Title:
The Flipped Classroom Method: Exploration of Nurse Educators’ Perspectives Using Q-Methodology

Connie M. Barbour, EdD
Tanner Health System School of Nursing, University of West Georgia, Carrollton, GA, USA

Session Title:
Flipped Classroom Teaching Strategies
Slot:
B 08: Saturday, 28 October 2017: 3:15 PM-4:00 PM
Scheduled Time:
3:15 PM

Keywords:
flipped classroom, nurse educator and nursing education

References:


Abstract Summary:
There is minimal published research regarding the use of the Flipped Classroom Method (FCM) in pre-licensure nursing education. The purpose of this study was to use Q-methodology to explore the perceptions of nurse educators related to the use of the FCM in pre-licensure nursing programs.

Learning Activity:

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<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>The learner will be able to identify the five step research design of Q-methodology which was used for this study.</td>
<td>Explain the five step research design of Q-methodology which includes: exploration of the concourse, development of Q-Statements and the Q-Sample, describe the P-set and data collection process called the Q-sort, use of factor analysis for data analysis, and finally, generation of model Q-sort.</td>
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<td>The learner will be able to discuss how Q-methodology was implemented to explore nurse educator’s perceptions of the flipped classroom method.</td>
<td>Discuss the use of a conceptual framework to guide the research process. Discuss the sampling process and demographics of participant in this study. Lastly, explain the</td>
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detailed process used for collection of data and data analysis.

The learner will be able to reflect on the findings of this study when deciding whether to incorporate the flipped classroom method into their teaching practice.

Share the interpretation of findings (generation of three model Qsorts) and their implications for nursing education.

Abstract Text:

Currently, there is minimal published research regarding the use of the Flipped Classroom Method in pre-licensure nursing education. Before nurse educators can determine the effectiveness of this teaching strategy they should examine how best to implement the FCM to adequately prepare nursing students for the transition from classroom to practice. Therefore, the purpose of this study was to use Q-methodology to explore the perceptions of nurse educators related to the use of the Flipped Classroom Method in pre-licensure nursing programs. Q-methodology consists of both qualitative and quantitative research characteristics and is considered a mixed-method design. When using Q-methodology, there are five steps that are followed which results in two phases of data collection. The first phase began with the creation of Q statements which were drawn from the literature as well as from interviews conducted with nurse educator subject experts. In phase two, twenty-six participants were obtained through purposive sampling. Nurse educators who both use the flipped classroom method or do not use this method were included in the study. These twenty-six participant completed a Q sort by rank-ordering 60 statements related to the flipped classroom, beliefs about the learner, and beliefs about their self-efficacy with technology and active learning strategies into a quasi-normal distribution grid. Three distinct and different shared viewpoints emerged from factor analysis. Results of this study revealed that nurse educators, in most part, perceive they have the motivation, ability, and willingness to implement the Flipped Classroom Method. However, nurse educators also fear that learners will reject the use of the Flipped Classroom Method as well as have concerns about how best to present content when using the FCM. These legitimate concerns need to be accounted for when customizing faculty development. Further educational research on how to best prepare nurse educators to implement the Flipped Classroom Method into pre-licensure nursing education programs is necessary.