There is great research that supports “Flipping” the classroom. Here is some additional rationale how “Flipping” supports the EMCC Learning College Guiding Principles:

* **Principle 1: Creating substantive change in individual learners.**
  + “Flipping” the classroom creates a substantive change in individual learners from the traditional classroom lecture style. The students are given lectures and power point slides in the form of a video to be viewed *before* class and in-class time is devoted to exercises, case studies and discussions.
  + ALL Block 1 and Block 2 nursing curriculum has been “Flipped.” Students receive 3-5 hours of video lecture content each week followed by 3-4 hours of in-class application of content. Classroom activities include case studies, I-clicker questions, small group learning activities and informal review discussion.
  + Block 3 has also begun “Flipping” several modules.
* **Principle 2: Engaging learners in the learning process as full partners, assuming primary responsibility for learning.**
  + “Flipping” the classroom requires students to me more accountable for learning material before class to prepare them for participation in more active learning. By having this preparation, classroom activities enable the instructor to facilitate in the analysis, synthesis and evaluation of assigned content.
* **Principle 3: Creating and offering as many options for learning as possible.**
  + Lectures are available through Vimeo and accessible through a variety of wireless devices. There is also a free web application to stream the videos with ease.
  + Students no longer are stationary attached to their books; they are *mobile*! They can take and access their lectures anywhere!
  + Students have reported streaming their lectures on their 42 inch TV, to listening from their IPod when preparing dinner or running on their treadmill. Some also report listening to lectures during their commute to and from school!
* **Principle 4: Assisting learners to form and participate in collaborative learning activities.**
  + With accountability to learn assigned material before class, students enhance their critical thinking by *engaging* in active learning. They demonstrate understanding of material by collaborating and defending rationales with their peers.
* **Principle 5: Defining the role of learning facilitators by the needs of learners.**
  + “Flipping” meets the needs of the learning styles.
    - The visual learner has access to the power point slides, as well as the voice-over video.
    - The auditory learner can listen to the lecture as many times as they need to.
    - The kinesthetic learner is encouraged to transcribe the recorded lecture and/or print the power point slides in outline format to facilitate their note taking.
* **Principle 6: Continually assessing college programs, policies and practices to improve learning environments.**
  + Written and verbal feedback from Block 1 and Block 2 students support the positive implementation of this teaching style. Additionally, exit scores (HESI) from Fall 2011 to Fall 2012 **improved by 9%** after implementation of “Flipping” the Block 1 Nursing curriculum. More data to follow after Block 1 and Block 2 HESI exam for Spring 2013.