Title:
Engaging MS Students as Nurse Educators: Flipping the Online 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:
2:15 PM

Keywords:
Case Study Development, Flipped Classroom and Online Learning

References:
Hessler, K. (2015). *Flipping the nursing classroom: Where active learning meets technology.* Burlington, MA; Jones and Bartlett Publishers.

Popil. I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse Education Today, 31*(2), 204-207.

Shin, I., & Kim, J. (2013). The effect of problem-based learning in nursing education: A meta analysis. *Advances in Health Science Education, 18*, 1103-1120.

Abstract Summary:
This session will provide an overview of flipping an online course designed to enhance the graduate nurse educator's ability to communicate, collaborate, and use problem solving skills in developing unfolding case studies using the scaffolding technique in educating their peers about advanced pharmacology.
Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to analyze the use of Hessler's Intentional Instruction Model in the flipped classroom.	Content to meet this objective include the examination of the theoretical framework and the application of its use within the teaching learning activity.
The learner will be able to examine a teaching-learning activity of case study development for MS students in an Advanced Pharmacology course.	Content to meet this objective include the step by step directions for case study development as an activity for student nurse educators.

Abstract Text:

The Advanced Pharmacological Nursing Practice course was developed by faculty and the instructional designer specifically for the Master of Science nurse educator student. Hessler's Intentional Instruction Model (2015) was employed to flip the nursing classroom. The model components utilized learning objectives, partnering with students, off-load content, in-class activities, and evaluation. Teaching strategies of team-based learning, role playing, case study development, discussions, and reflection are also applied. These strategies engage students at a higher level of learning taxonomy through the promotion of enhanced communication, cooperative team work, and improved problem solving skills.

Engaging the flipped classroom concept provides students with the opportunity to assume the role of educator within the online learning management system, Moodlerooms Joule. Faculty assumes the role of facilitator and partners with students to guide learning, foster changes in the educational experience, and encourage collegiality (Hessler, 2015). Students' work in groups with classmates to choose an illness of interest, develop learning objectives, and formulate a problem-based case study with an advanced pharmacology focus.

The off-load content uses the scaffolding technique in which students incorporate considerations of genetics/genomics, culture, age, lifestyle, and appropriate ethno-pharmacological treatments to a chosen illness. Students obtain information from the assigned textbook readings, current literature, respected resources, and their real-world working experiences (Shin & Kim, 2013). The in-class activities require each team to assimilate and apply material gathered by presenting the case study, facilitating robust discussions, and evaluating peer participation according to a provided rubric. Students then are asked to reflect on their experience as an educator and evaluate their future learning needs.

The purpose of this course and use of these specific teaching strategies is to encourage clinical problem-solving and promote student's critical thinking skills through the use of active learning activities. This allows the students to make their own determinations of what information is important to incorporate into practice from the case scenarios. It also provides students with the opportunity to work collaboratively in a creative and self-directed environment. Through self-evaluation, students determine where further study is needed (Popil, 2011).