

5th International

NURSING CONFERENCE

October 23-25, 2019 | Rome, Italy

Traditional vs. Flipped: A Study of Two Teaching Methodologies

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Background: The flipped classroom is a teaching methodology that focuses on constructivism, incorporating asynchronous video lectures, reading assignments and other technology based resources outside the classroom while using problem-solving activities in the classroom.

Research Question: The objective of this project was to evaluate the effectiveness of the flipped classroom versus a traditional lecture / discussion teaching methodology on student learning outcomes for content on Diabetes Mellitus in a baccalaureate nursing program.

Methods: An independent samples t-test was used to determine if there was a significant difference in test scores between 51 students who participated in a traditional classroom versus 52 students who participated in a flipped classroom on content related to diabetes mellitus. Paired t-tests were used to determine if there was a relationship between quiz scores before, immediately after and 30 days later for students who participated in the flipped classroom experience. Lastly, students were surveyed to elicit feedback regarding the flipped classroom versus the traditional classroom teaching methodology.

Results: The mean for the students' scores in the flipped classroom group was 76.7 while the mean for the students' scores in the traditional classroom group was over four points lower at 72.6. This difference was not statistically significant (t-value = -1.77, df = 101, p = .08) but demonstrated practical significance. Results of the paired t-tests were significant across all three pairs and suggested that students continued learning from the flipped classroom immediately following and 30 days after the experience. Further, over 70% of students agreed that the flipped classroom learning activities facilitated their knowledge of the nursing care of individuals with diabetes mellitus.

Conclusion: While the creation of flipped classroom materials (recorded webcasts, unfolding case scenarios, etc.) was time intensive, statistical measures suggested that the flipped classroom teaching methodology was more effective in promoting student learning and retention than traditional classroom lecture / discussions.

Biography

Dr. Annette Peacock-Johnson is an Associate Professor of Nursing at Saint Mary's College in Notre Dame, Indiana, USA, where she teaches graduate and undergraduate nursing students. She is a seasoned nurse educator who has presented nationally and internationally on topics related to nursing pedagogy. Her publications include articles on clinical topics including diabetes mellitus and nurses' perceptions of caring. Dr. Peacock-Johnson's research interests include management of diabetes, perceptions of caring, relationship-based care and relational communication techniques.

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