

# THE “FLIPPED CLASSROOM” A MODEL FOR ACTIVE LEARNING

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# Conflicts of interest

- Dr. Schwarzenberger: none relevant
- Dr. Burgin: none relevant

# Disclaimer

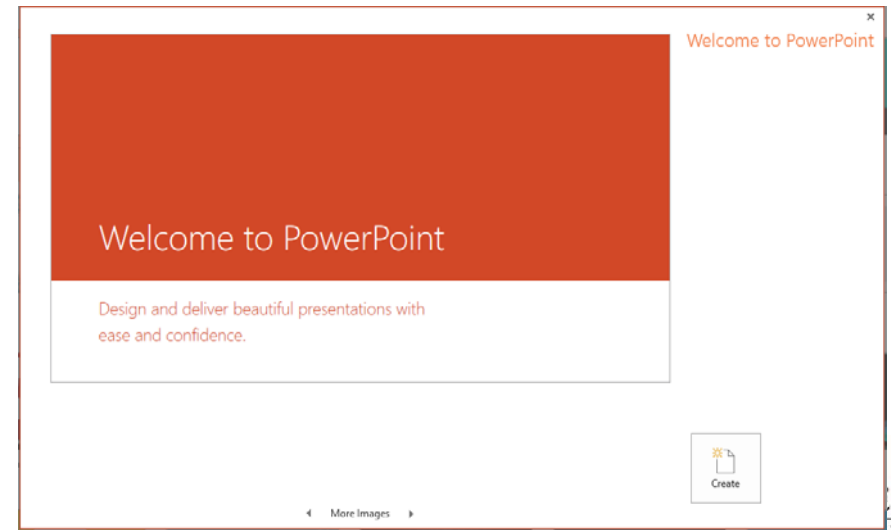
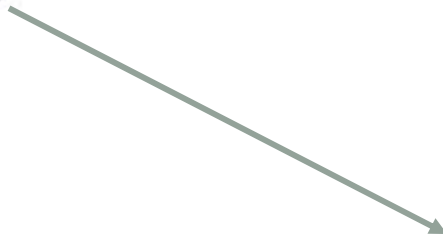
- Today, we will tout the potential (and hopefully real) benefits of one model of active teaching
- The irony that we begin teaching this in a passive lecture format is not lost on us....

# What we hope to do today

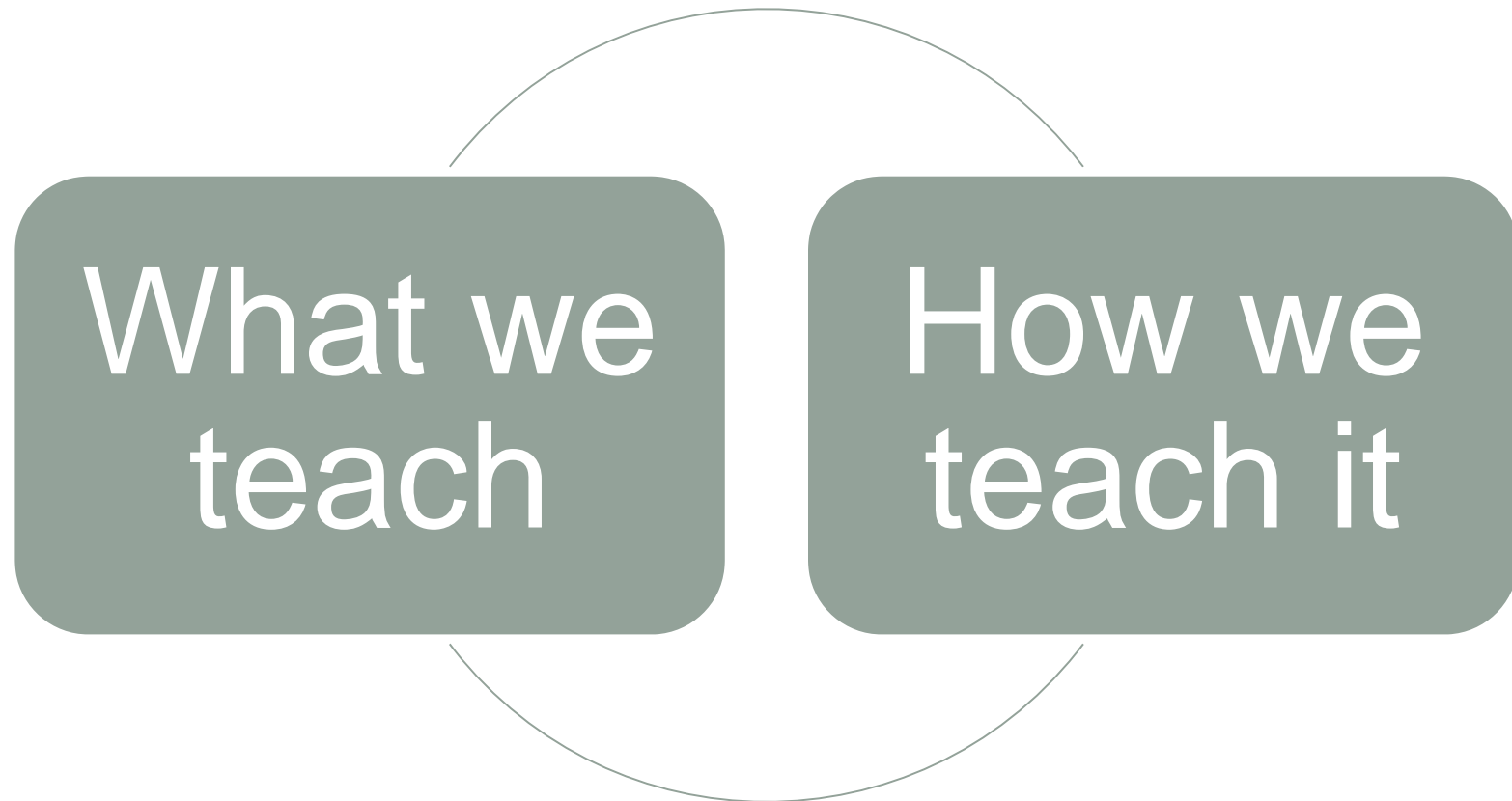
- Briefly discuss concept of active vs. passive learning
- Introduce you to the “flipped classroom”
- Begin an ongoing dialogue about effective techniques of active learning/teaching

