

Incorporating Flipped Classroom Strategies into a Nursing Research Course

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PURPOSE

The purpose of this activity is to describe flipped classroom strategies to enhance learning in a nursing research course.

OBJECTIVES

Learning objectives:

1. The learner will be able to define advantages of a flipped classroom.
2. The learner will be able to incorporate flipped classroom strategies into a research course to enhance learning.

METHODOLOGY

The nursing research course has typically been taught in a lecture format. This format may help students learn terminology and basic principles but does not provide for application and synthesis of the content. Over the past academic year I have incorporated a flipped classroom pedagogical approach into the teaching of the nursing research course.

Flipped Classroom Pedagogy:

- ❑ Shifts to a learner-centered focus
- ❑ Delivers instructional content outside of class often online
- ❑ Spends time in class exploring content in greater depth
- ❑ Creates a more meaningful learning experience for the student

STRATEGIES

Here are examples of the flipped classroom strategies I have incorporated in the nursing research course:

- ❑ Students watch assigned videos, i.e. on Evidence-Based Practice prior to class
- ❑ Students read a research article and complete an assigned worksheet with questions pertaining to the article prior to class.
- ❑ Students work in groups to review their responses to the article questions and participate in a class discussion to emphasize critical content.

CONCLUSIONS

These flipped classroom strategies have assisted students to have a better understanding of the research process through the application of the content learned. Students have given positive feedback about completing assignments prior to class and spending class time working in groups and having class discussion about the assignments and content.

BENEFITS

Flipped Classroom Strategies

1. Focus the time in class on enhancing student learning.
2. Compel students to come to class prepared to discuss content.
3. Provide for the application of content not just a basic knowledge.
4. Allow for a more interactive process between faculty and students.