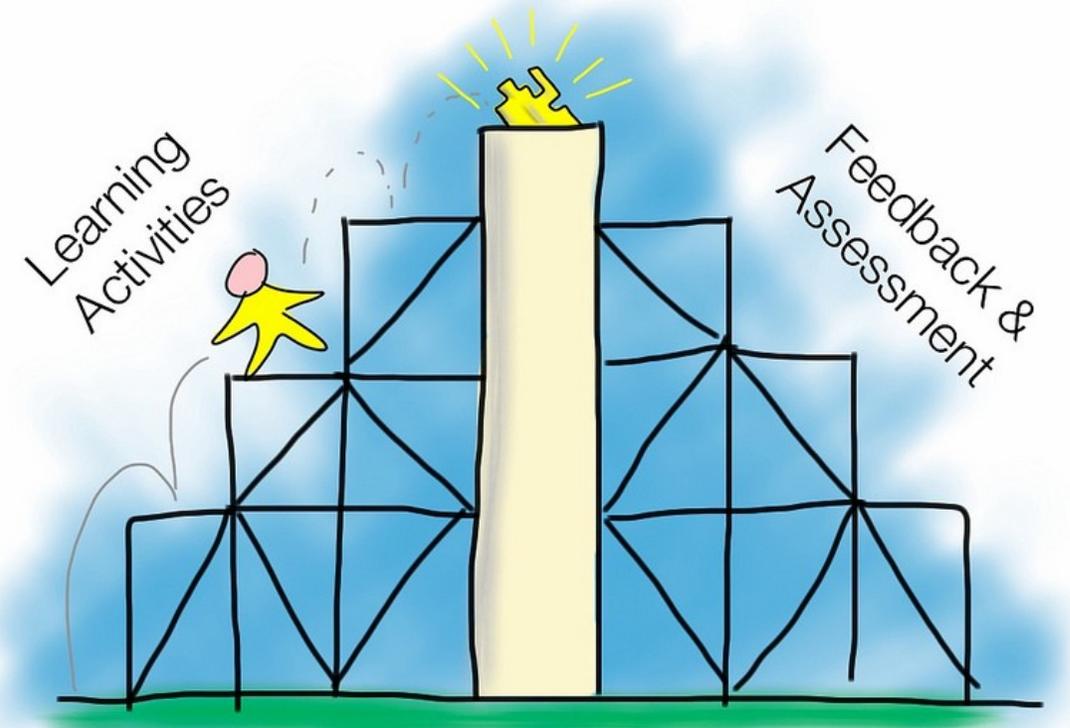
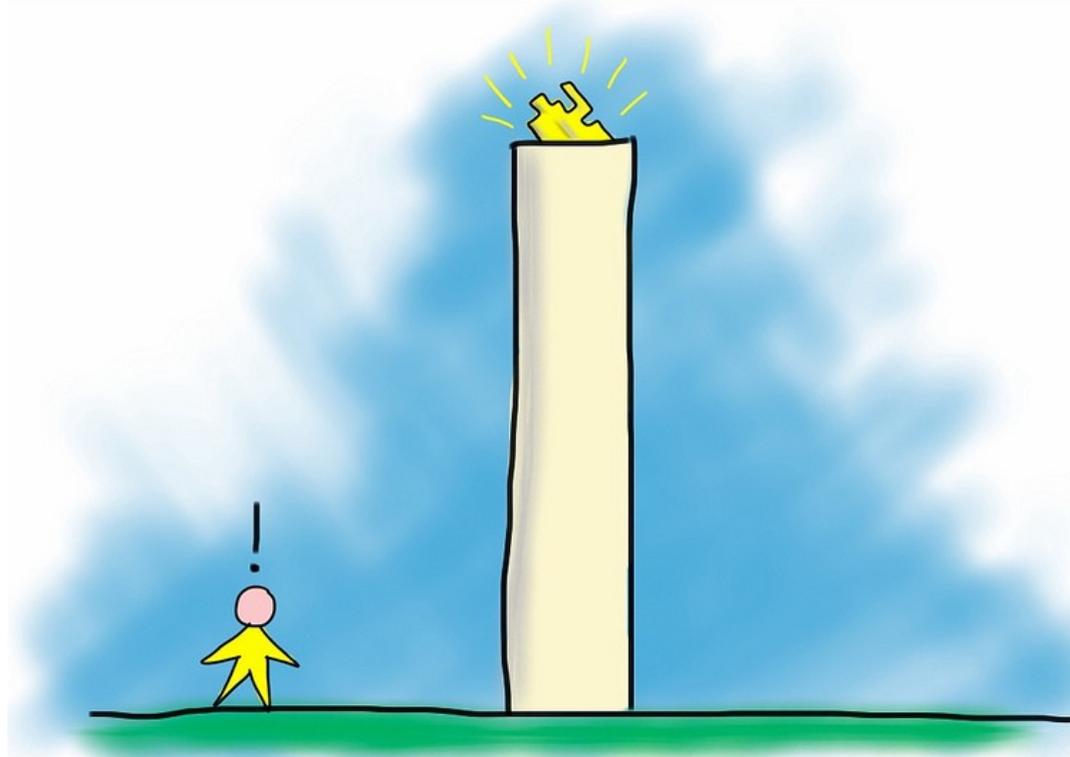


