Assignment #1 – Reflective Writing (2nd Entry)

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Objective

 The quote that this reflection is based on is “the flipped classroom is…essentially reversing the traditional order…this approach fits adult education’s values of active learner engagement and self-direction” (Merriam & Bierema, 2014, p. 207). This quote caught my attention since I have heard the “flipped classroom” mentioned in several of my PIDP courses and participated in some activities as a learner, but have not looked at any research which examines the use of the flipped classroom in nursing education. My time teaching face to face in the classroom was many years ago and I have been teaching on-line in various capacities for the past decade. As a result, I have not participated in this method as an instructor, or had any colleagues who have utilized it in their teaching.

Reflective

 Barbour & Schuessler (2019) describe the flipped classroom as “a method that promotes student-centered learning and uses active learning strategies” (p.36) where content that has traditionally been provided through lecture is accessed by students in advance as homework, through on-line video, podcast or web-based lecture, allowing the classroom time to be where application, analysis and synthesis of new content occurs (Barbour & Schuessler). While I can see many benefits of the use of the flipped classroom, particularly the ability to get past the presentation of content and on to application, I would like to see what nursing research shows and if adult learners feel as positively about this concept as educational theorists do. While I do agree that adult learners want to be active and self-directed, I have also noted a reluctance (for a variety of reasons) for adults to put the additional time in to prepare for classroom time. Because use of the flipped classroom takes additional preparation by the educator (either through finding appropriate materials or by developing new media), I would like to be convinced that this approach has been proven effective, particularly in nursing education before I consider implementing it.

Interpretive

A quick literature search on “use of the flipped classroom in nursing education” yielded many current results. For this reflection, I reviewed four articles. I discovered that use of the flipped classroom did not necessarily result in better skill performance (Dinndorf-Hogenson et al, 2019) or improved test results (Evans, Vanden Bosch, Harrington, Schoofs & Coviak, 2019) when compared to traditional delivery. However Dinndorf-Hogenson et al did find that “the millennial learners in this study preferred the video preparation” (p. 100). An interesting finding in this study was that students who had some previous experience with the skill did significantly worse than those students who had no experience. This suggests that previous experience may relate to lack of motivation when preparing for a class, as the student may feel that they already are familiar and therefore do not require class preparation. |This is an important point for instructors to remember when preparing pre-class preparation. Boruff (2018) found that nursing students did like a flipped classroom approach to learning chest assessment where they had to prepare with pre-reading, video review and required homework and then were able to actively participate in a group activity where they could choose their role.

Each of these authors essentially support the notion that adults do like active learning and self direction. I particularly found Boruff’s (2018) description of the use of the flipped classroom an excellent example of how both the pre-class activities as well as the classroom activity utilized this methodology to the fullest. A final article by Barbour & Schuessler (2019) describes a framework for the implementation of the flipped classroom method in nursing. They suggest that while there is theoretical support for the use of the flipped classrooms, there is often a lack of educator support for a change in teaching methods. These authors suggest that most nursing educators likely require professional development support in order to facilitate the embracing of and implementation of the flipped classroom. Through reflection on this quote and review of related literature, I am definitely more willing to embrace this approach in future teaching.

Decisional

 As with any new change, there can be both excitement and reluctance. I would say that I feel both of these. However, I particularly like the Boruff (2018) example of how the flipped classroom can be used effectively in nursing education. This example demonstrates the value of careful consideration and planning when implementing this approach to its fullest. It also demonstrates that active learning and self-direction can occur with a large group (of 120 students). This reflection has opened my eyes to some of the potential that the application of the flipped classroom has in nursing education. I can also see that it is not an “all or nothing” approach and can be implemented slowly/intermittently, so that the additional preparation required does not need to be overwhelming. I hope that I will be teaching in a classroom setting soon, in order to capitalize on this feeling of anticipation with use of the flipped classroom.

# References

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