



# **BLENDED LEARNING IN A FLIPPED CLASSROOM: Does it work in the Community College Setting?**

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# GOALS



**1**

Explain the dynamics of a blended-flipped classroom.

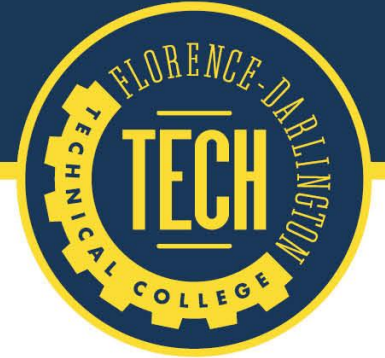
**2**

Explain the importance of active learning strategies in a blended-flipped classroom.

**3**

Discuss how to implement the course design.

# WHAT IS BLENDED LEARNING?



**“The strategic combination of face-to-face and online learning experiences.”**

**(Boston University Center of Teaching and Learning, 2023)**

# WHAT IS FLIPPED LEARNING?



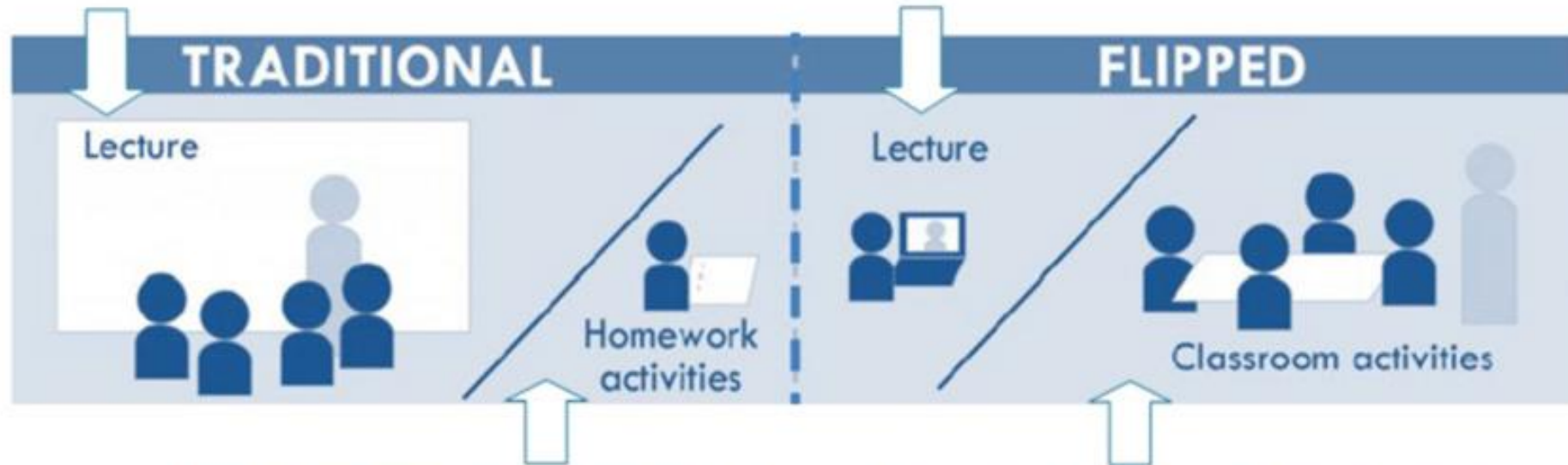
**“Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”**

(Flipped Learning Network, 2014)

