

## Flipped Classroom in Nursing Education Increases Performance and is Satisfactorily Evaluated By both Students and Faculty

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### Abstract

**Background:** The flipped classroom is an active methodology that has been implemented for numerous years in the training of nursing students with multiple studies published on this subject to date.

**Aim:** This thinks about looked for to reply the address is flipped classroom successful for making strides nursing instruction?

**Design:** A systematic review of methodical and integrative reviews concentrated on studies that applied flipped classroom in the tutoring of nursing students.

**Conclusion:** The results suggest that the use of the flipped classroom in nursing education increases performance and is satisfactorily estimated by both students and faculty. Still, further studies are demanded that meet methodological quality standards to consolidate the substantiation.

**Keywords:** Flipped classroom; Meta-analysis nursing; Nursing education; Nursing students; Review; Systematic review

### Introduction

Literal background and current status of the object

The challenges and openings for supplementing traditional tutoring styles while maintaining quality instruction are multitudinous. To address this growing problem, preceptors have espoused multiple literacy strategies that combine active literacy and the use of technologies, similar as the flipped classroom approach to tutoring.

In 2007, the Flipped Classroom was consolidated by Bergmann and Sams, two chemistry preceptors at Woodland Park High School in Colorado (USA). Their thing was to insure that students who for various reasons had been unable to attend class would be suitable to keep up with the pace of the course and would not be impeded by need of participation [1]. To this end, Bergmann and Sams encouraged the recording and distribution of videos, and, in addition, they realized that this same model allowed the schoolteacher to concentrate further attention on the individual literacy requirements of each student [2].

In 2014, a institute of preceptors enforced these pedagogical strategies and formed the Flipped Learning Network, defining Flipped literacy as “ a pedagogical approach in which direct instruction is shifted from the group learning dimension to the individual literacy dimension, transubstantiating the remaining group space into a dynamic and interactive literacy environment[3], in which the educator guides students in the operation of generalities and in their creative engagement with the course content ”. They further state four pillars of F- L- I- P flipped learning

Flexible environment students choose the time, space and pace of their literacy, i.e., when, where and how.

Literacy culture the traditional schoolteacher- centered model is being replaced by a student- centered model, in which the student takes responsibility for his or her literacy[4], taking advantage of class time for subjects that require lesser depth.

Intentional content (targeted content) preceptors prioritize content that's accessible to students on their own, produce applicable content and use effective class time, using active student learning according to

position and academic area [5]. The flipped classroom approach is thus based on active literacy, defined as any educational system that involves students in the literacy process with three main components

Individualpre-class instruction, which frequently relies on digital resources prepared by the schoolteacher, and allows scholars to engage with the content, complete readings, view pre-recorded lectures in the form of webcast videos and/ or recited PowerPoint slides, podcasts, and interactive videos.

During classroom time, cooperative work prevails through interactive group conditioning, which concentrates on enabling students to apply the content by interacting and exchanging ideas through multiple modalities. After the classes, an evaluation process is established through commentary, addressing dubieties and interpretations.

In addition to the adding complexity of the healthcare environment and the rapid-fire advancement of contending healthcare technology, a global epidemic surfaced, caused by Covid- 19[6]. The epidemic has touched off a global educational movement toward blended literacy to meet the technological and practical literacy requirements of nursing students. Indeed, at no time in history has there been such a sudden transition to this type of literacy, where flipped classroom can be included.

Flipped classroom has come popular in the nursing literature, still, the large number of published studies on flipped classroom, numerous of them with antithetical results [7], generates query regarding its effect.

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Methodical reviews, by synthesizing the available substantiation, enable the thickness of results to be analysed and give a further solid base for decision timber [8]. Several systematic reviews exploring the use of flipped literacy in nursing studies have been published. Still, to our knowledge, there's no methodical review of methodical reviews on the subject that would allow us to pool the different results. Subsequently, following the PICO structure, the most objective of this audit is to reply the address is flipped classroom viable in nursing instruction?

## Methods

### Search strategy

A literature look was conducted( MMR) between November and December 2020 in five databases Medline, Cochrane, CINAHL Also, Scopus and Web of Science. The Boolean operators “AND” and “OR” were used to combine the search terms which, in some cases, were abbreviated to generate the maximum number of results.

### Quality assessment

To assess compliance with the current quality standards of the selected SRs, a modified interpretation of the AMSTAR (Assessment of Multiple Methodical Reviews) scale was used, the AMSTAR- M adaption, which contains an aggregate of 14 particulars, constructed from the 11 AMSTAR particulars. Therefore, two new questions have been created in the adaption, one in section A and the other in section D of the scale. AMSTAR item 3 has been divided into two (section B, questions 4 and 5 of AMSTAR- M), one fastening on the absoluteness of the search and the other on whether the search is replicable [9], because it's possible for a review to be complete but not replicable. AMSTAR rudiments 1, 6, and 8 are kindly more detailed by adding an interpretation of the scores. AMSTAR elements 2, 5, 7, and 9 are expanded by including 1 or 2 further scoring orders. The greatest altered AMSTAR score is 22 focuses.

## Discussion

The results attained in this systematic review of methodical and integrative reviews enables us to affirm that the flipped classroom applied to nursing studies proves to be effective in nursing education, especially with regard to academic performance, measured through test scores and final grades of the courses, pressing a general positive opinion of most the students regarding this methodology, citing aspects similar as its usefulness, inflexibility, the greater autonomy it provides or the lesser student involvement.

According to the cognitive establishment related to the learning cycles of Bloom's scientific categorization, with the flipped classroom technique the understudy works at domestic on the primary two stages of the learning process, which are the simplest, whereas class time is used to increase and enable the more complicated phases through active learning with the help of the teacher and classmates.

## Conclusion

Technological advances in recent times have enabled the development of new pedagogies, including flipped classroom, which has gained popularity and has proven to be effective in the literacy of council- position nursing scholars. Still, further exploration is demanded on this educational approach to be considered a favoured approach. To substantiate the flipped approach, the substantiation must be supported by further rigorous styles that confirm the findings of this methodical review of methodical and integrative reviews, and support its perpetration in advanced education, and in different educational contexts.

The potential for implementation of flipped classroom is considerable, although validated system evaluation tools are demanded, as well as farther educational platforms, technologies, learning strategies, and proven practices, to guide preceptors who intend to change the traditional system to flipped classroom, and give a reference for flipped.

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## Conflict of Interest

The authors have no conflict of interest to disclose.

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