Optimizing The Flipped Classroom Learning Approach to The Next Level

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Introduction

History

- The Flipped Classroom (FC) modality has been increasing in prevalence over the past several years
- The FC technique was originally formed to tackle issues with providing enough instruction during a given class period[1]
- FC techniques focus on developing scenarios that allow for application of content acquired prior to sessions[1]

Drawbacks of Flipped Classroom Learning

- Learners require an initial adaptation to learning independently and outside of the traditional classroom setting[2]

Strengths of Flipped Classroom Learning

- Allows for students to have quality time with an instructor to ask questions and receive adequate help[2,3]
- Encourages collaboration among students through small-group activities and enhances knowledge retention[1-3]

Methods

Optimizing the FC teaching approach depends on the optimal use of the activity by learners.

1. For better facilitated, self-directed learning a variety of options must be provided to the student on what to learn, in what depth, and how.
2. The learners use these resources to study the content independently before the classroom session.

Restructuring the studying materials to provide multiple levels of depth and formats for the learners to choose from while learning for the second part of the FC session. For example,

- Sections are listed with sequentially selectable details after a simple introduction or definition
- They are supported by videos, illustrations, diagrams, group discussion summaries, or reflection exercises.
- Learners choose how and in what depth they want to learn about each aspect or portion of the topic.

ET provides the tools and format to facilitate this process.

Results

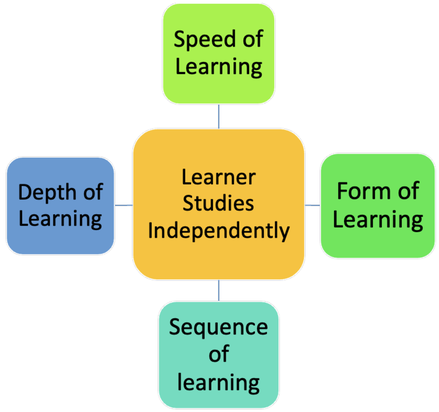
Part 1:

- Learning is significantly facilitated by the teacher through making all the learning options available in the provided materials.



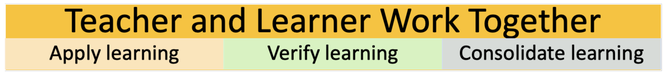
Part 2:

- Learning will be led by the learner in terms of the speed, sequence, forms, and depth of learning.



Part 3:

- Learners spend time with their teacher to apply, verify, and consolidate their learning.



Conclusions

The FC concept can be extended beyond the second in-person interactive part through facilitating a self-guided learning approach in the first independent part using educational technology. Furthermore, with continued development of the FC teaching approach, a learner-centered learning style will serve to provide more optimal options for students in engaging with curriculum.

References

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3. Chokshi, Schumacher, H. K., Reese, K., Bhansali, P., Kern, J. R., Simmens, S. J., Blatt, B., & Greenberg, L. W. (2017). A "Resident-as-Teacher" Curriculum Using a Flipped Classroom Approach: Can a Model Designed for Efficiency Also Be Effective? *Academic Medicine*, *92*(4), 511–514. https://doi.org/10.1097/ACM.0000000000001534