# BLENDED-FLIPPED LEARNING



- Consists of instructor-directed lecture; Students mainly listen and take notes

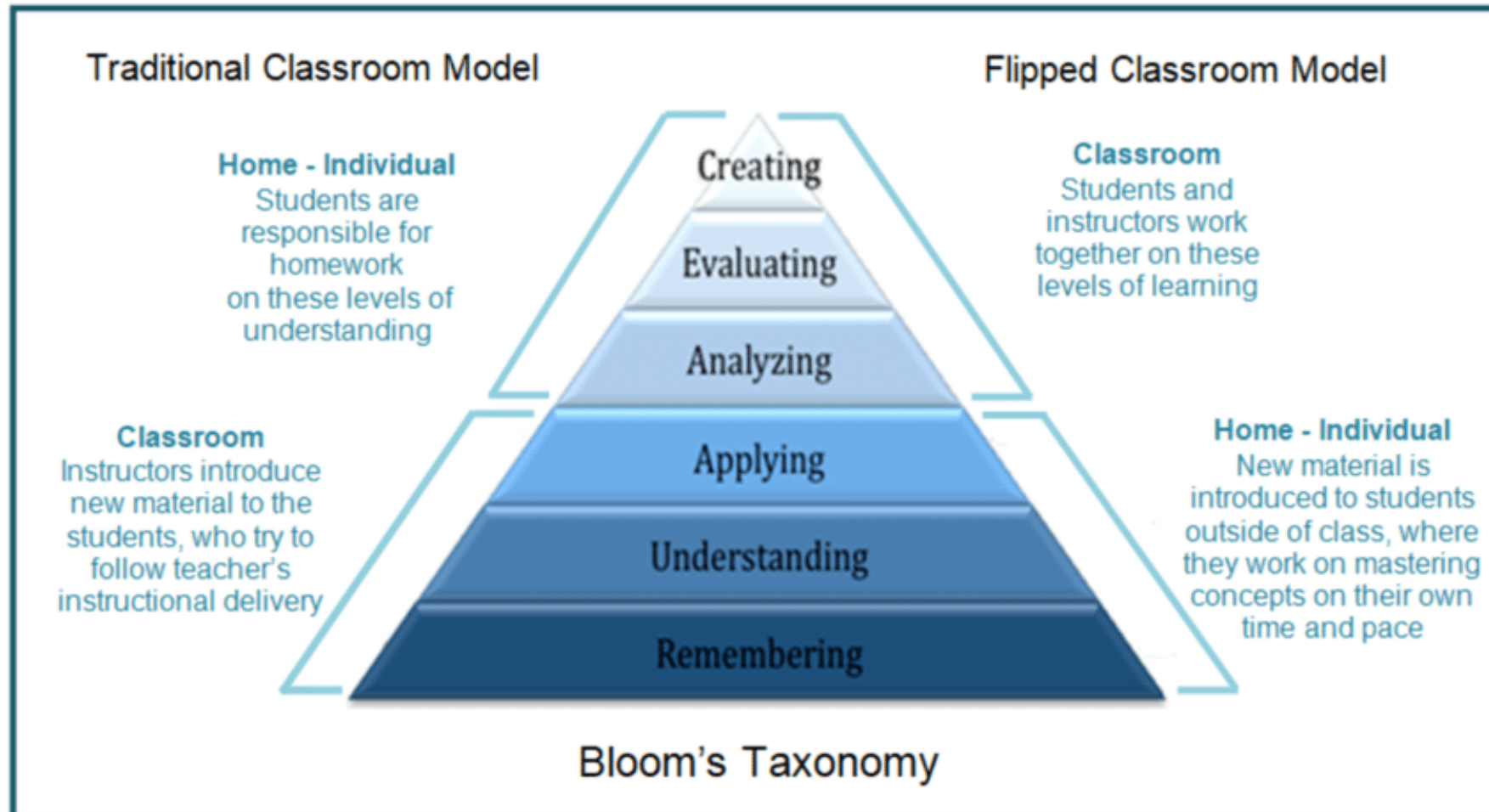


- Lectures are video recorded and watched outside of class

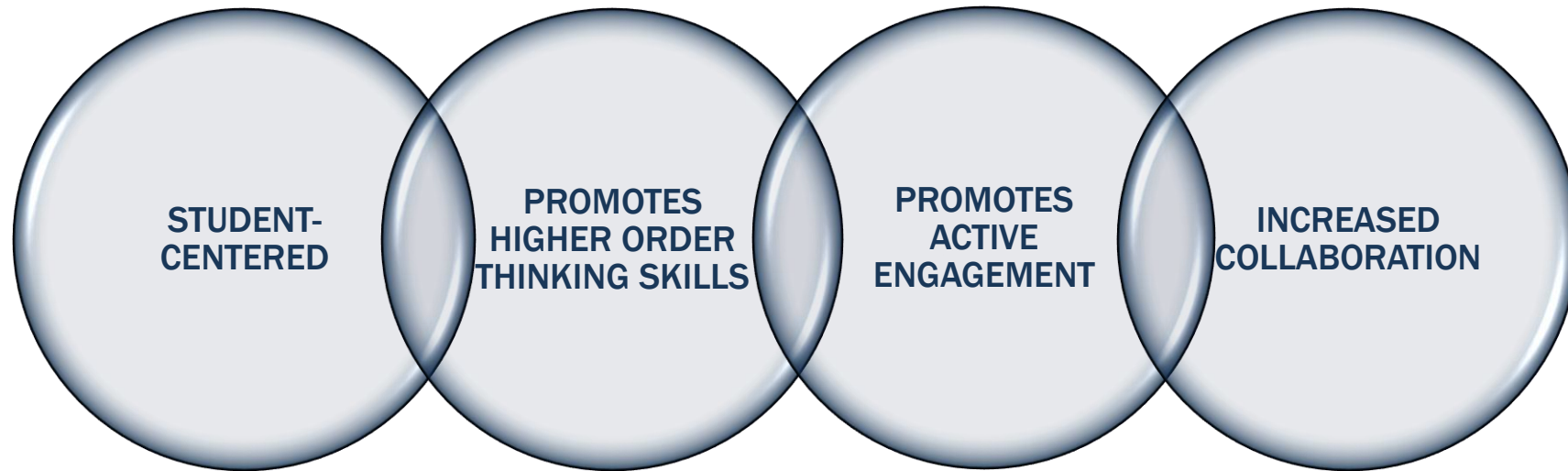
- Most student practice occurs outside of class and individually
- Most group work, if any, occurs outside the classroom

- Class primarily consist of student-centered instructional practices
- Students actively complete practice during class
- Students often work with partners or in small groups during class

# BLENDDED-FLIPPED LEARNING



# BLEND-ED-FLIPPED LEARNING



# PROS AND CONS OF FLIPPED LEARNING



## PROS

- Increased student-instructor interaction
- Student can learn at their own pace
- Increased student collaboration
- Learning flexibility

