

Flipped classroom module as an effective teaching learning methodology

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Introduction

Flipped classroom (FCR) approach is one of the active teaching-learning methodologies (TLM). But its application in undergraduate medical education curriculum has been limited.

Objective

Hence, this study was designed to assess the effectiveness of FCR module as a TLM for teaching undergraduate medical students.

Method

FCR was conducted for a batch of 170 first-year medical students for a haematology topic. To evaluate its effectiveness pre- and post-assessments (based on all the cognitive learning domains) along with subjective feedback of both students and teachers was taken.

Result

The post assessment scores were significantly higher than the pre assessment scores. We also assessed the change in performance (in terms of delta change in assessment score) after FCR - on the basis of their initial performance quartiles and found that the low performers group had the most significant improvement in scores. There was also overall positive feedback regarding the use of FCR as a TLM from both students and teachers.

Conclusion

Flipped classroom is an effective teaching learning methodology in undergraduate medical education especially for the low performers.