Title:
Flipped Classroom: Student Perception and Learning Outcomes

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Session Title:
Rising Stars of Research and Scholarship Invited Student Poster Session 2

Keywords:
Active Learning, Critical Reasoning and Flipped Learning

References:

Abstract Summary:
Flipped learning is a promising new teaching pedagogy that encourages active learning and critical reasoning, while decreasing rote memorization and content saturation in the classroom. Flipped learning utilizes multiple narrative pedagogies and encourages collaboration, teamwork and deep learning (Billings & Halstead, 2012; FLN, 2014).

Learning Activity:

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<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>The learner will explore Flipped Learning (FL) methodology and proposed study to determine if FL improves ATI and exam scores in a med/surgical nursing course.</td>
<td>Presenter will engage conference attendees with poster presentation and discussion of common FL classroom activities, as well as technology available for educators to utilize prior to class for didactic content. Presenter will discuss proposed study parameters and dynamics, as well as results from literature search.</td>
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<td>The learner will recognize student's positive and negative perceptions of FL and discuss suggestions for how to improve FL from a student perspective.</td>
<td>Presenter will discuss information obtained from literature review of FL methodology and encourage small group discussion from attendees to explore their own experiences with students and FL.</td>
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Abstract Text:

**Purpose of Learning Strategy:** Flipped Learning is an instructional methodology that inverts the traditional classroom model from an instructor-centered didactic model, to a student-centered focus. The didactic content is provided prior to class via video lectures, PowerPoints with audio content, content-rich websites and on-line discussion boards. Classroom activities involve learner-centered focus with students participating in activities that encourages content construction, student collaboration, problem solving, critical reasoning and skill development.
Learning Objectives: The participant will become more familiar with Flipped Learning and how it improves ATI and exam scores within a medical/surgical classroom. Participants will recognize student’s positive and negative perceptions of Flipped curriculum and suggestions for how to improve Flipped Learning from a student perspective.

Instructional Setting: The setting is a senior level, first semester medical/surgical course, at a private Catholic university.

Teaching Strategy: The course will utilize Flipped Learning methodology, and the constructivist theory is the foundation to examine the differences from traditional to active teaching pedagogies.

Supplies Needed: Each student will require a computer with internet access. The physical arrangement of the classroom should allow students to gather in small groups to facilitate communication and collaboration.

Implementation process: The study will consist of two groups of pre-licensure BSN students. The control group is a senior level medical/surgical course conducted Spring 2016 and instructed utilizing a traditional didactic model. The intervention group is a senior level medical/surgical course being conducted Fall of 2016 and utilizing a Flipped Learning model.

Evaluation of Learning: Study group will consist of pre-licensure BSN students from two different semesters of the same medical/surgical course. The control group experienced the same content, exams and teaching staff, in a traditional didactic class model. The intervention group will be taught utilizing a flipped curriculum model of learning. ATI test scores and course exam scores will be compared to quantitatively evaluate significance between the two courses. A 5-point Likert scale anonymous questionnaire will evaluate student’s perceptions of Flipped learning, as well as provide suggestions for improvement.