## CONS

- Heavy “front-end” prep by the instructor
- Student motivation
- Student buy-in
- Lack of preparation



# FOUR INGREDIENTS FOR SUCCESS



**Structure**  
**Rich resources**  
**Engagement**  
**Communication**

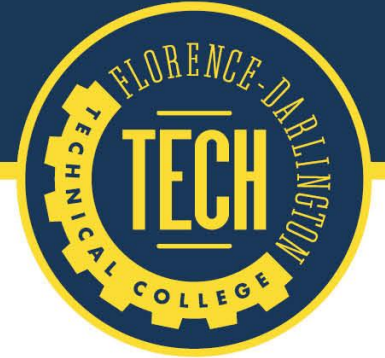
(Honeycutt, 2016; Talbert, 2016, p. 20)

# STRUCTURE: PRE-CLASS



**View the lecture recording(s)  
Pre-class assessment**

# STRUCTURE: IN-CLASS



**Discussions**

**Group collaboration**

**Interactive questioning**

**GAMIFICATION**

# SCENARIO-BASED LEARNING



## SCENARIO FIVE

AN 5'10", 45-YEAR-OLD MALE PATIENT IS PLACED ON MECHANICAL VENTILATION ON THE FOLLOWING SETTINGS: PRVC 400/15/+5/50%

MONITORED PARAMETERS: PIP 28, MAP 15, Pplat 25, and RR 22

VITAL SIGNS: HR 104, RR 22, BP 136/92, SpO2 88%

ABG RESULTS: 7.31/50/52/25/86%



WHAT SHOULD THE RESPIRATORY THERAPIST RECOMMEND?

