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!!