

# Flipped Classroom: Student Perception and Learning Outcomes

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## Purpose

Promote student engagement, ability to retain and apply learned content, increase critical thinking and life-long learning.

## Strategy

Classroom activities are learner focused with students participating in activities that encourage content construction, student collaboration, problem solving, critical reasoning and skill development.



## Framework

The constructivist theory will be the foundation for examining the differences in learning from a traditional lecture format to an active student-learning pedagogy.

## Teaching Strategy

Control Group :Conducted Fall of 2016, utilizing a traditional didactic, teacher-led model.

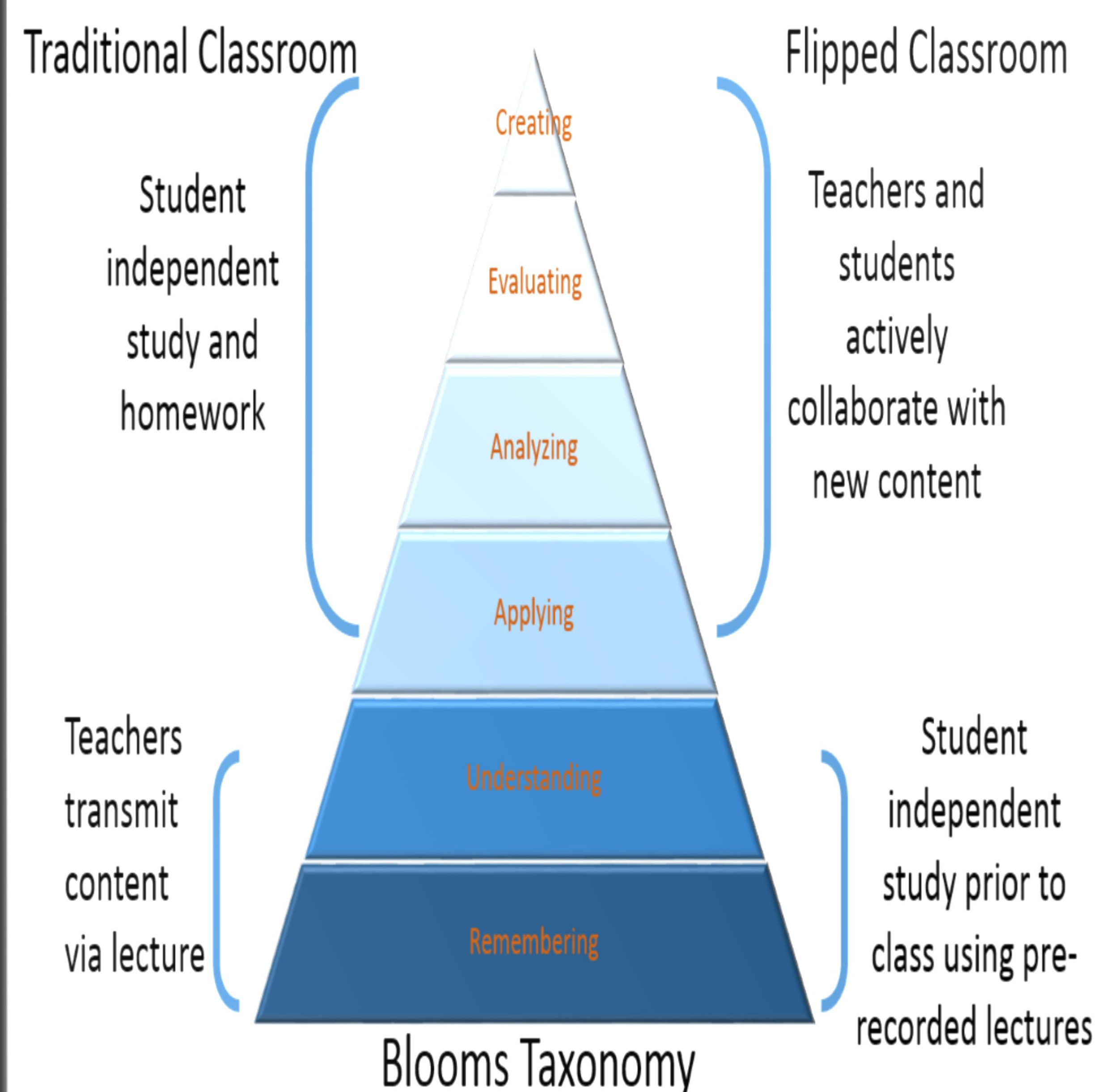
Intervention Group: Conducted Spring of 2017, utilizing a Flipped Learning, student driven model.

## Implementation

Invert the traditional classroom model from an instructor-centered didactic model to a student-centered focus. Lecture content is provided prior to class via video lectures, content rich websites and on-line discussion boards.

## Evaluation

- 5-Point Likert questionnaire to evaluate student perceptions
- ATI Medical/Surgical test scores
- Course exams and cumulative final exam score



## References

- Khanova, J., Roth, M., Rodgers, J. E., & McLaghlin, J. (2015). Student experiences across multiple flipped courses in a single curriculum. *Medical Education*, 49(10), 1038-1048.
- Wong, T. H., Ip, E. J., & Rajagopalan, V. (2014). Pharmacy student's performance and perceptions in a flipped teaching pilot on cardiac arrhythmias. *American Journal of Pharmaceutical Education*, 78(10).