# Has your institution “flipped”?

# 20 years of dermatology education....



Is one more important than the other?





**Blah?** Traditional lecture classes have higher undergraduate failure rates than those using active learning techniques, new research finds.

Wikimedia

## Lectures Aren't Just Boring, They're Ineffective, Too, Study Finds

By **Aleszu Bajak** | May. 12, 2014 , 3:00 PM

Are your lectures droning on? Change it up every 10 minutes with more active teaching techniques and more students will succeed, researchers say. **A new study** finds that undergraduate students in classes with traditional stand-and-deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating, so-called active learning methods.



## AFTER 2 WEEKS WE TEND TO REMEMBER



10%

of what we read



20%

of what we hear



30%

of what we see



50%

of what we see  
and hear



70%

of what we say

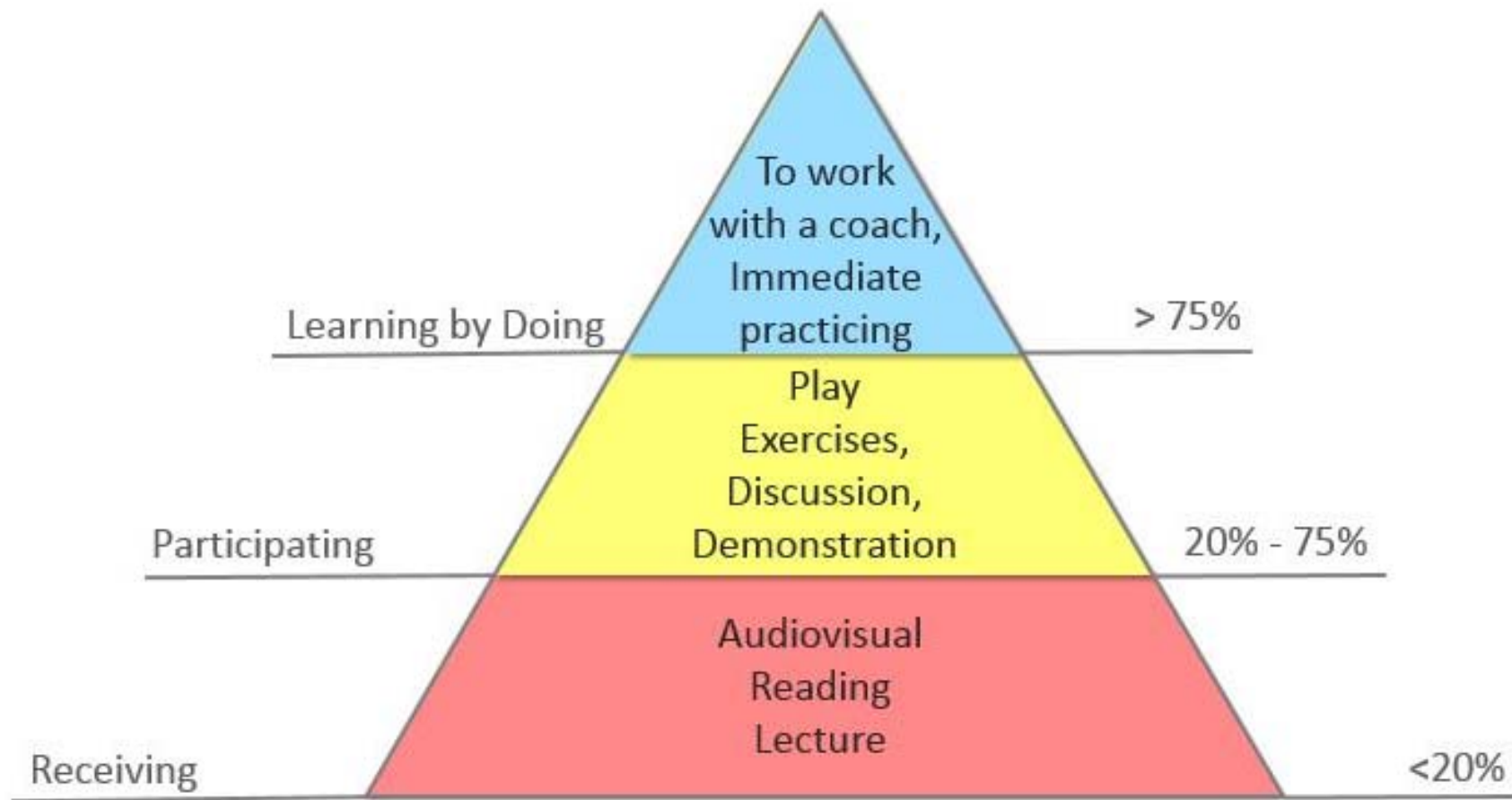


90%

of what we DO

[www.iat.com](http://www.iat.com)

