



UCCS faculty creating a culture of innovation in teaching

Imagine a classroom where:

- *Nursing students view lectures as homework and in-class time is devoted to caring for a patient*
- *A chemistry class views basic theory as homework and working in teams applies the theory in the classroom*
- *Special education teachers view lectures before class and experience the multisensory learning that they will eventually use in their own classroom*

Faculty at Work

Questions, suggestions, or comments about Faculty at Work?

Would you like to nominate someone to be featured?

Email frc@uccs.edu

Susan “Sue” Davis, MSN, RN, Senior Instructor

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences - Nursing

A flipped classroom or [flip teaching](#) is a form of blended learning. In the flipped setting, students learn new content outside of class through online lectures, readings, and other resources. During the class session, students complete assignments as the faculty provide students with additional interaction, feedback, and opportunities to apply what they learned. Sue Davis, Senior Instructor, has been flipping the classroom for five years. Her students have experienced the value of understanding the concepts and then applied what they learned in real world situations. Sue provides students the feedback necessary to be successful in their profession.

Read the [complete interview](#) with Susan Davis.



I flipped my Classroom to Improve Student Engagement

An interview with Sue Davis, MSN, RN – Senior Instructor

Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences

1. In your own words, briefly describe some of the characteristics of flipped classes. What does your flipped classroom look like?

In my flipped classroom, I give students the opportunity to engage in meaningful activities without the “sage on the stage” teaching style. I categorized essential topics in units within my Blackboard course and created relevant content mainly through recorded lectures and videos. My students view my recorded lectures and read the textbook before coming to class. In the classroom, real world scenarios and activities reinforce the main concepts introduced before coming to class. Working in teams, my students explore concepts in detail. I set up stations where students explore topics such as immobility problems and complications in patients, input/output for elimination, and observation skills. I dress in my sterile operating room outfit and ask students to think about why I wear it. I am available to all of my students individually, within small groups, and as a class.

In my flipped classroom, you will hear laughter, vibrant discussions, and a lot of noise. You will see students taking ownership of their class and education and embracing creative teaching and projects while learning from the students and instructors.

2. Why did you decide to start flipping?

I decided to start flipping my classroom because I felt frustrated by the traditional “sage on the stage” type of teaching method. I did not want the classroom to be only me talking. I wanted to involve the students in a give and take atmosphere of exchange of ideas, thoughts, and knowledge. In addition, I want to help the students not just attain more information and knowledge about a topic but I wanted to help them learn to apply and use their new knowledge in their prospective profession of nursing.

3. What challenges do you face when thinking about flipping your class?

There are several challenges that faculty face when considering flipping the classroom. Flipping the classroom requires the students to assume ownership for their own education and no longer rely on the instructor to spoon feed the information to them. This approach takes time, patience and perseverance. Secondly, it is a huge time commitment for faculty to develop classroom activities that reinforce the main concepts introduced outside the classroom. It is a trial and error approach. Some ideas will work where other ideas will not. Finally, faculty will facilitate student learning. You need to be comfortable with the exchange of ideas and questioning of concepts by students as a flipped classroom engages the students in the learning process and encourages questioning, discussion and debate.

4. What were the biggest benefits experienced from flipping?

I see the biggest benefit of flipping the classroom is the development of maturity and joy of learning in your students. My students discover that learning and hard work can be fun and not tedious. I have witnessed my students develop a desire for lifelong learning and the desire to understand the concepts in order to apply and successfully use the information in their profession. I have seen students develop pride in their accomplishments and learning and watch the joy and fun of learning that is kindled in the hearts not only of the students but also the instructor.

5. How would you rate the experience for your students? How did your students respond to how you chose to present your material and your methods of engagement?

The first time I flipped my classroom, I found that student responses mixed. Some students seemed to embrace the kinesthetic approach to learning in the classroom. While others appeared to be more resistant. These students preferred the lecture and exam format and found critically thinking about the content challenging. Some struggled at times taking responsibility for their learning.

Today, my students are very receptive and overwhelmingly favorable to the flipped classroom. I have students who have progressed on their education coming back to my classes saying “we really miss you” and “can I come to your class today?”

6. What are some of the greatest challenges you have experienced in flipping your classroom?

Effective flipping requires a faculty and student role change. Faculty must be willing to give up the “sage on the stage” in favor of a more collaborative and cooperative teaching approach. Students must be willing to accept responsibility and engage in their own learning. Further, there is a huge time commitment to rethink course content and design classroom activities in an interactive, engaging manner. In addition, each time I teach my flipped course I am constantly recreating, improving and adding new activities.

Lastly and a positive challenge or outcome but frequently my students and I lose track of time because we are so engaged in an activity. During class time, you do not see students watching the clock or packing up early to leave because everyone is engaged in what we are doing including me.