



Effectiveness of Active Learning Strategies: Student and Faculty Perceptions of Flipped Classrooms and Team-Based Learning

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Purpose

Explore faculty and student perception of the effectiveness of active learning strategies in didactic courses that previously delivered content using a traditional lecture format.



Background

- **Nursing education is undergoing a paradigmatic shift from traditional, content driven model to a learner centered pedagogy.** Need to change focus from teaching decontextualized knowledge to teaching for a sense of salience (Benner, et al., 2010).
- **Problems to address:** content overload, advances in technology, increasingly complex health care environment, gap between education and clinical practice.
- **Student role change from passive to active learner** may lead to anxiety associated with perception of an increased workload and unsettled classroom environments (Rotellar & Cain, 2016).
- **Additional challenges:** changing student demographics, increase in new knowledge, importance of contextualizing information.
- **Faculty concerns:** content not being covered, student dissatisfaction, lack of experience with active learning techniques, and poor exam scores.

Active Learning Strategies

Flipped or blended classrooms, scrambled instructional methods, peer-to-peer and team-based learning approaches.

Methodology

Quantitative, descriptive design.

Setting: University school of nursing in the Midwest.

Participants: BSN students (n=108)

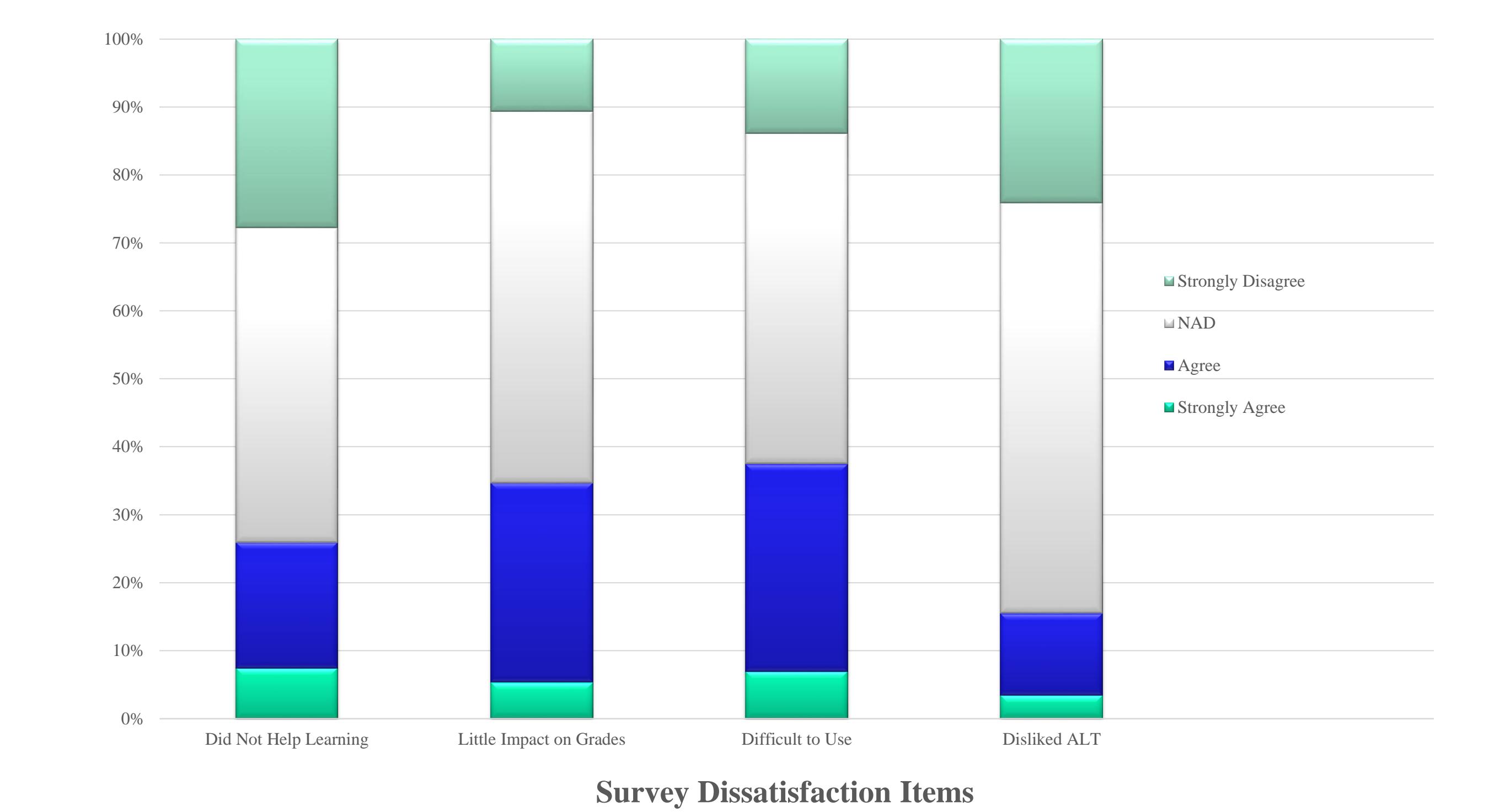
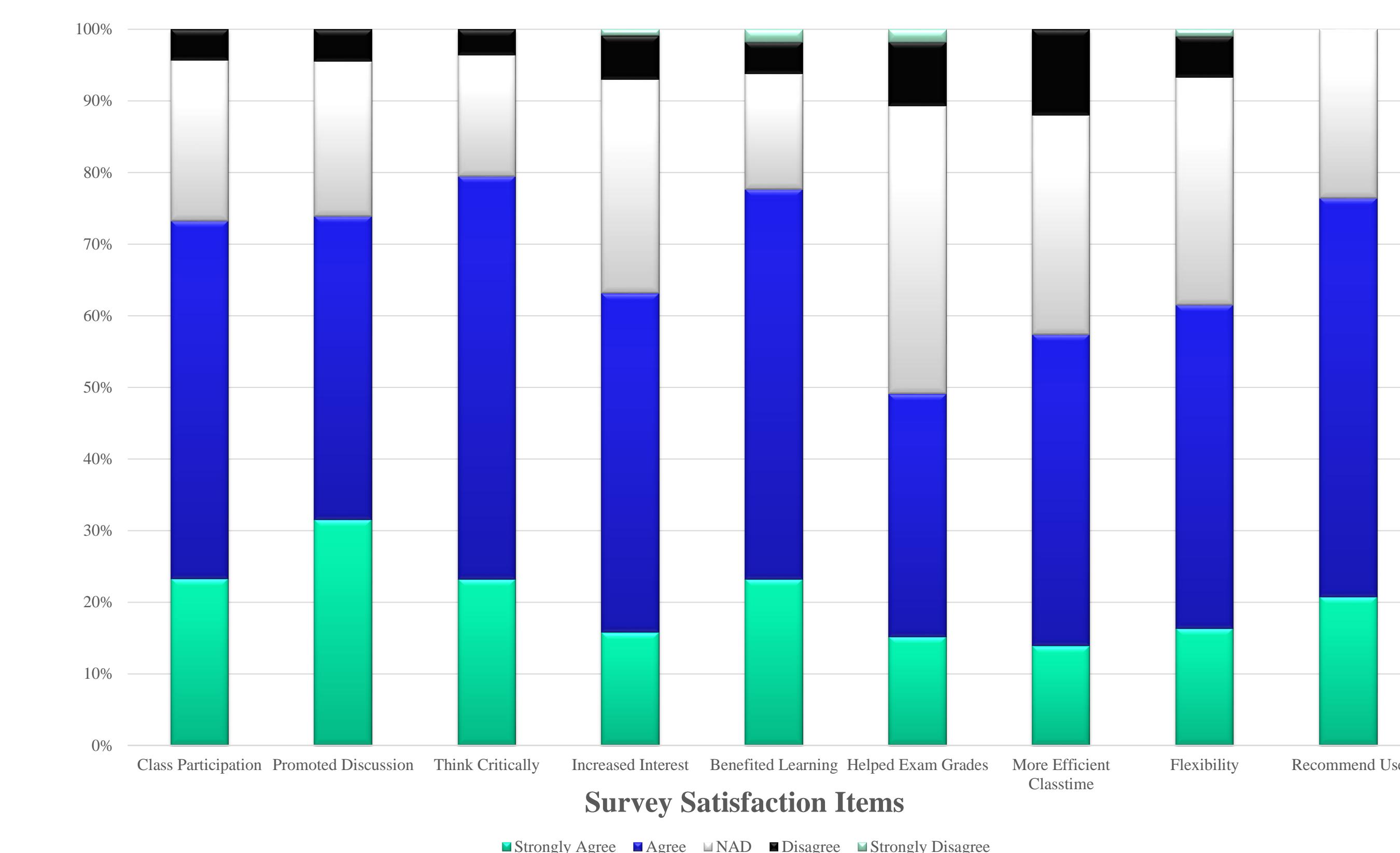
Demographics: Female- 87% Male-13%. Age: ≤21: 40%; 22-30: 52%; >30: 8%).

- Student questionnaire (14-item) perception of effectiveness of innovative strategies, engagement in learning, retention of information. Open-ended questions: what was liked, disliked or would change about the teaching methodologies.
- Faculty members (n=11) surveyed on their perception of innovative teaching methodologies, student engagement, satisfaction, performance outcomes.



Significance

- Active learning strategies support a focus on critical thinking.
- Provides an opportunity for students to understand the reasoning behind information rather than just memorizing facts.
- Changing the way class time is managed may meet with resistance.
- Healthcare is becoming more complex and it is necessary to adapt to changes that are occurring.



Findings

Student perception: Liked change from lecture, felt some learning strategies were tedious or took too much time. Concerned about learning incorrect information from classmates. Unclear how much innovative strategies impacted exam scores. Enjoyed activities, but only if well organized.

Faculty perception: Felt it increased student engagement and augmented lecture content. Extra time needed to prepare and implement. Uncertain how much active learning strategies impacted grades. Difficult to use in large class sizes.