

The Impact of Flipped Classroom Teaching Strategies with Nursing Students

Roxanne Hurley, MS, RN & Stacie Olson, DNP, RN, PMHNP
Department of Nursing



Purpose

Determine the perceptions of students when using flipped classroom techniques

Determine if flipped classroom approaches contribute to positive student learning outcomes

Identify lessons learned from faculty when using flipped classroom techniques

Methods

Investigators taught upper division undergraduate nursing courses using flipped classroom techniques.

- Prep work assigned prior to class
- Quiz on prep work at start of class
- Team based learning case studies completed during class

Students were invited to complete an electronic survey following the class.

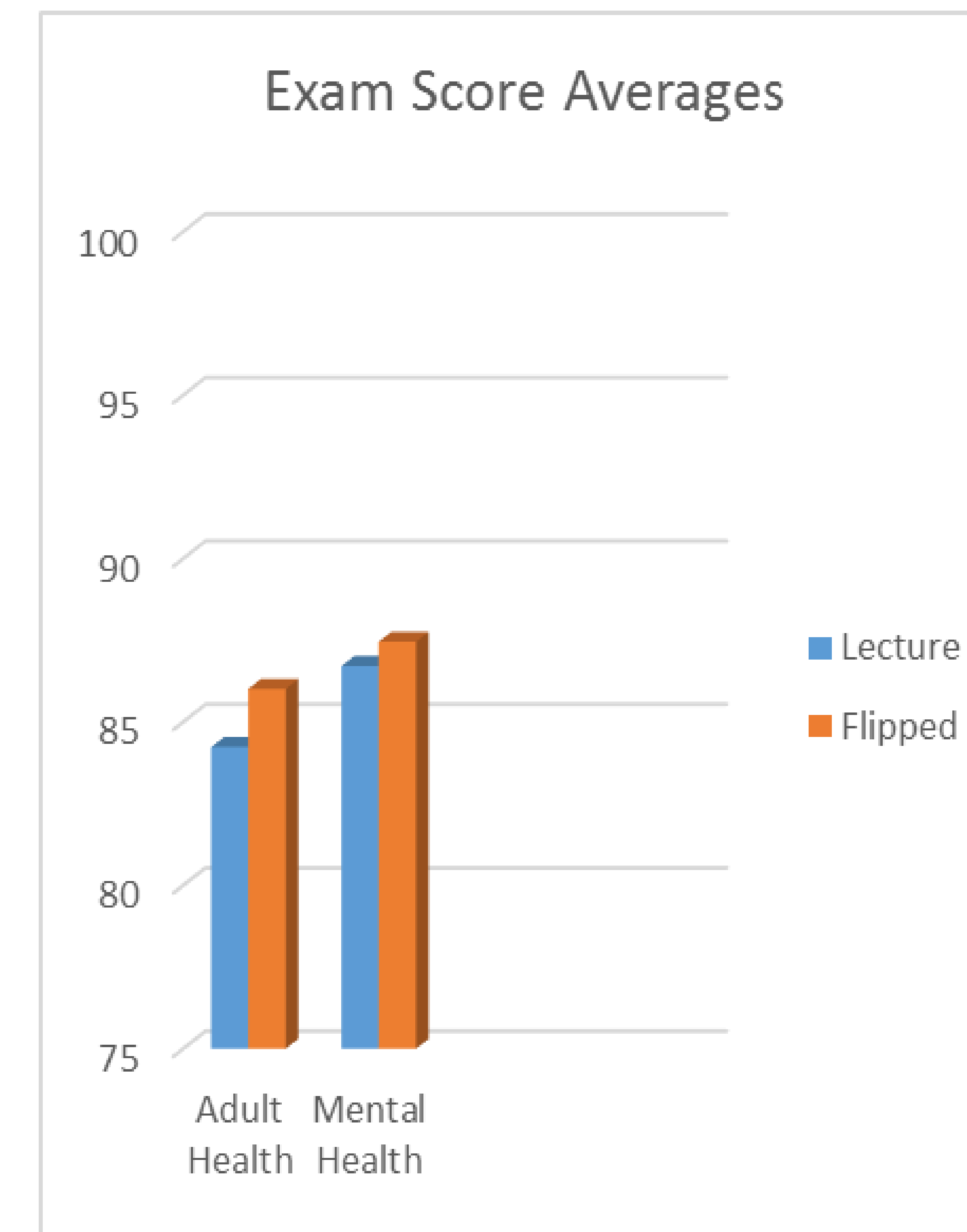
- Rate your perceptions of the classroom teaching technique (strongly agree to strongly disagree)
- Identify strengths/weaknesses of each teaching technique

Following the semester, aggregate test scores on the content area covered were analyzed and compared to data from the prior semester

Student Perceptions

Survey Question	Mean
Promotes student to student interaction	4.23
Promotes student engagement in class	4.17
Develops critical thinking skills	4.08
Promotes student to faculty interaction	3.98
Intended course content was covered	3.95
Greater number of students participated in class	3.90
Helps to develop my knowledge of nursing content	3.87
I enjoyed the flipped classroom technique	3.59
Helps me feel more confident about my learning	3.52
I spent more time preparing for class	3.52
I prefer the flipped classroom technique	3.08

Student Outcomes



Student Comments

Strengths:

- Increased student interaction and engagement
- Promotes critical thinking
- Improved knowledge

Weaknesses:

- Increased time for class prep
- Dissatisfaction with peer participation in groups
- Decreased amount of content covered

Conclusions

Average examination scores were higher for the students in the flipped classroom group than the previous semester class taught by traditional lecture format. While not statistically significant, even a small improvement is encouraging when trying a new teaching method

Lessons Learned

Faculty spent significant time preparing for the flipped classroom technique

Faculty identified an increased importance on providing clear expectations to students so they fully understand the learning outcomes

Faculty expressed a lack of confidence in the new teaching technique and comfort in the role of facilitator

Faculty need to provide students with a method for submitting questions that may arise when preparing for class

Faculty appreciated the increased student to student engagement in their learning