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Flipping the classroom to improve self-directed learning for RN to BSN students in Taiwan

Su-Fen Cheng¹, Jane Lee-Hsieh¹ and Chu-Yu Huang²

¹National Taipei University of Nursing and Health Sciences, Taiwan

²Cedarville University, USA

Background: Literature found that Taiwanese nursing students had lower self-directed learning ability. O'Neil, Kelly and Bone (2012) maintained that flipped classroom teaching strategy (FCTS) can effectively improve self-directed learning for nursing students.

Aims: The purposes of this study were (1) to design a pediatric nursing course for nursing students in a RN-BSN program using FCTS and (2) to examine the effectiveness of the FCTS.

Methods: A series of teaching strategies for flipped classroom in a pediatric nursing course of a RN-BSN program were developed. A total of 46 students were asked to complete a survey of learning satisfaction in the pediatric nursing course. Ten students who experienced flipped classroom were invited to interview in order to understand their learning experiences.

Results: Forty three students (93.5%) completed the survey. They all agreed that the flipped classroom teaching strategies were effective in improving their abilities of clinical reasoning and problem-solving. Forty students (93%) reported that the scenario based learning augmented their self-directed learning; 88% students had increased their interesting in pediatric nursing and motivated learning. The qualitative data revealed that flipped classroom can (1) bridge the knowledge-practice gap; (2) improve the self-directed learning ability and expand the depth and breadth of learning and (3) increase reflective learning, community skills and team competency using strategy of collaboration.

Conclusion: The FCTS improves self-directed learning and increase student satisfaction toward learning. The findings of this study may serve as a guide for faculty to develop and implement flipped classroom model in nursing education.

Biography

Su-Fen Cheng has completed her PhD from University of Colorado Health Sciences Center in the USA. She is an Associate Professor of National Taipei University of Nursing and Health Sciences and teaches pediatric nursing. Her research focus is on nursing education and pediatric nursing. She has published more than 20 papers in reputed journals and has been serving as an Editorial Board Member of repute.

sufen@ntunhs.edu.tw

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