## SCENARIO ONE

A 30-year-old male patient is admitted to the general care floor with a chief complaint of SOB. The patient complains of lower back pain.

**VS:** HR 112, RR 26, BP 131/89, SpO2 89% on RA, Temp 101.7 F

**BLL BS:** 

**LABS:** RBC 5, Hb 14, Hct 45%, and WBC 22,000

**X-ray:** Increased density from consolidation



# STRUCTURE: POST-CLASS



**Post-class assessment**

**Fillable worksheets**

**Case studies**

**Discussion boards**

# IMPLEMENTATION: PLANNING



## PLANNING DOCUMENT

COURSE:  
WEEK:  
TOPIC:  
OBJECTIVES:

REQUIRED RESOURCES:

	BEFORE CLASS	DURING CLASS	AFTER CLASS
ACTIVITIES			
ASSESSMENTS			

# IMPLEMENTATION: LEVERAGING THE LMS



## WEEK ONE

1/8/24-1/14/24

We will discuss the medication routes of administration, pharmacokinetics, and pharmacodynamics. Review chapters one and two in your textbook if you require additional support. If you still have questions after reviewing your textbook, please schedule a time to meet with me.

### Week One Requirements:

- Attend the weekly in-class session
- Review your notes and begin studying for Exam One
- **Review the information below for your daily requirements**
- Attend the virtual office hours, if you need assistance with your studying efforts
- Check your email, news items, and Remind texts multiple times per week

HAVE A GREAT WEEK!!

New ▾

Add Existing Activities ▾

### REQUIRED PRE-CLASS ASSIGNMENT(S)

1/10/24

- Listen to the "Pharmacologic Principles" mini-lecture recordings and take notes

New ▾

Add Existing Activities ▾

☰ LECTURE NOTES: Pharmacologic Principles ▾ ✓

🔗 Link

☰ 📁 MINI-LECTURES ▾

4

☰ POST-CLASS: WEEK ONE ▾

### REQUIRED POST-CLASS ASSIGNMENT

1/11/23

- Complete the **Syllabus and Online Testing Integrity Quiz by 5:00 PM on 1/10/24**
- Submit the **Week One Worksheet to the dropbox by 5:00 PM on 1/12/24**

New ▾

Add Existing Activities ▾

# STUDENT FEEDBACK



I prefer the traditional lecture over the flipped class method. Having class in more of traditional style would improve the class for me.

The discussions when we meet in class are the best part! I felt like having the time in class to discuss it really helped me understand a lot better than just normal lecture where I would miss so much of what was going on. We actually had the time to stop class and discuss things as a whole. I also found myself to be able to figure out so much in class that much study time wasn't needed because I was able to walk out of class feeling confident with everything we talked about. Being able to use real world scenarios made a world of difference for me.

I think it's awesome. It's a love hate relationship with all the videos but at the same time it cut my study time down so it probably saved me time from having to study as much.

The in class discussions, quizlet, and mini lectures. I like how if I have a question about something, I can go back and look at the notes or lecture to hear you explain it better. Quizlet is helpful with my studying efforts since I can test myself with it.



# QUESTIONS

The word "QUESTIONS" is rendered in large, white, 3D block letters with a slight shadow. It is surrounded by a dense cluster of colorful question marks in various sizes and colors, including blue, yellow, red, green, purple, and pink. The background behind the text is a soft, out-of-focus gradient of these colors.

# REFERENCES



Boston University. (2024). *Blended Learning*. <https://www.bu.edu/ctl/guides/blended-learning/>

Flipped Network. (2014). *FLIP Learning*. <https://flippedlearning.org/definition-of-flipped-learning/>

Talbert, R. (2016). Best practices in flipped learning design: Four ingredients for successful flipped learning. In Honeycutt, B. (2016), *Flipping the college classroom: Practical advice from faculty* (pp. 20-23). Manga.

Lopes, A., & Soares, F. (2018). Perception and performance in a flipped financial mathematics classroom. *The International Journal of Management Education*, 16(1), 105-113. <https://doi.org/10.1016/j.ijme.2018.01.001>



**Thank you!**