

Investigating the Pedagogical Design Features Of The Flipped Classroom In Undergraduate Nursing Education: A Systematic Review

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Abstract

In recent years, technological advancement has enabled the use of blended learning approaches, including flipped classrooms. Flipped classrooms promote higher-order knowledge application - a key component of nursing education. This systematic review aims to evaluate the empirical evidence and refereed literature pertaining to the development, application and effectiveness of flipped classrooms in reference to undergraduate nursing education.

Keywords: Blended Learning; Design principles; Flipped classroom; Inverted classroom; Nursing education; Systematic review.

Introduction

A PRISMA efficient audit convention was carried out to research the writing relating to the turn of events, execution and adequacy of flipped homeroom instructional method in undergrad nursing training. Seven information bases (Scopus, PsycINFO, CINAHL, ERIC, MEDLINE, Cochrane, Web of Science) were used to study the striking writing. Articles were assessed concerning their degree of proof, the birthplace of study, study plan, the points/s of the investigation, and the critical results of the examination. [1]A subjective union was then directed to sum up the examination discoveries. The underlying inquiry recognized 1263 possibly significant articles. After exhaustively surveying the underlying catchment utilizing a few scientific stages, 27 articles were considered for the last audit, a large portion of which were directed in the USA and South Korea. A scope of examination plans were applied to quantify or talk about the results and configuration highlights of the flipped study hall instructional method when applied to undergrad nursing training[2]. The survey showed that a typical operational flipped homeroom model includes three key segments, in particular pre-study hall exercises, in-homeroom exercises and post-study hall exercises, guided by two instructional framework plan standards. The audit dominantly distinguished positive learning results among undergrad nursing understudies, subsequent to encountering the flipped homeroom, regarding abilities, information and perspectives. Nonetheless, a couple of studies detailed differentiating discoveries, potentially because of the contradiction of the flipped study hall instructional method with the conventional learning society. Current proof in this precise survey proposes that consolidating the flipped homeroom teaching method could yield positive instructive results in undergrad nursing training. There are promising instructive models accessible for adjusting or building up the flipped study hall instructional method in undergrad nursing training. Internationally, nursing instructive establishments are moving forward in updating their educational plans to adjust them to present day instructional method to upgrade understudy focused learning [1]. This curricular change is worried about satisfying the instructive necessities of the new innovative time, which creates openness to an assortment of data,

progressed correspondence innovation, and different learning strategies [2]. Thus, mixed learning has become part of this curricular change. Mixed learning is an expansive academic methodology, which envelops a blend of up close and personal and internet educating to advance understudy focused learning [3]. One of the mixed learning developments is the idea of the flipped study hall [4], alluded to as "a half and half way to deal with picking up, utilizing innovation to move the homeroom talk to schoolwork status and utilizing up close and personal study hall time for intelligent learning" [5]. The dependable guideline of the flipped homeroom is updating the vis-à-vis study hall as an intelligent learning climate where higher-requested learning happens, while giving customary instructive encounters (of moving fundamental data) through pre-class learning exercises [6]. In that capacity, pre-class learning materials can be given to intently address learning in the conventional eye to eye homeroom yet being conveyed electronically or through online media [9]. In this manner, [1] pre-learning materials ought to be went with educators' clarification instead of depending on the sole utilization of pre-class perusing materials [6].

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