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A Tale of Two Classrooms: Academic Consistency in Team Teaching Using a Flipped Classroom

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Background
As the college of nursing and other HSC programs continue to expand enrollment, partner with rural regions of our state, and deliver courses at the HSC Rio Rancho campus, innovative instructional methods that ensure all students receive consistency and quality in education are imperative. The College of Nursing began a pilot last year to offer the Bachelor of Science in Nursing program at the Albuquerque campus. Faculty from the Albuquerque campus were tasked with teaching the same classes at two sites, which presented some logistical and instructional challenges.

Goal
To provide active, multisensory learning that was consistent between two instructors, across two campuses with different cohort sizes, for a wide variety of concepts.

Methods
• Consistency in content presentation was attained by utilizing a flipped classroom with the majority of the “lecturing” done in preparation for class through voiced-over power points.
• The instructors alternated days each week at both campuses so that students had a face to face instructor for each class.
• In class, the faculty facilitated a variety of active learning strategies at both campuses at the same time.
• An array of classroom activities appealed to a variety of learning styles and worked in both classrooms despite the size differences of the cohorts.

Faculty Satisfaction:
• Teaching at each campus every week allowed each instructor to get to know the different cohorts, maximize continuous time, and facilitate nursing students to integrate nursing principles in a concept based curriculum through application.
• The differing backgrounds of expertise of the two instructors allowed them to consult with each other and act as content experts on a wide variety of concepts.

Student Success: 99% Pass Rate for Spring and Summer 2019 semesters

Discussion
• Using a flipped classroom is one method to deliver consistent content and experience to more than one campus at the same time.
• The flipped classroom allows more than one instructor to be in two places at once, while facilitating the same classroom activities.
• Active learning, through different engaging learning activities, appeals to a variety of learning styles.
• Some students reported dissatisfaction with the requirement to prepare for class by viewing power points and readings, but doing so encouraged good study habits, time management, and self-directed learning.
• More student evaluation data is needed to assess whether the students eventually appreciated these lessons during their time in the nursing program.

Teaching using a flipped classroom is an effective method to deliver consistent content and experience to two campuses simultaneously.

Pre-class Preparation
- Textbook Reading
- Voiced-over power points
- Adaptive quizzing
- Online case studies

In-Class Activities
- Short videos with real patient stories
- Websites with awareness campaigns
- Power Points
- Case studies
- Jeopardy games
- Unfolding case studies

Sample Student Comments from Course Evaluations

What contributed most to your learning at home:
- Jeopardy games
- Engaging class discussions and real life stories/examples
- Power Points
- Case studies
- I would rather have a lecture and save the case studies to apply my learning at home.

What suggestions do you have to improve the course:
- I didn't like the flipped classroom
- I would have liked a more traditional classroom style
- Teach power point slides one day and worksheets the next.

The reserved role teaching was not beneficial and I had to spend most of my time and effort studying on my own.