



Flip Your Classroom

Best practices for using Injoy's eClass to increase class enrollment and patient satisfaction

"I don't have to teach all the major concepts, I get to focus on what will really help them in labor, on the comfort techniques and practice. It's more relaxed."

-- Paula Pizarro, RNC-CE, Florida

Written by Vicki Murray-Kurzban
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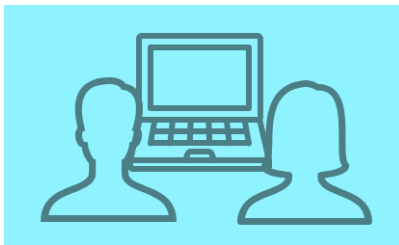
How a Flipped Class Serves Families

Families today have busy lives and many decide to forego childbirth classes, which can be long and uncomfortable for pregnant women and inconvenient for expectant parents. In fact, the most recent Listening to Mothers Survey reports that only 35% of families plan to attend a childbirth class.

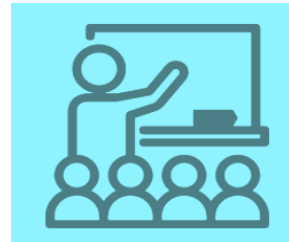
This is a challenge because childbirth classes provide vetted medical information that supports healthy and safe birth and without them parents may look for information from less rigorous sources, leading to concerns, fears, or choices that are not evidence-based.

Reach Parent with the Flipped Classroom Model

An increasing number of hospitals are meeting this challenge by offering a “flipped” class. Parents learn foundational knowledge at home with an online class and then attend a short instructor-led class that focuses on active learning. This type of blended learning increases retention, engagement, and learning outcomes (Khalil et al, 2016). It’s also perfect for adults who prefer to learn at their own convenience and pace and are motivated to learn skills that they can apply directly to their lives (Estes, et al, 2014).



Families first receive **access to an online course** that delivers the didactic content usually given in a class including videos, games, activities, and quizzes.



Families then attend a **face-to-face class** in which an instructor reviews key concepts, addresses questions and misconceptions, and facilitates discussion and hands-on practice.

Table 1 shows a comparison between the benefits and challenges facing online, face-to-face, and flipped classes.

TABLE 1: COMPARING DIFFERENT TYPES OF PERINATAL EDUCATION CLASSES

TYPE OF CLASS	LEARNING BENEFITS	LEARNING CHALLENGES
<p>Online</p> <p>Takes 4-6 hours</p>	<ul style="list-style-type: none"> • Flexible – parents can review complex material or skip known content • Convenient – parents can access from any device, anytime • Provides didactic content usually covered in a class in a variety of ways (video, audio, text, activities, interactions, assessments, and supplemental materials) for deeper understanding • Increases comprehension and retention 	<ul style="list-style-type: none"> • Can't discuss or check learning with an instructor for misconceptions • Can't engage with and learn from other parents • No hands-on skills practice
<p>Face-to-face (F2F)</p> <p>One 8-hour long class or multiple 2-hour long classes</p>	<ul style="list-style-type: none"> • Discussion is expert-led and customized to the learners' needs • Families engage with and learn from each other • Labor coping strategies are practiced • Active learning increases patient engagement and satisfaction 	<ul style="list-style-type: none"> • Mostly lecture-based "sage on the stage" format covering didactic information • Patients can't control content • Teachers are rushed to cover every topic and may not have enough time for hands-on practice • Families don't retain as much in a rushed class
<p>Flipped</p> <p>Online class takes 4-6 hours</p> <p>F2F class takes 2-4 hours</p>	<ul style="list-style-type: none"> • Online learning is convenient and self-paced • F2F class is shorter but more active because there's time for hands-on practice, content review, and Q&A • Parents meet and learn from other parents • F2F class can be customized because families are getting comprehensive content online • Increases satisfaction, engagement, comprehension, and retention 	<ul style="list-style-type: none"> • Some people may not have completed the online portion before F2F class

Using InJoy's eClass in a Flipped Classroom

While the flipped classroom has many benefits, much of it is realized when the online portion is well constructed and aligns well with the in-person class (Pregot, 2013). Transforming the content of an in-person class into professional and compelling online lessons can be challenging. Plus, it can be time-consuming to manage and update. That's where InJoy's eClasses come in. They feature comprehensive, evidence-based content you can trust, complete with videos, tools, resources, and handouts all in one well-designed online class.

We surveyed customers from all over the country who are already using an InJoy eClass as the online component in their flipped classroom. Here are some of the things they reported about their experience.