## OVERVIEW/PURPOSE

Congratulations! The course is more than half over!

This week we learn **WHEN we need to ask for the right evidence, and WHERE we need to find that evidence.** It is actually asking you to demonstrate skill and place your knowledge The fact that when you as the professional nurse do EBP care for your patients, you actually feel more competent, confident, and satisfied with your role as a professional nurse. See how amazing you are and what a difference you will be making for your clients as well as yourself!

# Learning Outcome



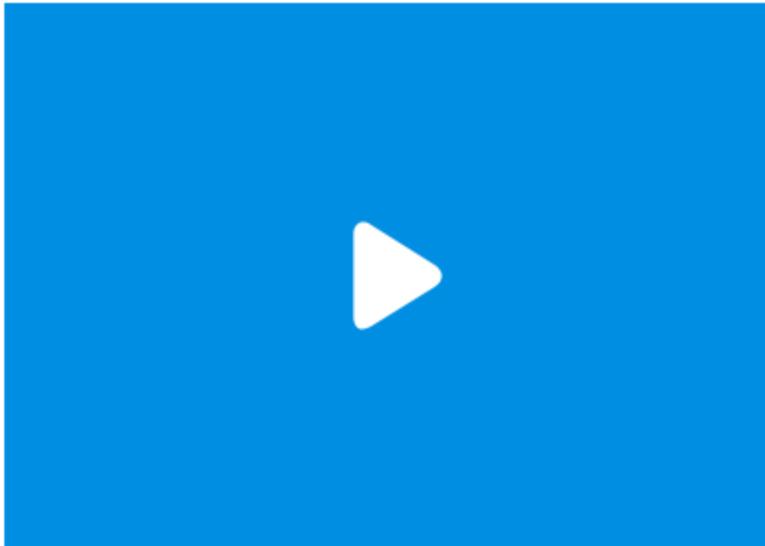
This is the material you should focus on before coming to class. It will help you prepare for the **RAT 6**. It is an mp4, please enjoy! And good luck!!



1. Module 6 Prep for RAT.mp4

Here is the taped video for objectives #3 and #4

[Module 6 Searching Systematically Obj #3 & 4.mp4](#)



¿Cómo se comunica usted?

¿Cómo prefieren sus estudiantes comunicarse?

Haga que los estudiantes trabajen en parejas o en grupos pequeños. Evalúe los resultados sin ejercer vigilancia.

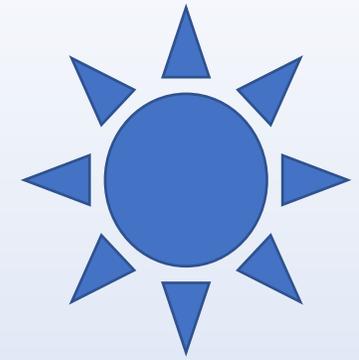
¿Cuál es el valor de la comunicación? Los estudiantes se enfocan en las calificaciones...

Cuando tenga duda, ¡exagere en la comunicación!

