

Review

The flip side of traditional nursing education: A literature review[☆]Maria Ward^{a,*}, Mary C. Knowlton^b, Candice W. Laney^b^a *Tricounty Community College, 21 Campus Circle, Murphy, NC 28906, USA*^b *Western Carolina University, 1 University Way, Cullowhee, NC 28723, USA*

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ABSTRACT

The flipped classroom (FC) andragogy purports an improvement of critical thinking and problem-solving skills in students. This literature review explores fourteen research studies and discusses outcome measures reported on the effectiveness of using this teaching modality. Students described the learning activities during the classroom meeting times as valuable and indicated the interaction and engagement were beneficial to their learning. Many students opined an increased comprehension of the subject matter. Overall, the FC required more work on the part of the students and the faculty, and the majority of students preferred the traditional classroom (TC) passive method of learning over the FC active learning andragogy as a result of the substantial time commitment required for preparation necessitated by the FC. Five of the fourteen studies evaluated student learning outcome measures; four studies showed an improvement in the FC environment compared to the TC and one reported the FC was at least as effective as the TC. Further studies with quantifiable outcome measures are required to determine the effectiveness of a FC on critical thinking and problem-solving skills of nursing students.

The Institute of Medicine (IOM, 2010) identified a need to redesign nursing education to ensure that nursing students are prepared to meet the current and future challenges of the workplace, including the development of critical thinking skills. Critical thinking involves making judgments by identifying problems, questioning and examining assumptions, eliminating unsupported assumptions, and considering validity of alternative solutions (DeYoung, 2015). Critical thinking also involves expansive thinking, anticipating problems, reflection, analysis, inquisitiveness, problem-solving, assessment, planning, and taking action. It is a concept without a specific agreed-upon definition, but it must be nurtured and developed (Kaddoura, 2013). Students need to be better prepared at the academic level to problem-solve and think critically. Innovative, active learning strategies must be incorporated into nursing curricula to promote critical thinking and ensure a successful transition from student nurse to registered nurse (Waddell et al., 2015). (see Fig. 1)

Novice nurses require certain core competencies in order to meet the challenges that are innate to the role of the registered nurse. However, employers have identified that few nursing school graduates are prepared to face the demands that are required in the workplace (Beischel and Davis, 2014). This situation has the potential to continue to decline as a result of many hospitals limiting nursing student practicums and claims of diminished learning opportunities (Reierson et al., 2013). The reduction of opportunities for students to practice nursing

care and critical thinking at clinical sites requires nursing faculty to provide alternate learning methods for students to equip them with necessary clinical skills (Shin et al., 2014). In order to prepare nursing students to successfully transition into practice, students must have the opportunity to apply nursing concepts to clinical practice (Stevens and Brenner, 2014). The development of critical thinking skills takes time, effort, and experience (DeYoung, 2015).

1. Background

Historically, nursing courses have been delivered using a traditional lecture format where the educator lectures, the nursing students passively receive information and, subsequently, are afforded the opportunity to ask questions at the conclusion of the lectures. However, stand-alone lectures are insufficient to meet the needs of today's learners or prepare student nurses to meet today's professional standards (Lauver et al., 2010). One of the current educational models undergoing examination for nursing curricula is the *Flipped Classroom* (FC). A FC is defined as,

[A] pedagogical approach in which 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 instructor guides students as they

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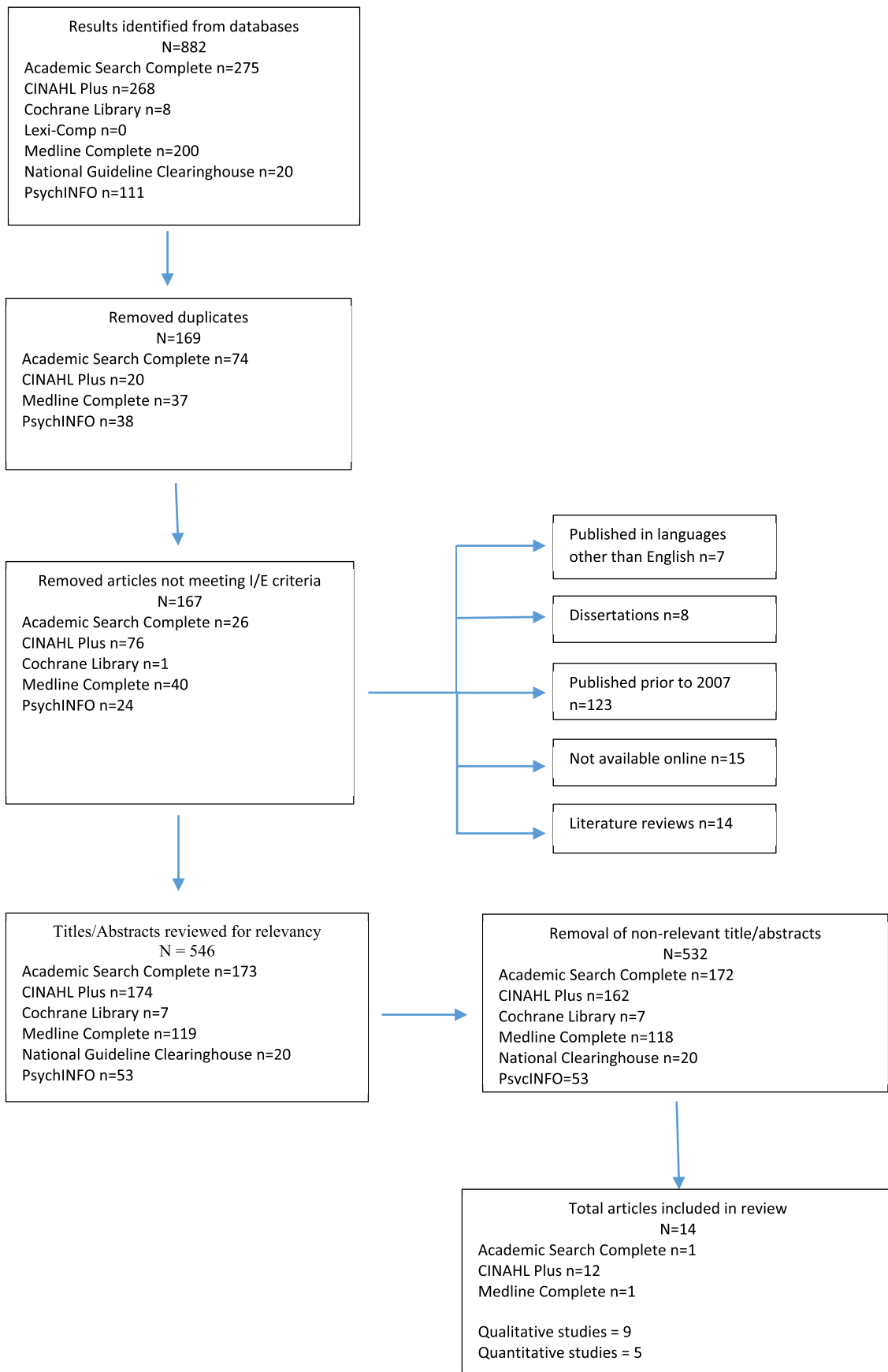


Fig. 1. Flowchart of systematic literature search.

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