

Flipping The Classroom: Why Didn't I Do This Earlier?

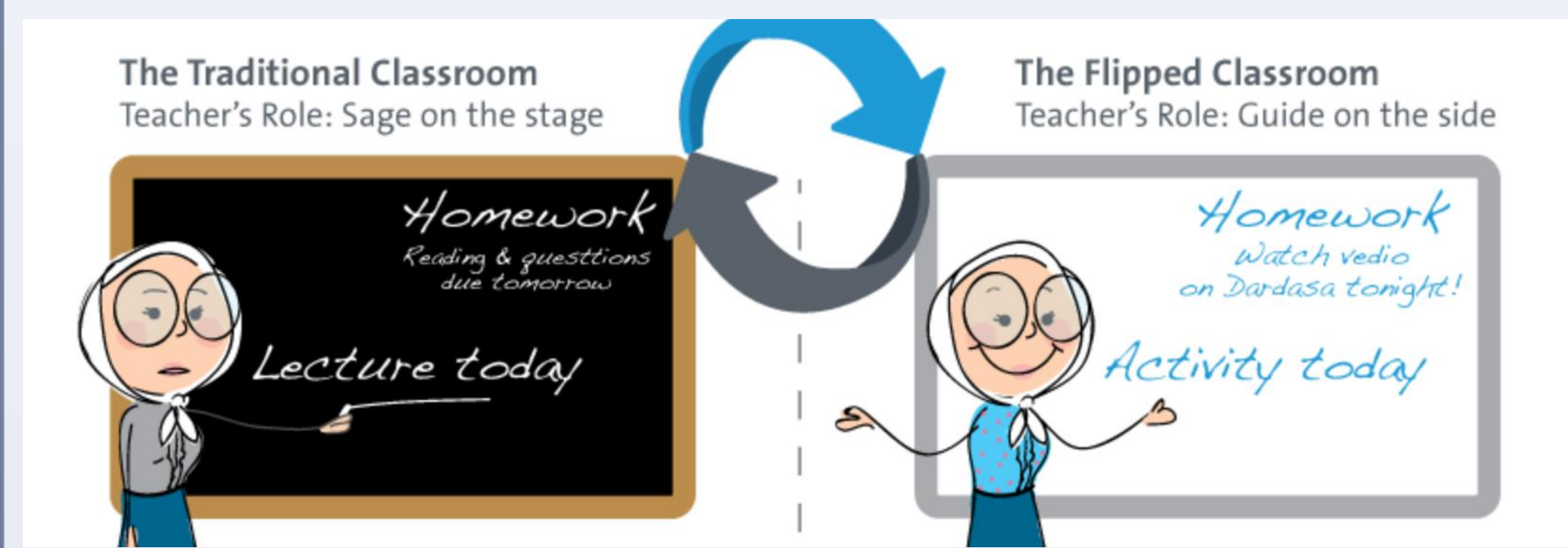
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WHAT IS A FLIPPED CLASSROOM?

A flipped classroom is a hybrid approach to learning, using technology to move the classroom lecture to “homework” status and using face-to-face classroom time for interactive learning.

(Missildine, K., Fountain, R., Summers, L., & Gosselin, K., 2013)



TRADITIONAL VS FLIPPED?

Traditional Classroom	Flipped Classroom
Increasing amount of content to be covered in nursing curricula, yet no additional time allotted to adequately cover content and allow for questions/discussion in traditional lecture format.	Traditional lectures are moved outside of the classroom setting for students to review. More interactive discussions and opportunities for content clarification are available in the classroom.
Students learn at different paces and in various ways.	Pre-recorded lectures allow students to: <ul style="list-style-type: none"> -review content at own pace, starting, rewinding, and stopping as needed -review content in their own environment -review content is alternative formats (visual and audio)
Students and/or faculty unable to attend classroom lecture.	Pre-recorded lectures allow for flexibility in faculty delivering content. Pre-recorded lectures allow for students who miss a class to review lecture content at home.
Students lose interest or “get lost” in traditional classroom lectures.	Activities actively engage learners in the face-to-face interactions.
Limited peer learning activities, collaboration, or critical thinking exercises done in traditional classroom setting.	Group activities promote peer learning, collaboration, and critical thinking. Case studies and patient reviews prompt classroom discussions and critical thinking.
Students perceive faculty as being responsible for “teaching me everything I need to know.”	Pre-recorded lectures and pre-class learning activities increase student responsibility for independent learning

STRATEGIES USED IN THE FLIPPED CLASSROOM

Lectures

Pre-record lectures for student review prior to class.

