EXECUTIVE SUMMARY

Elsevier Education supports flipping the classroom as a valid and important model that can help streamline and energize class time, turning it into a more active and beneficial experience for both students and educators. By motivating students to arrive prepared, time spent in class is free to be used for application and analysis, creating meaningful interactions that more effectively prepare students for real-world practice.
While flipping the classroom is primarily practiced in K-12, the flipped classroom model of teaching and learning is a topic surfacing in nursing education today. The core concept of the flipped classroom model is to improve the learning experience for students and the teaching experience for instructors before, during, and after class (Center for Digital Education, 2013).

The foundation of flipping the classroom requires that students learn the content outside of the classroom and, in turn, come to class ready to apply what they have learned. Because flipping the classroom hinges on an active learning experience where application and analysis are the focus, the knowledge and comprehension levels of learning must have occurred prior to class time (Bristol, 2014).

Elsevier Education supports the idea that flipping the classroom is an important model that can help transform the way students learn and instructors teach. By motivating students to come to class prepared, class time is free to be used for application and analysis, creating a learning experience that more closely resembles real practice. Faculty are able to take on the role of “clinical instructor” and guide students through realistic learning experiences that provide students with more opportunities for developing their clinical reasoning skills (Bristol, 2014).

National accrediting bodies and major stakeholders are interested in the effectiveness of both integration methods and products (Thompson, 2013). Accrediting bodies in nursing, as well as regional accreditors, are challenging educators to focus on assessing the outcomes of educational programs and documenting the difference education makes in the lives of graduates and the societies and professions in which they function (Valiga, 2012).
Background
The flipped classroom approach has been used for years in some disciplines.

In terms of Bloom’s revised taxonomy (2001), the flipped classroom approach means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of peers and the instructor. This model contrasts from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework — thus the term “flipped classroom” (http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/).

There are a number of factors driving the increased adoption of the flipped classroom model. Content overload has become a common problem for administrators and faculty at all levels of academia. The Institute of Medicine (IOM) has called for reform in the education of health care professionals, including addressing the issue of content saturation. Nurse educators can no longer rely on delivering content-heavy curriculums using traditional lecture-style delivery methods. The trend for the future is to decenter content so that time with students is used more to focus on learning and integrative thinking (Valiga, 2012).

Combined with the reality of content overload is the fact that today’s learners are expecting variety and engagement, leading to a call for change (Bristol, 2014). The millennial generation has become a significant change agent for teaching methods in education across the board (Thompson, 2013). Today’s students want, and in some cases, are demanding more interaction in the classroom. Students increasingly expect a classroom experience that helps them develop knowledge for themselves. They want to do something meaningful with content instead of just listening to a lecture (Center for Digital Education, 2012). It is clear that education today, in general and in nursing in particular, is moving toward learner-centered environments where teachers are being called on to be facilitators of learning (Valiga, 2012).

| THERE ARE NUMEROUS BENEFITS TO THE FLIPPED CLASSROOM MODEL. |
| FROM THE INSTRUCTOR’S PERSPECTIVE, BENEFITS INCLUDE: |
| (1) Classroom time can be used to review and discuss difficult content or topics (Center for Digital Education, 2012) |
| (2) Students learn how to collaborate, communicate, and demonstrate leadership (Chen, Wang, Kinshuk, & Chen, 2014) |
| (3) Less time is spent answering basic and repetitive questions (Center for Digital Education, 2012) |
| (4) Content can be quickly adapted to respond to the learning needs of the class (Center for Digital Education, 2012) |
| (5) Students are engaged in realistic learning experiences (Bristol, 2014) |
| (6) The classroom can become a clinical learning environment (Bristol, 2014) |
| (7) The flipped environment increases instructor ability to assess competencies (Bristol, 2014). |
When flipping the classroom, it is essential to address overall outcomes. Several studies in various disciplines have shown that a flipped classroom can produce better learning outcomes, as it increases levels of problem-solving structure and practice. Students are compelled to make a different type of contribution to their own learning as they work through problems in class and teach each other (Baepler, Walker, & Driessen, 2014).

Elsevier Products and Solutions in the Flipped Classroom
The Elsevier product portfolio includes products designed to help measure and support learning outcomes. Many of our solutions provide data to help demonstrate how students are progressing in a curriculum. Elsevier product offerings that are ideal for use in the flipped classroom model include:

- **Active learning activities and case studies** that appear throughout Elsevier nursing textbooks and in student and instructor Evolve resources can be used for in-class activity.

- **Elsevier Adaptive Learning (EAL)** presents essential content from trusted Elsevier texts and adapts the presentation of material based on each student’s individual learning and forgetting patterns. EAL is an assurance of knowledge and leads to acquiring information faster and remembering key content longer. Students can prep for class by working through EAL sessions prior to coming to class. Classroom time can be used to focus on difficult topics or content areas that need further explanation. Detailed reporting allows you to monitor individual student and cohort progress, modify lectures based on strengths and misconceptions with material, and identify struggling students.

- **Elsevier Adaptive Quizzing (EAQ)** provides a bank of high-quality practice questions that adapts to each student’s aptitude level based on their past quiz performance to help learners effectively prepare for unit and course examinations, as well as applicable licensure or certification exams. Assign quizzes before class to help ensure students are prepared to discuss topics that will be covered in class, or assign after class to assess students’ abilities to apply content covered in the classroom. Detailed reporting allows you to monitor student progress and teach based on student progress data.

- **HESI preparation products**, including HESI Patient Reviews and HESI Case Studies, bridge the gap between theory and practice and introduce realistic patient care scenarios that can be used in the classroom for discussion and group activities.

- **HESI standardized testing** assesses if your students are retaining the material and are able to apply concepts to answer complex NCLEX® examination-style questions. Robust reporting provides detailed, in-depth data on both individual student progress and overall program performance. Targeted remediation content is provided to address each student’s unique knowledge deficits.

- **Pageburst**, Elsevier’s line of educational eBooks for Nursing and Health Professions, comes with a wealth of built-in study tools and interactive functionality to help students better connect with the course material and their instructors. Plus, with the ability to fit an entire library of books on one portable device, Pageburst gives students the ability to study when, where, and how they want.
Simulation Learning System (SLS) and SimChart help students apply classroom learning and gain hands-on experience in a realistic, yet controlled and monitored environment. SimChart can be used throughout the curriculum, from homework to classroom activities to clinicals, to help build clinical-thinking skills and give students real-world EHR experience. SLS gives students exposure to hands-on patient care using simulators, with engaging pre- and post-simulation activities and debriefing questions to facilitate collaborative evaluation and analysis.

TEACH for Nurses lesson plans offer active learning activities, teaching strategies, small and large group activities, clinical activities, laboratory activities, online activities, and remediation activities.

Yoost/Crawford: Fundamentals of Nursing incorporates a unique active learning approach that centers on case studies and critical thinking exercises that are woven throughout each chapter to ensure students are able to apply chapter content to broader nursing concepts and realistic patient scenarios. Conceptual care maps that can be used in the classroom, in groups, or as homework, further students' abilities to make clinical judgments and synthesize knowledge as they develop plans of care after analyzing and clustering related patient assessment data.

Conclusion
The emphasis on flipping the classroom is a prominent trend in nursing education today. With the changes in technology and the demands of students, this approach and the interaction it creates will only become more vital within a successful curriculum. To that end, Elsevier Education continues to create solutions to engage active learners and to empower educators seeking to flip the classroom.
Works Cited


Additional References


For more information on Flipping the Classroom or Elsevier Education’s perspective on other trends in education, visit elsevieradvantage.com/perspectives