

Medical Education Group Newsletter

The Flipped Classroom in Medical Education

January, 2019

WARWICK
MEDICAL SCHOOL

Notes from Meeting

Thank you to all of those who were able to come to our first 2019 Medical Education Group meeting!



Dr Helen Jones began her session with asking "What is your understanding of a flipped classroom?" This inspired a lively discussion in the group about what a flipped classroom is, and thus what a flipped learning approach is really about. Many attendees felt that a flipped classroom is when a lecture is given as pre-work for students to go through on their own before a session, and then the live session is used not for content delivery, but to explore, apply and USE that knowledge they should have brought with them.

Helen proceed to share with us the HEA's definition of flipped learning, which wasn't too far from what the group had come up with! The HEA defines flipped learning as: "A pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers." We all discussed how this type of learning helps to:

- Promote active learning
- Encourages student ownership of their learning
- Allows the teacher to be a facilitator/coach
- Gives students immediate feedback concerning their understanding

Group discussion then centered around **how** to best implement a flipped classroom environment in medical school, **where** it should be implemented and the **inherent challenges** in getting the students to engage in a flipped classroom. Nobody disagreed that implementing a flipped learning environment has challenges, but also has incredible potential. Many attendees wanted to know HOW to best implement this new pedagogy in practice. Fantastically, Helen shared with us the: 12 Tips for Flipping the Classroom (Moffett, 2015), which proved very practical and has given us a FLIP foundation to think about:

1. Use recognised educational theory and evidence-based techniques to drive your flipped classroom
2. Capitalise on the positive features of the flipped classroom
3. Decide how you want to organise your course material
4. Invest in your choice of pre-class activities
5. Utilise virtual learning environments (VLEs) to best effect
6. Use class time creatively and effectively
7. Utilise the flipped classroom to tailor education to your learners' needs
8. Be aware of the timelines involved with converting to a flipped classroom
9. Offer training to those involved in delivering a flipped classroom course
10. Prepare your students
11. Decide on how you will evaluate your flipped classroom approach
12. Remember that a flip does not have to be "all-or-nothing"

It was a great session, one which inspired many of us to think about how we can turn the classroom on its head, even though it may be a challenge!

Please feel free to access Dr. Jones's full slide set at the following link:

<https://www.dropbox.com/s/hae8gij6607vr42/H%20Jones%20Flipped%20Classroom%20Jan%202019.pptx?dl=0>

Upcoming Events

Next meeting:

Wednesday 6th February

13:00 - MTC 004 & 006

Dr. Simon Jenkins

"Small Group Teaching: The Things that Make a Difference!"

Quote of the Month:

"A Flipped Classroom approach has been shown to be more effective at increasing student performance and is favoured by students over a traditional classroom approach in health professions education."

Research Article Spotlight:

"Twelve Tips for "Flipping" the Classroom."

Moffett, J (2015). Medical Teacher, 37:4, 331-336.

Contact: Erin Fillmore Erin.Fillmore@warwick.ac.uk

Helen Jones H.Jones.6@warwick.ac.uk

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