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## Teaching nursing research course using flipped classroom pedagogy

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To be a nurse of excellence, nursing students are expected to be prepared with the ability of identifying completed research evidence before graduation. However, students viewed research as boring, complex, and difficult to comprehend. It has been proposed that flipped classroom can provide students with student-centered leaning environment to meet students' needs of learning. However, sparse literature exists on using flipped classroom pedagogy in nursing education. Therefore, the purpose of this analysis was to understand students' perception toward the flipped classroom teaching strategy applied in nursing research course. Design of the course includes three main parts: (a) curriculum, (b) teaching materials include electronic/non-electronic materials and complementary readings, and (c) learning assessments and outcome evaluations. A team was formed to establish the course design. In the end, pre-class videos; in-class tests and Q&A after tests; in-class large group literature reading, critiquing, and presenting; in-class small group discussion and writing; in general discussion; and oral presentation were activities used in classes. One-hundred-ninety-six students participated in the study. 96.4% of the participants were females and 53.4% would like to complete a task with others whereas 19.6% preferred to complete by themselves. Over 75% of students marked that the course design was flexible and easier in learning; could learn repetitively before and after classes; helped to understand and memorize; and had more time to discuss, ask questions and interact with instructors in class. Over 70% of students thought the course design helped them think independently and allowed them to concentrate on learning. 84.5% of students agree/strongly agree that the course was worth taking, 83.1% recommended the design used by other courses, 87.0% learned substantially from the course, and 70.1% perceived high achievement in the class. Students' stress level dropped from pre-class to post-class (t=-7.21, p<0.001). 58.7% of students thought that pre-class videos were the most helpful design for their learning. Flipped classroom appears to be a suitable pedagogy for nursing research course, especially pre-class videos provides students chances to self-learn repeatedly without time and space limits. The course design can be a reference for nursing educators when design courses specifically difficult courses.

## Biography

Shwu-Ru Liou has completed her PhD from the University of Texas at Austin, USA. She is currently teaching at the Chang Gung University of Science and Technology in Taiwan. She has been teaching for more than 20 years and has published more than 30 papers in reputed journals and conducted many researches. Her research interests focuses on nursing education, nursing administration, and women's health.

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