

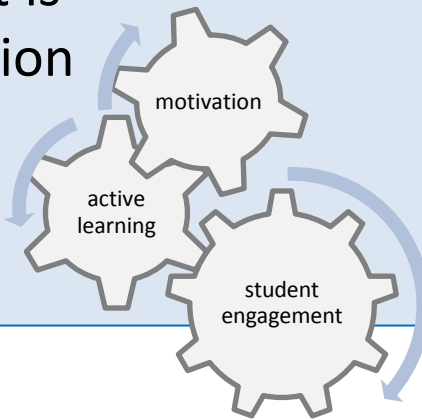
# Flipping the Classroom to Engage Students in Class Preparation and Learning

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## Background

- lack of student preparation
- desire to utilize more class time for higher order thinking through active learning activities
- "student engagement is the product of motivation and active learning" (Barkley, 2010, p.11)



## Inquiry Question

How does structured class preparation using a flipped classroom approach influence student preparation, engagement and learning in classroom discussions and learning activities?

## Study Design

- redesigned and delivered two of eleven classes using a flipped classroom approach (class size 60)
- gathered student feedback with post classroom learning activity surveys
- engaged in *reflective practice* to explore the impact of the flipped classes

## Findings

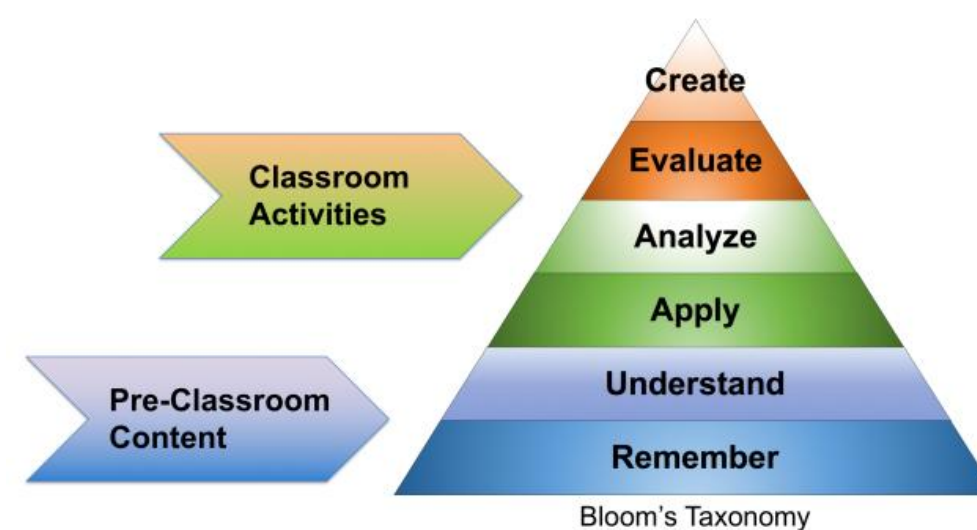
Students were

- prepared, motivated and engaged

Students experienced

- increased collaboration
- higher order learning
- simulated nursing care in the classroom
- real time practice developing critical thinking, clinical reasoning, problem solving and analysis skills
- creative and engaging learning activities

- ✓ unfolding clinical scenario and Top Hat questions
- ✓ simulated three patient assignment with changes to patients' conditions every ten minutes



## Lessons Learned

- narrow down your research question, explore the literature widely and start small (*do a pilot!*)
- give yourself a generous timeline with specific goals, protected time and deadlines (*there will be set-backs!*)
- connect with others who can provide support and guidance (*priceless!*)
- utilize available resources on campus (*CTSI, faculty librarian!*)
- everything takes much longer than you expect (*don't get discouraged!*)
- integrate assessment worksheets or a quiz as incentive for students to do class preparation (*grades matter!*)

## Future Scholarship

I will further develop this inquiry project into a formal research study with validated survey tools, ethical approval and funding.

## References

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