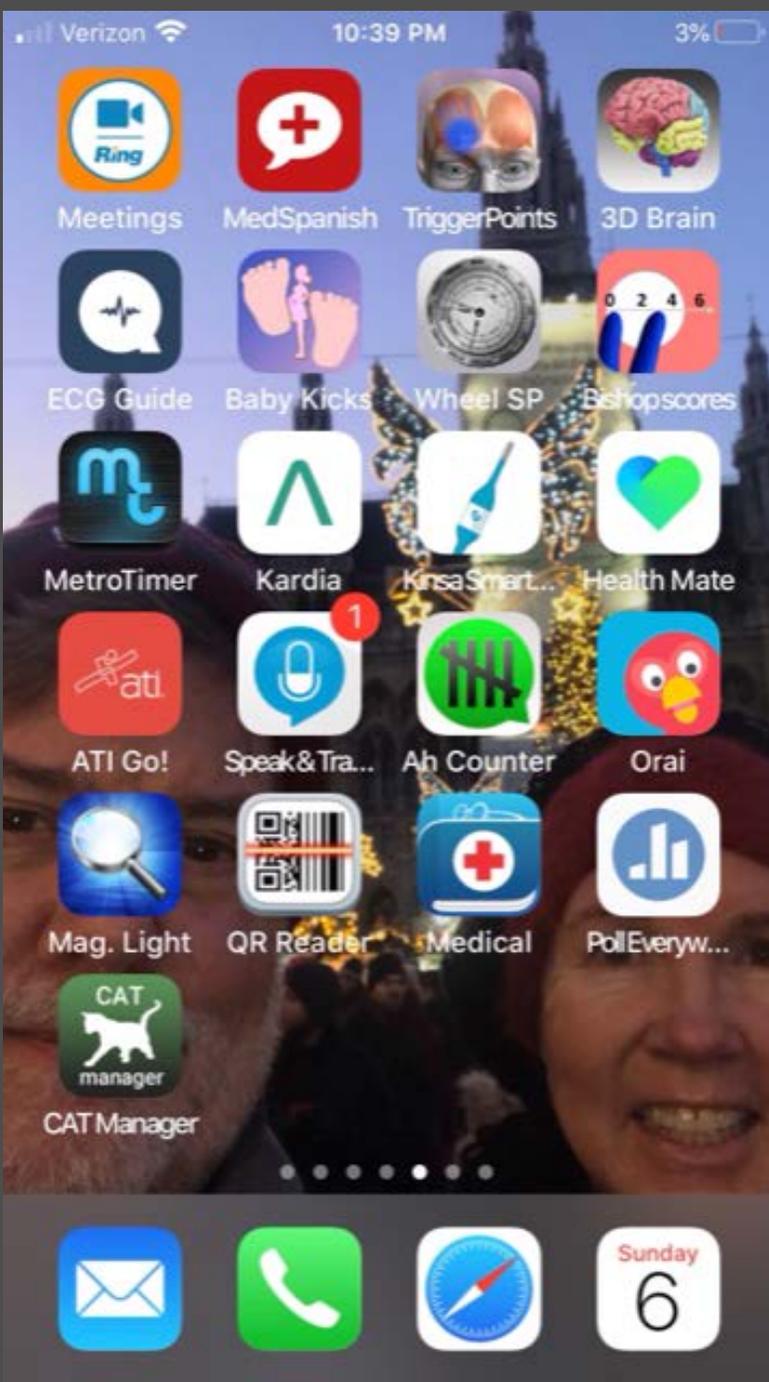
## Objetivo #3

Seleccionar la tecnología apropiada que pueda usarse para enseñar, enfatizar, aclarar y evaluar.

# Códigos QR



Hay 7 pasos en el proceso de Práctica Basada en Evidencia (EBP, por sus siglas en inglés) y el primero es el PASO 0: Crear una cultura de investigación y hacer preguntas. No crea todo lo que escuche de las figuras de autoridad o la práctica tradicional (siempre lo hemos hecho así) o de los maestros, aún cuando suene lógico. Hay muchos ejemplos de dónde practicamos con base en la lógica y en realidad perjudica al paciente. Me emociona hacer que ustedes se acostumbren a hacer preguntas, en lugar de tomar todo por sentado.





## Moodle LMS

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javascript:void(0) Moodle enables you to create a private learning space

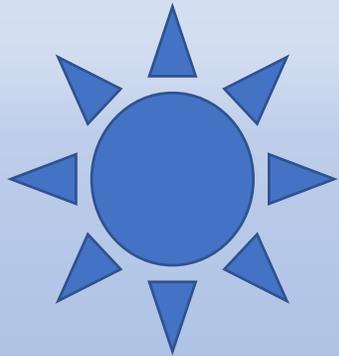


**KHAN**  
ACADEMY

## Objetivo #4

Diseñar el curso usando principios que creen un aprendizaje significativo para el estudiante, tanto individualmente como en grupo.

