

Title:

Student Engagement and Satisfaction in a Flipped Classroom

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Session Title:

Flipped Classroom Learning

Slot:

A 13: Saturday, 28 October 2017: 2:15 PM-3:00 PM

Scheduled Time:

2:35 PM

Keywords:

Active Learning Strategies, Flipping Teaching Strategy and Student Satisfaction and Engagement

References:

Abou Naaj M, Nachouki M, Ankit A. (2012). Evaluating Student Satisfaction with

Blended Learning. *Journal Of Information Technology Education* January

2012;11:185-200. Available from: Education Research Complete, Ipswich, MA.

Accessed October 22, 2016.

Billings, D.M. & Halstead, J.A. (2012). Teaching in nursing: A guide for faculty. (4th ed.) St.Louis, MO: Elsevier.

Dixon M. Measuring Student Engagement in the Online Course: The Online Student Engagement Scale (OSE). *Online Learning* [serial online]. September 1, 2015;19(4)Available from: ERIC, Ipswich, MA. Accessed October 22, 2016.

McClenney, K. M., Marti, C. M., & Adkins, C. (2012). Student engagement and student outcomes: Key findings from CCSSE validation research. Community College Survey of Student Engagement. Retrieved from <http://www.ccsse.org/aboutsurvey/docs/CCSSE%20Validation%20Summary.pdf>

Abstract Summary:

A quasi-experimental design was used to determine the effects of the flipped classroom approach as a teaching method on student satisfaction, engagement and content knowledge within an adult medical surgical nursing course. Overall positive trends were noted in all areas.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to identify one teaching strategy to enhance student engagement	Flipping the classroom teaching strategy will be defined and detailed for ease of implementation.
The learner will be able to identify measurable outcomes for the flipping the classroom strategy.	Measuring tools, strategies, and outcomes will be provided.

Abstract Text:

The purpose of this study was to determine the effects of the flipped classroom approach as a teaching method on student satisfaction, engagement, and content knowledge within an adult medical surgical nursing course. In the flipped classroom teaching and learning focus on student involvement through active engagement. This model approached learning experiences, as “the teacher is the provider of knowledge.” However over the past few years this type of passive pedagogy has been replaced with a new standard of student-centered learning in which the student is actively engaged in higher-learning tasks and taking change of their own learning Even though this has become a popular strategy for many educators and a substantial amount of research exists that supports the pedagogical foundations for a student-centered, active-learning approach. Quantitative research outcomes related to students in the flipped classroom is very limited. In addition, Student satisfaction and engagement is sparse in the research literature. A quasi-experimental design was used to determine if there was a significant difference in satisfaction, engagement, and content knowledge when comparing traditional lecture and flipped classroom methods. This study involved 48 undergraduate students from two flipped classrooms consisting of a unit in cardiac content. Students in the flipped classroom were asked to study classroom material prior to class, allowing more class time to be used for active learning activities such as active group discussion and problem solving with technology. This study revealed a significant difference between student engagement scores in the flipped classroom than those in the traditional classroom. Students described feeling more engaged and satisfied with meaningful activities in the flipped classroom setting opposed to the traditional classroom. A significant difference was found in the means for the unit exam. Knowledge gains along with engagement mean scores and students’ positive responses support the use of the flipped classroom method to increase satisfaction and engagement. Students cited peer-to-peer and student-faculty relationship as essential and meaningful to an engaging and satisfying experience within the flipped classroom setting.