"I don't have to teach all the major concepts, I get to focus on what will really help them in labor, on the comfort techniques and practice. It's more relaxed." -- Paula Pizarro, RNC-CE, Florida

"The flipped classroom is actually more liberating, efficient, satisfying, and cost-effective for the educator, the institution, and the learner. The audio, video, and written components of the eClass support the various learning styles which allows for more complete learning than can be achieved in the traditional format." -- Audrey Morton, RNC, MSN, IBCLC, New Mexico

"If patients are presented the material in a way that fits better with their generation's learning styles and preferences, they are more likely to participate in the class and actually learn the material. For instructors, it's easier to teach an engaged and happy class." -- Amy Greene, BSN, RN, Alabama

"It benefits the learners to come in and practice. The evaluations of the class are very positive when they leave." -- Emily Peterson, RN, BSN, Missouri

"It allows diverse learners (age, education, socioeconomic, motivation) to review this large amount of information at their own pace, leisure and agenda. For our institution I believe it is preempting educator fatigue." Martha Lasley RN, BSN, IBCLC, Florida

"I don't have to worry about if I am being perceived as being biased towards midwives, low-intervention birth, unmedicated birth, because the InJoy class does such a good job at presenting evidence-based information." -- Elizabeth Varaso, LCCE, DONA, Pennsylvania

Benefits and Challenges of Flipped Perinatal Classes

If you are interested in trying out the flipped classroom model in your hospital, below is a list of additional benefits and challenges to expect. These points have been pulled from flipped and blended learning research as well as from our survey of educators using this model with the InJoy eClass.

Institutions	Educators	Families
<p>Benefits</p> <ul style="list-style-type: none"> • A flipped class is a new option that attracts new families • Cost effective – hospitals can offer more education with current staff • Higher patient satisfaction rates – families like online learning and shorter student-centered classes • Teaching is more effective and customized to patients • The online class is standardized and provides essential, comprehensive, up-to-date, evidence-based education 	<p>Benefits</p> <ul style="list-style-type: none"> • Class time is shorter and more dynamic and efficient • You can teach more classes and reach more families • More hands-on time to practice labor strategies • More time to answer specific questions parents have • Class is more relaxed and student-centered • Teachers feel less stressed because the online class provides evidence-based and comprehensive information to parents—they don't have to cover every topic and they don't appear biased 	<p>Benefits</p> <ul style="list-style-type: none"> • Online education is convenient and flexible • Parents and support people have time to reflect and learn together • In-person class is short, succinct, and personalized • Pregnant women don't have to spend long hours sitting through class or try to fit multiple short classes into their schedule • Parents get to practice strategies that support a healthy and safe birth • Families meet and learn from each other
<p>Challenges</p> <ul style="list-style-type: none"> • Designing, implementing, and promoting the flipped model takes time and energy • Teaching a flipped class may not be for all educators – requires interacting with technology (sending links, emailing participants) • Discovering the best product and pricing strategy for your institution may take time 	<p>Challenges</p> <ul style="list-style-type: none"> • It can take some time to design and learn to teach a flipped class • Interacting with the online portal to assign seats and send out reminders takes practice and time 	<p>Challenges</p> <ul style="list-style-type: none"> • Families underestimate the time needed to finish the online class • Online portion requires access to broadband internet, which some people may not have • Completing the eClass is a multistep process of registering and logging in • Families who come to the in-person class unprepared may not receive its full potential

Best Practices for a Flipped Perinatal Class

These best practices were gleaned from our study of the most successful classes we surveyed and will help to meet the challenges listed above.

Class Design, Description, and Registration

- In-person class length for a childbirth class should be at least 2 hours, not including a facility tour. One class we surveyed is 4 hours long and reports that the class is relaxed and engaging.
- Consider offering an optional tour after the class or as a separate registration event.
- Most hospitals surveyed offer the flipped class at the same price as or slightly higher than full-length classes
- Be sure any educator who teaches a flipped class is very familiar with the eClass
- Find a name for the class that reflects the model and sets it apart from your other offerings.
 - Example: *Hybrid Online & In-Person Childbirth Class*
- Use elements from InJoy's eClass Marketing Kit to attract parents (this includes website banners, eClass descriptions, promotional video, links to class previews, and printable fliers)
- In the class description, explain the structure of the class and the expectation that parents complete the online portion before the in-person class (see sample description **Appendix A**)
- In the confirmation/welcome email encourage families to complete the eClass before the in-person class and how much time they will need to do so (see sample letter **Appendix B**).
- Send a reminder email several days before the in-person class to complete as much of the eClass as possible (include the eClass link again)

Before Class

Help parents prepare before the in-person class for better learning outcomes (Merrill, 2006).

