Introduction

• The flipped learning method is an effective, innovative, pedagogical approach.
• Despite a strong evidence base, flipped learning has not been widely adopted for use in graduate nursing education.
• Needed to transition from in-person to online for a family nurse practitioner (FNP) specialty course for Fall 2020.
• Needed to improve student engagement based on Fall 2019 student evaluations.
  - “There was a disconnect in staying engaged in class”
  - “One constructive comment…try to make the class more engaging”

What is flipped learning?

• With Flipped Learning “…direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Flipped Learning Network [FLN], 2014).
• Students engage with weekly content BEFORE class, then use class time to work collaboratively to apply concepts through active learning.
• Teacher is “Guide on the Side”, not “Sage on the Stage”.
• The Four Pillars (FLN, 2014):
  - Flexible Environment
  - Learning Culture
  - Intentional Content
  - Professional Education

My Flipping Process

- Developed weekly learning outcomes
- Recorded screencasts using Screencast-O-Matic
- Developed in-class activities (see “Active Learning Strategies”)
- Developed weekly quizzes
- Posted screencasts, pre-class activities, and quizzes to learning management system
- Used Zoom, Google apps to facilitate class online
- ENJOYED engaged, interactive class meetings!

Results

- Overall course grades were unchanged from Fall 2019, when traditional lecture format was used.

Student Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would rate this course as effective</td>
<td>93%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty inspired interest in course material</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty fostered engagement with the nursing profession</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learning activities fostered my ability to think critically</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I can apply knowledge developed during this course</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of time I spent on this course was acceptable</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I can apply knowledge developed during this course</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of time I spent on this course was acceptable</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most Helpful Class Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>42%</td>
</tr>
<tr>
<td>Certification review questions</td>
<td>33%</td>
</tr>
<tr>
<td>Pop-Up Patient</td>
<td>8%</td>
</tr>
<tr>
<td>Virtual Specialist Consultation</td>
<td>17%</td>
</tr>
</tbody>
</table>

Student comments:

• “It added a LOT of time to my outside class work…”
• “Allows me to work at my own pace…”
• “It kept me engaged…”
• “I got more interaction with my classmates”

Conclusions

- Adjusting to flipped learning was time consuming for faculty and students but fostered engagement and active learning.
- Flipped learning was effective, accessible, feasible, and acceptable for this FNP specialty course.

Active Learning Strategies for Class Meetings

- Weekly “Road Map” (agenda)
- Unfolding case studies
- “Pop-Up” patients
- Small group work
- Lecture screencasts
- Think-Pair-Share
- Polling
- Virtual specialist consultations
- Certification practice questions
- Topic maps
- Just-in-time Teaching
- Reading reflections
- Large group discussions
- Telehealth clinic simulation
- Muddiest Point
- Weekly assignment recap

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