The Flipped Classroom

Technology spin or pedagogic revolution?

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Project Aims

- How can educators approach the challenge of enticing students to learn prior to, during and beyond classroom encounters?
- What is the impact of low-stakes activities on nursing students’ learning in the undergraduate drug therapy course?
Why Blended Learning?

Blended Learning is the integration of educational technologies with face-to-face teaching to enhance the student learning experience.
What the literature says

- **Common globally** (Holliman and Scanlon 2004; Scanlon et al. 2004)

- **User-friendly - How students interact socially** (Mazzolini 2013)


- **Nursing blends** – ↑ confidence, improving hands-on skills & decision making (Salyers 2007; Kerrigan 2008; Sinclair & Ferguson 2009)

- **More discipline–focused research is needed** (Bloomfield et al. 2008; Johnston et al. 2013 Lameras et al. 2012; Johnston et al. 2013)
‘The Flipped Classroom’ - A blended Learning Model

- Educational technologies + face-to-face learning activities
- Supplemental to face-to-face lectures rather than a replacement
- Extends the learning environment beyond the 4 walls of the classroom
- Uses pre-, during- and post-class learning activities
Why students need the ‘flipped classroom’

From this...  

To this.
How I ‘flipped the classroom’

- E-lectures
- ‘Quick Quiz’ Peer discussion
- Case study activities
Case Scenario

Figure 1. Comparison of the absorption of Oxycontin (slow release) with Endone (immediate release) for analgesic effect

Absorption %

0 100
0 1 2 3 4 5 6 7 8 9 10 11 12

06:00 12:00 18:00

Dosing timeline (24-hr clock)

Maximum analgesic effect (100%)

Biphasic effect (60%)

Biphasic effect (40%)

Endone

Endone

Oxycontin
Student Feedback 2013
(HREC A/13/471)

Thinking

- Loved the quick quiz at the start of each lecture. Really cemented the concepts we needed to know in a simple understandable way.
- Loved that you could listen to the eLecture before the lecture so it wasn’t so hard to understand the difficult concepts of pharmacokinetics and pharmacodynamics.
- I wanted to say the e-learning lectures are very helpful in learning the materials for this class. They not only explain the slides but give additional information that expands upon and improves the understanding of the concepts. Sometimes the notes I make off the e-lectures (I feel) are better than the notes I make off the actual lectures.

Engaging

- Her way of interacting with students and involving students in group discussion were the very best part for me.
- I have to say this is fantastic as I love to work ahead. I’ve already done the lectures online. Fantastic idea.
- I liked the fact that it was engaging but also it was the scenarios... It is not about memorising but about having the courage to put what you have learnt in to context.
Confidence

- Loved the e-Lectures. It changed the atmosphere of the lecture and made it much more interactive and also I felt I gained confidence because I was able to recall a lot of information for the quiz we had at the start of each lecture. Also thought that the Q & A blog and wiki on blackboard was a great idea too.

- Helped me to feel as if I had more of an understanding of the information which would give me more confidence which assisted in class interaction.

- The quiz first up at the lecture helped me to feel more confident with the content and my ability to retain the information.
Student Survey 2013

Extended knowledge

I think the workshop activities allowed me to extend my knowledge of the lecture material and apply these concepts to practical situations, and to develop critical thinking.

Took it to another level

Having material beforehand ...made it more interesting and took it to another level.
Peer review 2013

- The quiz engaged students
- Plenty of discussion
- Mini reviews
- Selective pauses
- Short bursts of activity/discussion
SETAC ratings 2013

Mean SETAC score for key question

‘Overall, I was satisfied with the quality of this course’

I have written and coordinated this course since 2011

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Conference presentation: The ‘flipped classroom’: Technology spin or pedagogic revolution? N2E Symposium: Facilitating Transition from Nurse to Educator, Centre for Professional Health Education, CQU University, Australia. 20th September 2013.


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Thank You

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