No Disclosures!
OBJECTIVES
By the end of this session, the learner will:

1. Understand why flipped classroom is ideal
1. Detail flipped classroom steps
1. Describe techniques to troubleshoot
1. Demonstrate flipped classroom activities
The Flipped Classroom

IN CLASS
Students practice applying key concepts with feedback

OUT OF CLASS
Students prepare to participate in class activities

BEFORE

GOAL

OUT OF CLASS
Students check their understanding and extend their learning

AFTER
Bloom's Taxonomy in a Flipped Classroom

Traditional Model

- Outside Class
  - New Material
  - In Class

Flipped Model

- In Class
  - Create
  - Evaluate
  - Analyze
  - Apply
  - Understand
  - Remember

- Outside Class
Why The Flipped Classroom?
As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

**OVERWHELMED...**

- 37% of the global workforce is expected to be “mobile” by the end of 2015
- 30% of full-time employees do most of their work somewhere other than the employee's location
- 20% of the workforce comprised of temps, contractors, and freelancers

**DISTRACTED...**

- 4% of the time workers spend on things that offer little personal satisfaction and do not help them get work done.
- 9 times every hour.
- 27% of time online every day.
- 5 minutes of online videos longer than the early days of the Internet.

**IMPATIENT...**

- 4 minutes people unlock their smartphones up to 2/3 of knowledge workers actually complain that they don't have time to do their jobs.
- 10 seconds designers now have between five and 10.
- 5 minutes of work applications and collaboration tools.

**1%** of a typical workweek is all that employees have to focus on training and development.

**UNTETHERED**

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

- To learn what they need for their jobs, employees access:
  - Search engines: 70%+ online courses: 30%-60%

  People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems.

- Learners are:
  - Asking other people
  - Sharing what they know

  Of workforce learning happens via on-the-job interactions with peers, teammates, and managers.

- 62% of training courses are delivered by an ecosystem of 2,000+ peer learners.

- 55% at Google

**COLLABORATIVE**

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

- 55%

**EMPOWERED**

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

- 38% of workers say they have opportunities for learning and growth at their workplace.

- 2½ to 5

Half-life (in years) of many professional skills
Why?

Average Learning Retention Rates

- Lecture: 5%
- Reading: 10%
- Audio Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice By Doing: 75%
- Teaching Others: 90%

Source: National Training Laboratories, Bethel, Maine
Students Love The Flipped Classroom

No cramming:
Exam time is less stressful

91% say their learning was enhanced

Time released:
Students spend the same amount of time on the flipped model as the traditional lecture model

86% Prefer the flipped classroom

New rewards:
Students feel rewarded for the time spent learning outside the classroom

98% Say the flipped classroom builds knowledge and skills useful in their career

“EVERYONE’S TALKING. WE ARE ACTIVELY ENGAGED IN THE MATERIAL.”
Flipped Classroom in Medicine?

- Emergency Medicine
- Internal Medicine
- Pediatrics
- Med/Peds
- Neurosurgery
- Pathology
- Psychiatry
- Anesthesiology
- Neurology
- Thoracic Surgery
- Radiology
- OBGYN

...the list goes on
Flipped Classroom for Internal Medicine?

Interns randomized to FC vs traditional

Outcomes:
Exam score
Satisfaction
Preparation time
Feasibility

Improved:
● Knowledge acquisition
● Retention

Effect of a Flipped Classroom on Knowledge Acquisition and Retention in an Internal Medicine Residency Program
Kelly L. Graham, MD, MPH
Amy Cohen, EdM
Eileen E. Reynolds, MD
Grace C. Huang, MD
Implementing Flipped Classroom: Applying Kern’s Model
CHANGE MANAGEMENT METHODOLOGY VITAL IN CURRICULUM IMPLEMENTATION!

Implementing & sustaining for change

1. Create urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Empower action
6. Create quick wins
7. Build on the change
8. Make it stick

Creating the climate for change
Engaging & enabling the organisation

Leading Change
John P. Kotter
How: 12 Steps to flip

1. Use educational theory
2. Capitalize on the positive
3. Decide how to organize
4. Invest in pre-class prep
5. Use virtual learning environments
6. Use class time creatively
7. Tailor education to learners
8. Keep timeline in mind
9. Train instructors
10. Prepare students
11. Choose evaluations
12. Remember that a flip is not “all or nothing”
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12. Remember that a flip is not “all or nothing”
defining terms
LRC
learner responsible content
pre-class preparation
• Podcasts
• Journal Articles
• Book Chapters
• FOAM
• Learner-Identified Content!
Engaging learners

- Team-based learning
- Small groups
- Oral boards
- Games
- Simulations
- Quizzes
individual readiness assurance/assessment test
gRAT

group readiness assurance/assessment test
**Immediate Feedback Assessment Technique (IF AT®)**

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**Scratch off covering to expose answer**

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Form# D006
GAE
group application exercise
Summary: Evaluation Techniques

iRAT
individual readiness assessment/assessment test

gRAT
group readiness assessment/assessment test

IF/AT
Immediate feedback assessment technique

GAE
group application exercise
3-27-2019 Aortic Dissection

Authors: Andrew King, MD, and Colin Kaide, MD

Objectives

2. Discuss the different classification systems and the different associated management strategies – surgical v conservative medical management.
3. Critically discuss the various imaging modalities available to diagnose aortic dissection.
4. Discuss medication options and goals for heart rate and blood pressure management.

Please submit a comment as pre-work
Active Learning on Center Stage: Theater as a Tool for Medical Education

January 30, 2019

Theater techniques are ideal for conveying difficult communication concepts. This 75-minute faculty development workshop adapts techniques such as role-
CHALLENGES
Students have to prep before
Time Management for LRC
Discipline to complete pre-work
Need new skills
Need to edit and craft lessons
Students and others will comment on your work
By the end of this session, the learner will:

1. Understand why flipped classroom is ideal
1. Detail flipped classroom steps
1. Describe techniques to troubleshoot
1. Demonstrate flipped classroom activities
Questions?
Flipped Classroom in Action!
Asteroids!!!