When in-class lectures are appropriate, capture lectures with lecture-capture software and post for students to review after class as needed.

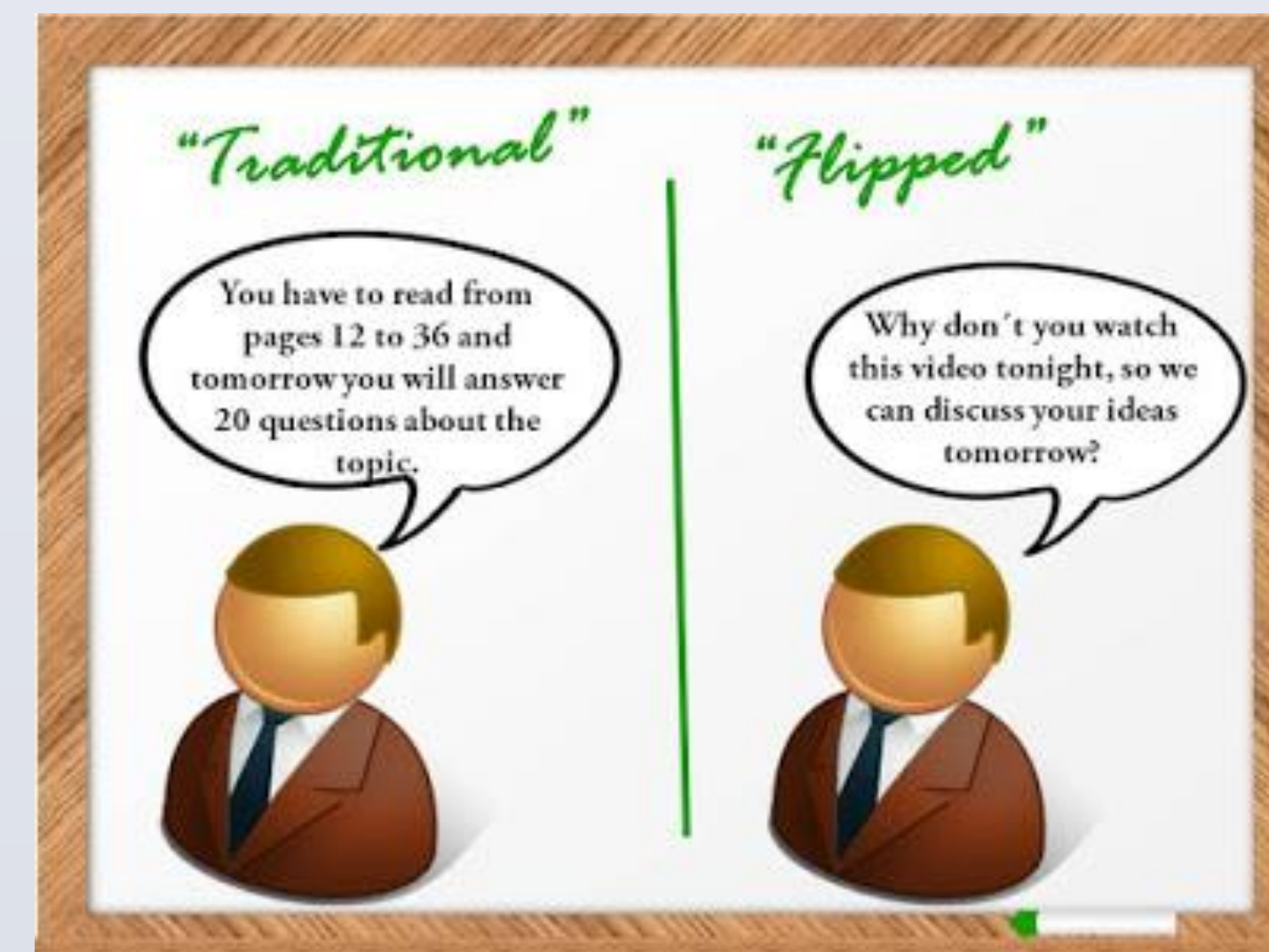
Case Studies/Simulation

Provide content-appropriate case studies prior to class. Students should complete the case studies prior to class. Discussion of case studies will be done in class.

Provide content-appropriate case studies to students at the beginning of class. Allow students to work in small groups on case studies for a portion of the class and discuss answers as a group.

Self-building case study – give students a foundation for a case study and build the case study as the students discuss the lecture content. Case study direction will be determined by student discussion and questions. This can be done in discussion format or in role-play format.

Engage students in a simulation activity related to lecture content.



Online Discussions

Provide student with guided scenarios based on lecture content. Students should post scenario and answer in online discussion board within the course. Feedback is provided by other students and instructor to foster online discussion.

Student-Generated Questions

Have students generate NCLEX style questions with rationales after viewing pre-recorded lecture. Questions may be discussed in class or posted in online course platform.

Have students write down questions related to content in pre-recorded lecture and submit the day before class. Focus in-class discussions on student questions.

Ask students to post questions they may have related to pre-recorded lecture in an online discussion board. Faculty and other students may reply to questions.

Quizzes

Assign content-specific quizzes prior to or at the beginning of class. Use student responses to guide in-class discussions and critical thinking activities.

REMEMBER, NO MATTER WHAT YOU DO IN CLASS, THE GOAL IS STUDENT PARTICIPATION AND ACTIVE LEARNING!

STUDENT FEEDBACK

It took me a few weeks to get used to the teaching style of this class. I think there could have been better preparation & explanation regarding the teaching style as it was vastly different from traditional methods of instruction used in the past. That being said I grew to love the video lectures as I was able to better focus and review material at my convenience.

