

Combining flipped learning and gaming in an occupational therapy preparation for placement course

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Flipped learning

- Clark (2014) defined the flipped classroom as an instructional approach that replaced the lecture with interactive learning activities that incorporate the instructor for guidance (p.685).
- Flipped Learning was applied in a seven week course that aimed to prepare second year students for practice placement in work settings. The aim of this research is to investigate students' evaluations of that course and their perceptions of the flipped



Flipped learning or Flipped classroom

- Flipped learning is promoted as increasing student engagement as there is a shift in focus from teaching to learning in class time (Bergman and Sams, 2012).
- Based on constructivist pedagogy and adult learning theories this model is characterised by delivering didactic class content in pre-class self-directed study so that class time is dedicated to learning activities that promote problem solving, reflection, engagement, deeper applied learning and higher order thinking (Khanova et al., 2015).



Flipped Learning: The Pros and cons

- Studies into student views of flipped learning have reported mixed results. Students report the format is preferable to lecture in health sciences McLaughlin et al., (2014) and in medicine, Khanova et al., (2015). But one study in nursing reported that students did not value this approach and they reported increased anxiety and discomfort in the change of format (Post et al., 2015). Despite this, no research was found that reported on flipped learning in occupational therapy or more specifically in courses preparing students for practice education.



Gaming

- Educators are challenged with the task of engaging and motivating students to be active participants in classroom learning. One strategy being applied in health sciences to augment and enhance student participation is gaming. Gaming is often linked to technology like computer games and virtual technology but in the literature gaming includes board games, card games and team quizzes.



The literature

- Gaming as a teaching strategy has been reported meeting the needs of adult learners as this form of experiential learning motivates active student participation, provides novelty and variety and meets the needs of a range of learning styles ([Blakely, Skirton, Cooper, Allum, & Nelmes, 2008](#)). In their systematic review of the effectiveness of gaming as a teaching method in health sciences, Blakely et al., (2008) identified that gaming positively impacted on the retention of students' knowledge and skills but also positively impacted on levels of student enjoyment compared to other teaching strategies such as lecture

Gaming: the pros and cons

- However, they also noted that there are advantages and disadvantages to utilising a gaming approach. Advantages included were that gaming promotes teamwork in a relaxed environment, stimulates interaction, enhances motivation and adds entertainment and fun. Disadvantages included that stress and embarrassment can be experienced by students if incorrect answers given, competition can be seen as threatening, gaming can hinder evaluative learning, requires special preparation and it also requires special instruction or background reading to be successful.



So what did we do...

- We combined flipped learning and gaming and guess what.....
- Students really engaged with it



Method

- Students were provided with pre-class topics one week before class. These included read, listen, watch and investigate learning activities. All activities were linked to course learning outcomes. In class activities explored the topics in more detail and included quizzes and in class group work. The group was divided into blue and yellow teams and points were awarded for correct answers or good opinion to each team during class. Some games were also included e.g. pairs or memory. Marks for each group were accrued over the course with view to the winning team receiving a prize (Box of chocolates)



Time	Topic	Objective: By the end of this session, students will	Pre-workshop reading and student work. Before this workshop students are required to....	Workshop content. In this workshop students will...
9.00 – 10.00	Feedback seeking	<ul style="list-style-type: none"> a) Have identified that feedback is essential to learning b) To explore the challenges of giving feedback from practice educator perspectives c) To identify a range of feedback seeking strategies 	<p>☞ READ the article on types of feedback. Make notes on the main feedback models (previous class prep work)</p>	<ul style="list-style-type: none"> 1) Look at the video of the interview 2) Blue team will be the practice educator and identify what they would say to the student to improve and identify what feedback approach would be best 3) Yellow team will list out feedback seeking strategies from the educators and identify how they could encourage a reflective feedback conversation 4) Each team will be awarded points for correct answers
10.00- 11.00	The Learning contract	<ul style="list-style-type: none"> a) Students will identified appropriate learning contract goals 	<p>👂 LISTEN Listen to the power point on learning contracts</p> <p>👉 BRING Pick one topic from the learning contract list and bring 4 goals (as per powerpoint) to class. One goal each (Everyone must bring a goal)</p>	<p>Working in fours. Each group will review four goals and report on their marking using a marking guide provided</p> <p>Each group will put forward their best goal and they will be reviewed as a whole</p> <p>The top five goals will be awarded 5 points for their team</p>



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Themes from students

Theme 1: You had to be prepared for class

- Pre class work results in a better understanding of information, anything you didn't understand is addressed in class. The voice over presentations helped learning by making the content easier to understand. The work load was full on as there was a lot of reading each week
- It made me feel more prepared for class and more interested in class
- I enjoyed the power points as it allowed us to stop the recording and take notes and we can listen again
- Readings were helpful too instead of us trying to find readings independently



Theme 1 continued

- Because we given time to process information explained in pre work rather than being overloaded in class
- More focus allowed for applying information to practice rather than focussing on explaining information
- Given time to come up with questions for class
- I liked the plan for the class was given beforehand



It was fun and well structured

- Yes, it is well structured, yellow and blue team added competition and interest
- Easily laid out on Blackboard
- Well laid out timetable and description
- It related to placement was fun and interactive
- It was enjoyable
- I enjoyed the discussion and the interactiveness
- I liked the symbols such as the hand and pen told you that you had to do a written task, this made it easier to prepare for class
- Class content was very interesting and helpful and the time went fast↯



We wanted to win

- Liked the games and methods to engage class
- Competitive - gave an enjoyable element
- Games and quizzes were excellent gave us a break from looking at power points like all the other lecturers
- The “Teams” were good
- Like the games element
- It was presented in an enjoyable format
- Variation of class activities kept them interesting
- Who won? Yellow or Blue.....



It can be improved:

- As not assessed, deliver earlier in the term as it was a lot coming up to exam time
- Perhaps an hours calls at the beginning of semester for 1st 5 weeks to give us more time to properly analyse course work
- Fully explain flipped learning better at the beginning of the year
- Finish by week 10 in order to give students the opportunity to focus on exams and final assignments that are due



Challenges

- Really time consuming to organise and plan
- Makes you very thoughtful regarding achievement of learning outcomes
- Enjoyable to teach once the hard work is done.....
- After I got over the embarrassment of bringing in games!!



Things to learn

- Keep homework relevant and concise
- Apply homework to class, must be direct link
- Tell them in advance – give a class schedule where gaming etc will be played
- Keep tab on the numbers... or give it to them
- Be creative... I could have brought in more games
- Any ideas??



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