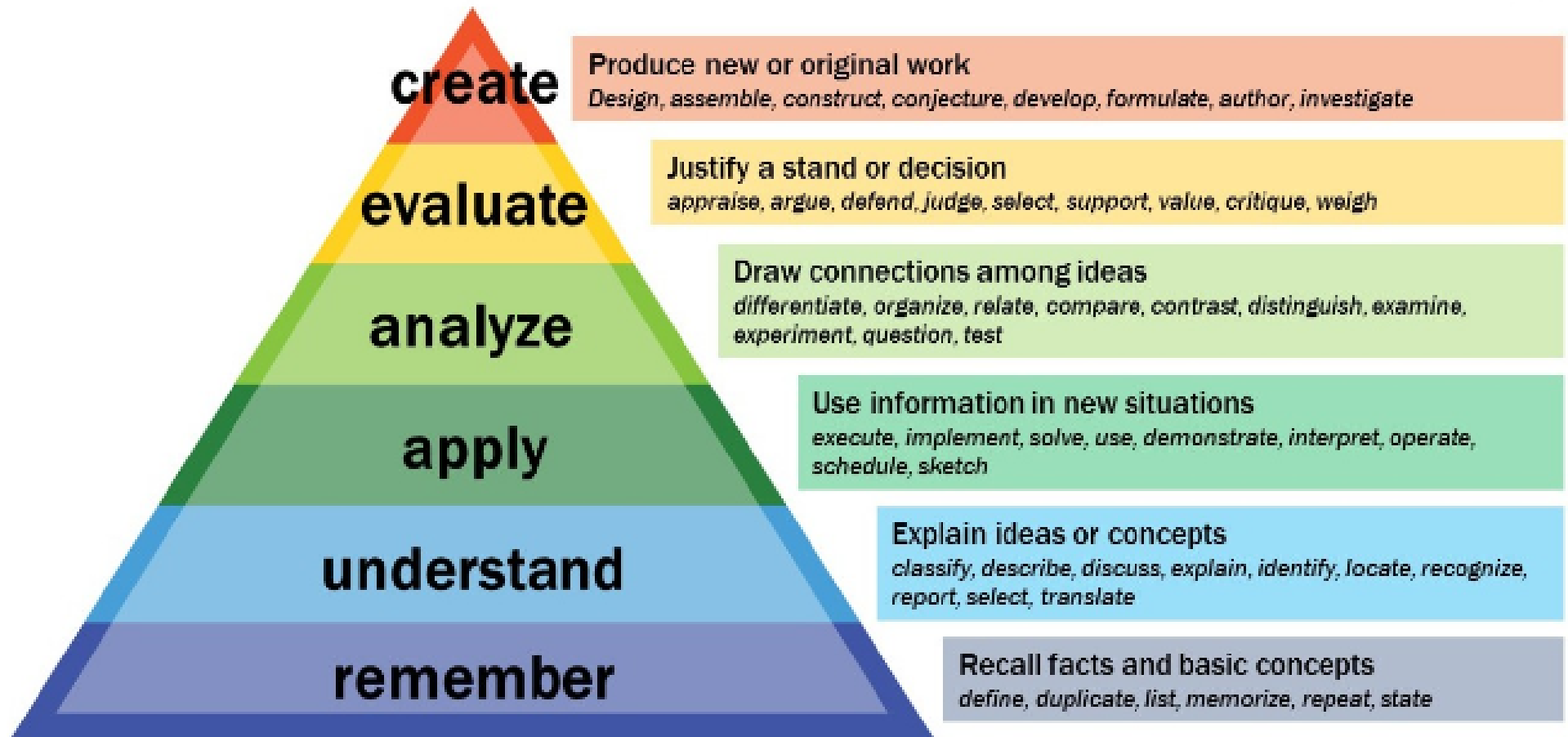
<https://www.iat.com/>



## Retention of Learning

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# Bloom's Taxonomy



# The traditional lecture

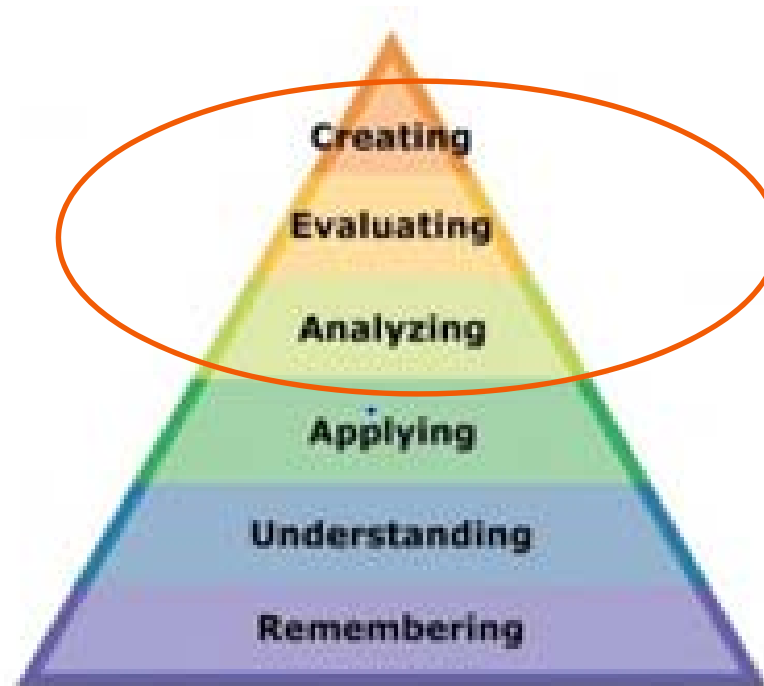
- “classroom first, then homework”



Brame, C., (2013). Flipping the classroom. Vanderbilt University Center for Teaching.  
Retrieved 10/3/16 from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

# The flipped classroom

- “homework first, then classwork”



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# *How People Learn*

- “To develop competence in an area of inquiry, students must :
  - Have a deep foundation of factual knowledge
  - Understand facts and ideas in the context of a conceptual framework
  - Organize knowledge in ways that facilitate retrieval and application”

Bransford JD, Brown AL and Cocking RR (2000).  
How people learn: Brain, mind, experience and school. Washington, DC: Natl Acad Press

Does flipping the classroom accomplish this?





# Essentials of the flipped classroom

# Key elements of the flipped classroom

1. Provide students and opportunity to gain first exposure prior to class

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2. Provide an incentive for students to prepare for class
3. Provide a mechanism to assess student understanding
4. Provide in-class activities that focus on higher level cognitive activities

# The flip doesn't need to be “all or nothing”

- Can incorporate elements of active learning along with more traditional teaching styles and still be effective