

**Experiencing the Flipped Classroom:
Planning for Success & Avoiding the Pitfalls**

*Karen Hessler, PhD, FNP-C
Associate Professor*

&

*Kat Johnson, MSN, CPNP-PC
Assistant Professor*

Why did we flip the classroom?

- Lack of time in the classroom
 - Need for more interactive experience
- Wanted to engage students in the classroom
 - Liked the idea of “workshop” in class
- Ability to correct errors in thinking process
- Nursing focus on patient care scenarios
- Use of case-based learning
 - Requires students to apply rote knowledge
 - Higher level of taxonomy – synthesis and analysis

Our students are digital natives → Most faculty are digital immigrants

Allow every student to interact in the classroom setting

- Some cultural differences in learning when in a classroom setting

How did we do it?

Prior to Class:

- Assigned readings
- Camtasia videos
- *YouTube* Videos

In Class:

- Case Studies
- Expert Consultation – Collaboration Strategy
- “On Call” Day
- Activities

What did we learn?

Process & Workload

Make sure students understand the process
Expect increased workload at first
Allow extra class preparation time
Take advantage of professional help
Do trial runs
How to avoid headaches....

Student Responses

Be prepared to deal with some Resistance
Increased student workload outside of class
Learning experience has been straight lecture
May come to class unprepared

Prepare for **extra preparation time**

Prepare for **technology problems ...and be patient**

Prepare the **students**

Prepare for some **resistance**

THANK YOU!!