

**Title:**

You Want Me to Do What? Strategies for Addressing Resistance in the Flipped Classroom

**Michelle E. Dykes, EdD**

Joy S. Humphrey, DNP

School of Nursing, Georgia Southwestern State University, Americus, GA, USA

**Session Title:**

Education Posters Session 2

**Keywords:**

alternative teaching methods, flipped classroom and non-traditional teaching methods

**References:**

Green, R. & Schlairet, M. (2017) Moving toward heutagogical learning: Illuminating undergraduate nursing students' experiences in a flipped classroom. *Nursing Education Today*, 49, 122-128.

Tiaht, T. & Porter, J. (2016) What do I do with this flipping classroom: Ideas for effectively using class time in a flipped course. *Business Education Innovation Journal*. 8(2), p85-91.

**Abstract Summary:**

As the flipped classroom gains popularity, some faculty and students have embraced this concept, others have met this new approach with various levels of resistance. This presentation will address reasons for faculty and student resistance to the flipped classroom method and strategies for addressing this resistance.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
The learner will be able to identify some current methods used in the flipped classroom	Describe current methods used in the flipped classroom setting
The learner will identify factors that lead to faculty and student resistance to the flipped classroom	Describe factors that lead to faculty and student resistance to the flipped classroom method of teaching
The learner will identify strategies to overcome faculty and student resistance to the flipped classroom	Discuss strategies to overcome faculty and learner resistance to the flipped classroom methods of teaching

**Abstract Text:**

As nursing knowledge becomes more abundant than the time allowed to teach it, new strategies must be incorporated into higher education. In the past few years the term “flipped” has become a very popular word in higher education. In essence, “flipping the classroom” means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. There is no one formula for flipping a class, as the amount of flipping from course to course, and class to class can vary.

As popularity increases, there is no shortage of ideas and opinions about flipped learning environments. While many faculty and students have embraced this concept, others have met this new approach with

various levels of resistance. Students may not all be enthusiastic about active learning techniques. Many are accustomed to the traditional lecture method and feel that it is the responsibility of the instructor to provide all of the content instruction. Students also discuss challenges with technology and time management related to the flipped content. Faculty often report that time is the biggest challenge to experimenting with flipped learning practices. Other faculty report lack of support by their department head, dean, or academic leader. In some cases, they are not rewarded or recognized for taking time to develop innovative approaches to teaching. And finally, they may not receive funding/support to embark on a full-course redesign.

The flipped classroom method was implemented into various courses within the BSN curriculum at our institution nearly 2 years ago. This presentation takes into consideration the lessons learned during the implementation of the flipped classroom. It will address various reasons for faculty and student resistance to the flipped classroom method as well as strategies for addressing this resistance.