- Introduce features of the eClass you think are most useful to parents or activities you'd like them to complete (e.g. using the Notebook to record their questions to bring to class, or doing an extended activity found at the end of most chapters)
- If parents are limited on time, specify which sections and videos they should prioritize.
- One educator recommends letting parents know (nicely) that you can see what they have completed on the backend of the eClass which may help motivate them to complete the eClass
- Consider checking the eClass portal to see how much of the eClass participants have completed

During Class

- Start class with introductions and an ice breaker
 - Example: What is one thing you learned in the eClass that surprised you?
- Take a pulse on how much of the eClass participants have completed.
 - Example: Ask participants what they'd like to get out of your class to help customize it to their needs.
- Ask participants if they have questions about the eClass (if they used the eClass Notebook, they can refer to it on their smartphones)

- Encourage participants to ask questions throughout the class.
- Review important content and concepts to help with retention and to clear up any misconceptions.
 - Be prepared to direct parents to the area in the eClass they can access later to keep your class moving.
- Class discussion - parents learn from each other, so encourage discussion as you would normally do in class by asking open-ended questions.
 - Discuss any activity you asked them to complete before class.
- Hands-on practice - dedicate at least half of the class to hands-on practice such as relaxation and coping strategies, mock rehearsals, and demonstrations (see **Appendix C** for a list of childbirth class activities).
- Take one or two breaks during the class – some people are more comfortable asking questions privately. Be available before and after class for the same reason.
- Ask parents to complete a survey about the online segment and the in-person segment (see sample survey **Appendix D**).

After Class

- Send a follow-up email with links to eClass pages, videos, resources, and other information provided in class. Consider attaching PDFs of your handouts for parents to download if they choose. This can help families integrate the skills they learned in class, which can increase retention.
- Periodically review your flipped class assessments to help improve or modify its structure to best meet your families' needs. You can also access the InJoy eClass parent surveys to evaluate your families' satisfaction of and comments about the eClass (contact InJoy's customer care for help with this).

Building Community

- Building community can increase patient engagement and help educators be more effective. (Saba & Shearerr, 1994; Merrill, 2006). To this point, consider offering these services:
 - Email access to educators – personal attention to individual needs improves patient satisfaction (Ask an Educator is a feature of the InJoy eClass)
 - Online class blog or other digital space which can list your FAQs (which can reduce the demands on educator time and get answers to patients more quickly), and promote other classes, local events, and resources.
 - Your facility's website may be able to host such a space.
 - If you have a "plus" level eClass account, the "Services & Info" area can also host this information.
 - If your institution is beginning to use social media for connecting with families, your classes may be a good venue. An institutional HIPPA compliant social media policy needs to be created and understood by all educators before using social media.

How to Analyze, Design, Implement, and Evaluate Your Curriculum

Identify who the leaders of this initiative will be and create a design and launch schedule that includes review time from the larger education team and stakeholders. Below are the steps to creating a curriculum based on the ADDIE instructional design model.

1. Analyze the need, context, goals, and learners

- a. Is there a demonstrated need for this type of class? Have your families been asking for shorter classes? Do you have an online class that is gaining popularity? Do you want to reach families in rural areas or with busy schedules?
- b. Do your parents have the internet access needed for an online component?
- c. Can you provide enough lag time for families to complete most (if not all) of the online course before the in-person class?
- d. Decide what your students will need to have learned after taking this course (learning goals).
- e. How long do you want (or need) the in-person class to be?
- f. Consider your existing materials. Is there anything you'd like to develop or improve with this new class?
- g. Who on your team will teach the flipped class? Who will manage the online class seats and emails?
- h. If you already have an online class, you have the processes in place to welcome your families and send links, but if not, what processes will you need to create to implement an online class and who will create them?

2. Design and develop your curriculum

- a. Online class: Create the registration and communication processes and templates.
- b. In-person class: Create a map describing how the class will progress.
 - i. What activities will your learners go through during the class? Adapt activities from your full-length in-person classes and think about new ones that let parents practice what they learn in the eClass.
 - ii. What discussion topics will you cover?
 - iii. Will you have a need for guest speakers or props?
 - iv. How will you weave in the eClass (e.g. refer to PDF handouts, web tools, etc.)?
- c. Write class evaluations to accommodate the new structure of a flipped class. (See **Appendix D** for a post-class survey example)
- d. Bring your team together to review the design and give feedback.