Los estudiantes aprenden cuando ELLOS hacen el trabajo.



## Create Wiki Page

**Instructions**  
Graded Course Wiki for Chapter 3.

\* Indicates a required field.

### 1. Wiki Page Content

\* Name

Content

**Rich Text Editor:** Paragraph, Arial, 3 (12pt), Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Link, Unlink, Source, Insert Table, Insert Table of Rows, Insert Table of Columns, Insert Table of Cells, Insert Table of Headers, Insert Table of Footers, HTML, CSS, **Media** (highlighted)

If the United States decides to decrease its dependence on Middle East oil, the current administration is likely to have the power to make up the shortfall. This presents another set of security concerns that will affect the military's misreliance on nuclear power means a greater chance of diversion of fissile material by nonnuclear states or terrorism. In addition, this, the armed forces will undoubtedly be called upon to provide secure escort for nuclear materials. In addition, as nuclear power becomes more critical to the nation's power grid, they themselves become more attractive as terror targets and will require increased National Guard protection.

**Text Area:** | (highlighted)

# Prepare con anticipación, haga una prueba al comenzar la clase.

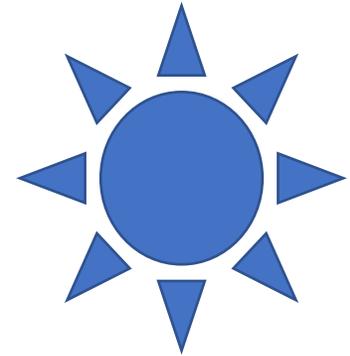
*International Journal of Teaching and Learning in Higher Education*  
<http://www.isetl.org/ijtlhe/>

2009, Volume 21, Number 2, 181-186  
ISSN 1812-9129

## Readiness Assessment Tests versus Frequent Quizzes: Student Preferences

Suzanne E. Weinstein  
*The Pennsylvania State University*

Shao-Wei Wu  
*York College, CUNY*



This study compares the effectiveness of two different assessment techniques; readiness assessment tests (RATs) and frequent quizzing. We report student perceptions of the impact of these techniques on the number of readings done prior to the class period, thorough reading of assignments, ability to follow class discussions, ability to participate in class, ability to prepare for exams and exam scores. We also examined student's overall preferences for assessment technique as well as how preferences varied by learning styles. Readiness assessment tests were generally better than frequent quizzes at encouraging students to do the readings prior to class, follow class discussions, and participate in class. A majority of students preferred readiness assessment tests to frequent quizzes. However, whereas global and/or intuitive learners preferred the readiness assessment tests, sequential and/or sensing learners preferred the quizzes.

This quiz is at the beginning of class and may be individual or taken as a group. We will find out soon.

## Question 1

1 pts

Which common intravenous (IV) solution in the article by Dalton was questioned? (unfortunately still current use today!!!)

- Dextrose 5% in Water (D5W)
- Ringer's Lactate/Lactated Ringer's
- Normal Saline (0.9%)
- Half Normal Saline (0.45%)

¿Cuál es el objetivo final de sus estudiantes?

¿Qué obtendrán ellos de la tarea o proyecto?

Las presentaciones de los estudiantes (o documentos compartidos) sobre temas asignados generan mucho aprendizaje.

Haga que trabajen en parejas o grupos. Ellos necesitan saber cómo cooperar.

El aprendizaje debe ocurrir sin que el maestro esté presente... ¿o qué clase de profesionales estamos preparando?

- RECOMENDACIÓN #1 Use muchas plataformas digitales para acercarlos a Cristo.
- Recomendación #2 Agregue un componente síncrono a su clase.
- RECOMENDACIÓN #3 Divida la información en videos CORTOS (10-12 minutos).
- RECOMENDACIÓN #4 Use la tecnología disponible de CÓDIGO ABIERTO para ayudar a que los estudiantes aprendan.
- RECOMENDACIÓN #5 Ayude a que sus estudiantes se conviertan en ALUMNOS ACTIVOS; haga que ellos realicen el trabajo.
- RECOMENDACIÓN #6 Enséñeles a PREPARARSE antes de venir a clase y HÁGALES UNA PRUEBA al comenzar la clase.



*Thanks so much*

Muchas gracias

*Merci beaucoup*

