

Effectiveness of Two Flipped Class Techniques on Test Performance of Undergraduate Nursing Students

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Abstract

Flipped classroom is an active learning instructional design in which students are required to complete pre-class learning assignments and participate in concept application activities during class time. There is limited evidence describing the most appropriate type of class activity facilitating better test performance in students engaged in flipped classroom learning. The purpose of this study was to compare effects of individual versus group face-to-face class activities in flipped classroom on student's test performances. A two-group post-test only true experimental study design was used. Students were randomly assigned in group 1 and group 2. Students in both groups completed identical pre-class learning assignments. Face-to-face class sessions in group 1 comprised of small group activities whereas group 2 completed individualized tasks during class time. Students in both the groups completed a test comprising of assessment items in Fink's taxonomy learning domains. Test scores in each domain were compared between the two groups. Test performance in Group 1 was better in learning domains of foundation of knowledge, application and integration whereas Group 2 performed comparatively better in domains of human dimension and caring. The study revealed that the mean test score of students in group 1 (face-to-face class activities) was better than group 2 (individual face-to-face class activities) and the difference across Group 1 and Group 2 was significant ($P < 0.001$). Flipped classroom design with group based face-to-face class activities yielded better test scores compared to the design comprising of individual face-to-face class activities.

Keywords: Flipped classroom; face-to-face activities; group; individual; test performance