

**RESEARCHPOP: ID# 101607**

**Title:**

The Value of Flipped Classroom Models for Nursing Students

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**ACCEPTED**

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**Session Title:** Meet the Poster Authors Session

**Slot:** PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

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**Abstract Describes:** Completed Work/Project

**Applicable Category:** Academic, Students

**Keywords:** Flipped Classroom, Nursing students and Value

**Abstract Summary:**

What does the literature say and what do today's students communicate about the value of a flipped classroom model? Information will be summarized from integrative reviews and a survey of nursing students related to opinions about use of a flipped classroom model.

**References:**

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- Evans, L., Bosch, M. L. V., Harrington, S., Schoofs, N., & Coviak, C. (2019). Flipping the Classroom in Health Care Higher Education: A Systematic Review. *Nurse educator*, 44(2), 74-78.
- Hampton, D., Welsh, D., & Wiggins, A. T. (2019). Learning preferences and engagement level of Generation Z nursing students. *Nurse Educator*. Published ahead of print.
- O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The internet and higher education*, 25, 85-95.
- Presti, C. R. (2016). The flipped learning approach in nursing education: A literature review. *Journal of Nursing Education*, 55(5), 252-257.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences*, 105(2), 44-49.
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**Abstract Text:**

**Purpose:**

One of the most popular active learning methodologies that is being used in today's college classrooms is the flipped classroom. In a flipped classroom model, faculty assign students to

watch videos, listen to presentations or recorded lectures, or complete related work as homework prior to attending class (Roehl, Reddy, & Shannon, 2013). Students then use class time to work on problems, analyze case studies, complete interactive group activities, and do other application assignments. The purposes of this presentation will be to provide an overview of the findings from integrative and systematic reviews related to the value of the flipped classroom model and identify the opinions of a group of baccalaureate nursing students about the use of this model for learning.

### **Methods:**

A literature review was done to locate integrative or systematic reviews that focused on the flipped classroom model for varied generations of students. A cross-sectional survey was done to determine the opinions of Generation Y and Z nursing students related to use of a flipped classroom model in nursing classes. Using a Likert scale of most disliked or least preferred to favorite or most preferred, students were asked to provide their opinions about traditional class formats that involve the use of lecture, videos, and various in class exercises as compared to a flipped classroom model where students watch short videos before class and class includes various exercises, discussion, case studies and other group activities.

### **Results:**

Based on a review of the literature, the flipped classroom model has demonstrated positive outcomes, but further study is needed to quantify the benefit of this model over the traditional classroom model in relation to student satisfaction and learning outcomes (Betihavas, Bridgman, Kornhaber, & Cross, 2016; Evans et al, 2018; O'Flaherty & Phillips, 2015; & Presti, 2016) and to support generalization about the benefits of a flipped classroom (Bishop & Verleger, 2013). Findings from a survey of traditional BSN Generation Y and Z nursing students demonstrated that the majority of this group did not prefer the flipped classroom model. For this group (n=120) a traditional classroom model was most preferred over a flipped classroom model by 61% of the students, somewhat preferred by 21% of students, and moderately preferred by 16% of students.

### **Conclusion:**

Further study needs to be done, especially with new generations of students and employees, before educators should adopt this method as the only classroom teaching method that they employ. A combination of traditional teaching methods, flipped classroom methods, and other educational methodologies may offer the greatest benefit overall for nursing, and especially for the newest generation, Generation Z learners (Schwieger & Ladwi, 2018).