At first I did not like her way of teaching just because it was a different style. However I wish that all the instructors would do online power point presentation. This way I am able to go back and review her lecture whenever I want to.

I loved the idea of recorded lecture. I could watch the video so many times and make a note. I also like class activities. It makes sense for every disease and its symptoms. She explained so well, and it helped me so much for understanding and memorizing so much contents.

GREAT PROFESSOR!!! I love the video recorded lectures because it allowed me to review the information more than once and follow along with key points you made. No assignment was done and vein and it assisted in me learning the material and being prepared for the exam.

RECOMMENDATIONS

Begin the flipped classroom method early in the program. Start in the first semester with limited exposures so students become familiar with the alternative method. As students progress to subsequent semesters, increase the number of flipped classroom activities.

Discuss the flipped classroom methods, rationale, strategies, and supporting evidence with students prior implementation. When students understand the rationale and intent of the flipped classroom, they are less likely to be resistant and more likely to be successful.

Consider student resources outside of the classroom. For example, not every student may have access to the internet at all times. Consider the use of pre-recorded format that allow a student to download the content for viewing later.

Be sure to have a comprehensive, detailed plan in advance of all pre-class and in-class activities. Pre-recording lectures does save time, however, because most faculty time will be used to answer student questions, facilitate in-class discussions, administer quizzes, and provide feedback on student assignments, very little time will be available to plan flipped classroom activities on a week-to-week basis.

Continuously solicit feedback from students and other faculty. Feedback provides excellent opportunities to adjust in-class activities and/or pre-recorded lectures.

Be sure to plan and review your pre-recorded lectures prior to posting them. Recording can be a time-consuming, tedious process. It is easy to make errors in lecture material when recording. Plan lecture content prior to recording and preview content for accuracy, volume, and timing before posting for your students.



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