



Kentucky Board of Nursing
Programs of Nursing
Program Alert
August, 2004

Questions? Contact:

Patty Spurr, Education Consultant @ 502-329-7033; Patricia.Spurr@ky.gov

Web Site for Nursing Papers

By accident I came across this website-- <http://www.1millionpapers.com>
They have over 200 papers available under the search term of "Nursing".

The Paper Store represents the ONLY term paper assistance service on the ENTIRE internet offering true 24 hour customer service, genuinely customized research, and a reputation dating back to the beginnings of e-commerce itself! Several hundred websites have been launched by The Paper Store since 1994 and more than 30,000 research papers are currently logged in our enormous, searchable database. Better still, 100% of those papers are in electronic format...ready to be emailed, faxed, OR shipped to you TODAY!!!

"Think- Pair- Share" Learning Activity

Following is a sample of a wonderful teaching/learning activity that was recommended to me.

Psychology of Disaster & Terrorism TCCR Course: *No Cost - Grant Funded*

(Sponsored by Kentucky Department for Public Health and KCCRB)

Date	Location	TO REGISTER, Call:	
8/11 - 8/12	Covington Area	Nan Genther	859-578-3233
8/31 - 9/1	Louisville	Ken Nichter	502-852-7138

CALL THE CORRESPONDING NUMBER ABOVE TO REGISTER FOR THIS COURSE ONLY.

This two-day training on the "Psychology of Disaster & Terrorism" will include information on the following topics: types of trauma caused by disaster, phases of disaster, and risk factors that make disasters and terrorist events psychologically toxic for survivors and responders. Participants will learn the factors and situations that influence psychological response; assessment of community needs; effects of terrorism before, during and after impact; types of terrorist agents (CBRNE) and the psychological reactions likely with each. Participants will learn the types of crisis intervention and behavioral health services applicable in the aftermath of disaster and terrorism, and will practice numerous interventions. Recent innovations in service delivery as a result of mass terrorism and disaster will be presented. The Oklahoma City bombing and the September 11, 2001 attacks will be used as case studies, and students will participate in a variety of small group learning exercises and scenarios.

Who should attend: First Responders, Emergency Management, School Personnel, Nurses, Physicians, Behavioral Health Professionals, Public Health Dept. Representatives, Local Community Agency Representatives, Community Leaders.

Registration Required. Call Contact Above. 14 Contact Hours of Continuing Education Approved For:
CADC - EILA - Fire Fighters/EMTs - Law Enforcement - KPA - LMFT - Nursing - Social Work

Think, Pair, Share

Think, Pair, Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. It introduces into the peer interaction element of co-operative learning the idea of 'wait or think' time, which has been demonstrated to be a powerful factor in improving student responses to questions.

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is one of the foundation stones for the development of the 'co-operative classroom.'

PURPOSE

Processing information, communication, developing thinking.

RELEVANT SKILLS

Sharing information, listening, asking questions, summarising others' ideas, paraphrasing.

STEPS

1. Teacher poses a problem or asks an open-ended question to which there may be a variety of answers.
2. Teacher gives the students 'think time' and directs them to think about the question.
3. Following the 'think time' students turn to face their Learning Partner and work together, sharing ideas, discussing, clarifying and challenging.
4. The pair then share their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own.

PIGSF

Positive interdependence

The students are able to learn from each other

Individual accountability

Students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group.

Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

Simultaneous interaction

High degrees of interaction. At any one moment all of the students will be actively engaged in purposeful speaking and listening. Compare this with the usual practice of teacher questioning where only one or two students would be actively engaged.

APPLICATIONS

- Before a lesson or topic to orient the class (previous knowledge etc).
- During teacher modeling or explanation.
- Any time, to check understanding of material.
- At the end of a teacher explanation, demonstration etc, to enable students to cognitively process the material.
- To break up a long period of sustained activity.
- Whenever it is helpful to share ideas.
- For clarification of instructions, rules of a game, homework etc.
- For the beginning of a plenary session.

CURRICULUM IDEAS

Think, Pair, Share can be used in all curriculum areas and is limited only by the creativity of the teacher. This structure along with Numbered Heads Together is an excellent substitute for the normally competitive structures in a question and answer session.

COMMENTS

This is an essential structure to introduce early in the process of establishing the 'co-operative classroom.' It ensures a high level of engagement (it is hard to be left out of a pair!) and is more secure than a large group. Think, Pair, Share has many advantages over the traditional questioning structure. The 'Think Time' incorporates the important concept of 'wait time'. It allows all children to develop answers. Longer and more elaborate answers can be given. Answers will have reasons and justifications because they have been thought about and discussed.

conversation, you can switch to "Timed-Pair-Share." In this modification, you give each partner a certain amount of time to talk. (For example, say that Students #1 and #3 will begin the discussion. After 60 seconds, call time and ask the others to share their ideas.)

- **Rallyrobin** - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for more equal participation.) The structure variation name is Rallyrobin (similar to Rallytable, but kids are talking instead of taking turns writing).
- **Randomly Select Students** - During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. (One number for each student in the class, according to their number on your roster.) Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you do this, expect them to be quite shocked! Most kids don't listen well, and all they know is what they said! If you keep using this strategy, they will learn to listen to their partner.
- **Questioning** - Think-Pair-Share can be used for a single question or a series of questions. You might use it one time at the beginning of class to say "What do you know about _____?" or at the end of class to say "What have you learned today?"
- **Think-Write-Pair-Share** - To increase individual accountability, have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps kids from adopting the attitude that they will just sit back and let their partner do all the thinking.

Benefits of Think-Pair-Share

- Think-Pair-Share is easy to use on the spur of the moment.
- Providing "think time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

 **KENTUCKY ASSOCIATION OF
NURSING STUDENTS(KANS)** 

ANNUAL CONVENTION!

Date: NOVEMBER 4-5, 2004

Location: EXECUTIVE WEST HOTEL
LOUISVILLE, KY


"Be the Change You Wish to See in the World...
Be A Nurse!"
- Ghandi