3. Implement the class

- a. Make sure the registration and eClass technology is running smoothly before launch
- b. Confirm staffing and facility schedules are aligned
- c. Gather all materials needed for the class (handouts, props, models, dolls, etc.)

4. Evaluate the class

- a. At the beginning of the in-person class, ask how far parents got with the eClass
- b. At the end of class ask families to complete a survey
- c. Periodically assess the results from the survey—if a pattern emerges, review the curriculum and update as necessary

How to Advocate for the Adoption of a Flipped Class

To facilitate the smooth adoption of a new flipped class, follow these suggestions.

Co-workers

- Share the benefits of a flipped classroom (to educators and families)
- Invite colleagues to participate in designing the class curriculum
- Hold a lunch talk to introduce them to the eClass and to explain how a flipped class works

Administration

- Share the cost benefit of a flipped classroom
- If families have been asking for more choices or a shorter class, share that data
- Emphasize the increase in satisfaction that is likely to occur with a flipped classroom (adults prefer the flexibility and self-paced learning of an online class and benefit from the social element, personalization and hands-on practice an in-person class provides)
- Explain how, with [InJoy's eClass Suite](#), you can set up flipped classrooms for any of your classes, including childbirth, breastfeeding, baby care, and others

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Resources

- [InJoy Health Education](#)
1-800-326-2082
- [Flipping the Classroom with Online Learning](#) – InJoy's Webcast featuring Martha Lasley & Sharlene Alt of Winnie Palmer Hospital for Women and Babies
- [LINCS Community Resources for Adult Education](#) – A fact sheet on Adult Education Theory
- [Flipping the Classroom in Adult Education](#) – A guide to implementing a flipped classroom

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APPENDIX A: Sample Class Description

This hybrid learning experience combines an online portion and an instructor-led portion.

Part one of the class includes online lessons about the birth process. Learn through video clips, animations, and interactive games. These lessons are to be completed at home, at your own pace before the in-person class and can be accessed for (number of days).

Part two of the class is (number of hours) in a classroom setting with a certified (type of educator) to review important information, ask questions, and practice what you learn from the online lessons, such as labor comfort and relaxation techniques and labor rehearsal.

It is expected and strongly recommended that the online portion of the class be completed prior to attending the classroom session.

APPENDIX B: Sample Welcome Letter to Parents

Dear XXXX,

Introduce yourself:

Welcome to the (name of class) at (hospital name). My name is _____ and will be your (type of certified educator). I am here to assist in answering questions and will be teaching the _____ class.

Give information about the online eClass:

Please complete the eClass before joining the in-person class. It should take 4 to 6 hours to complete. You will have access for (number of days).

As you and your support people go through the eClass jot down any questions that come up or record them in the eClass digital Notebook (found in the Resources section). Please pay special attention to (names of chapters) and (names of videos). If you have time, I recommend (names of activities). We will be touching on these in class.”

Describe the in-person class:

“During the (name of the class) you will meet other expectant parents, discuss the key concepts learned in the eClass, ask questions, and have a chance to practice labor comfort strategies.

Describe what services and classes you offer:

“I encourage you to e-mail me with any questions you have and I will answer you as soon as possible. Don’t forget to check out our (other classes and services).”

APPENDIX C: Childbirth Class Activities

- Labor positions
- Relaxation and visualization techniques
- Breathing techniques
- Comfort techniques (double hip squeeze, birth ball, massage, etc.)
- Mock labor rehearsal with timed contractions (use the Contraction Timer tool found in the eClass)
- Newborn dolls for diaper practice, infant car seat fitting
- Demonstrations with pelvis model, sympathy belly, and a labor tool kit (aids for comfort techniques)
- Review birth plans
- Invite a guest expert speaker to present and answer questions about issues such as lactation, cord blood banking, etc.

APPENDIX D: Sample Post-Class Survey

Title of Course:

Educator:

Date:

Please respond to the following statements using a scale of:

4= Always 3=Usually 2= Sometimes 1= Never

The online portion of the class was easy to access _____

The online content was clear and understandable _____

There was adequate time for questions in the facilitated class _____

I felt free to ask questions in class _____

My goals for this class were met _____

The educator presented material in a clear and understandable manner _____

The educator was knowledgeable and enthusiastic _____

Teaching aids increased my understanding of labor and delivery _____

Activities increased my understanding of labor and delivery _____

Please write in your response to these questions:

What did you enjoy most about this class?

What did you enjoy most about the online class?

Are there any subjects we should add to improve the class?

Please rate the following using a scale of:

5= Exceptional 4= Exceeded Expectations 3= Met Expectations 2= Improvement Needed 1= Unsatisfactory

This course _____

This instructor _____