



THE UNIVERSITY OF NOTRE DAME AUSTRALIA

# FINDING TIME FOR FLIPPED CLASSROOM: A LUXURY OR ESSENTIAL FOR LEARNING?

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ETHICS APPROVAL: HREC # 019072F

**A qualitative  
study of medical students'  
experiences with flipped  
classroom using clinical skills  
videos.**

**Context: SOMF 5 years of  
implementation.**

APPROVAL: HREC # 019072F

# Flipped classroom

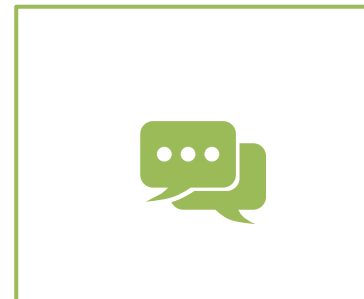
## Traditional

Home-work  
Consolidates  
learning

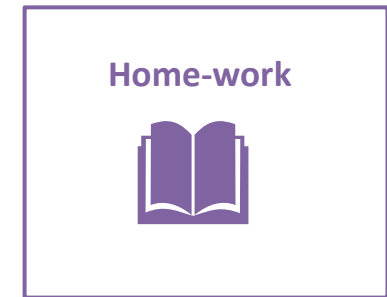
## ‘Flipped’

Preparation  
Pre-empts  
learning

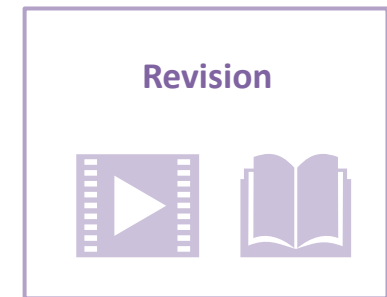
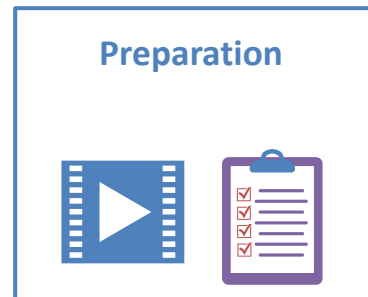
Teacher-led



consolidates



Workload (Hu et al., 2019)

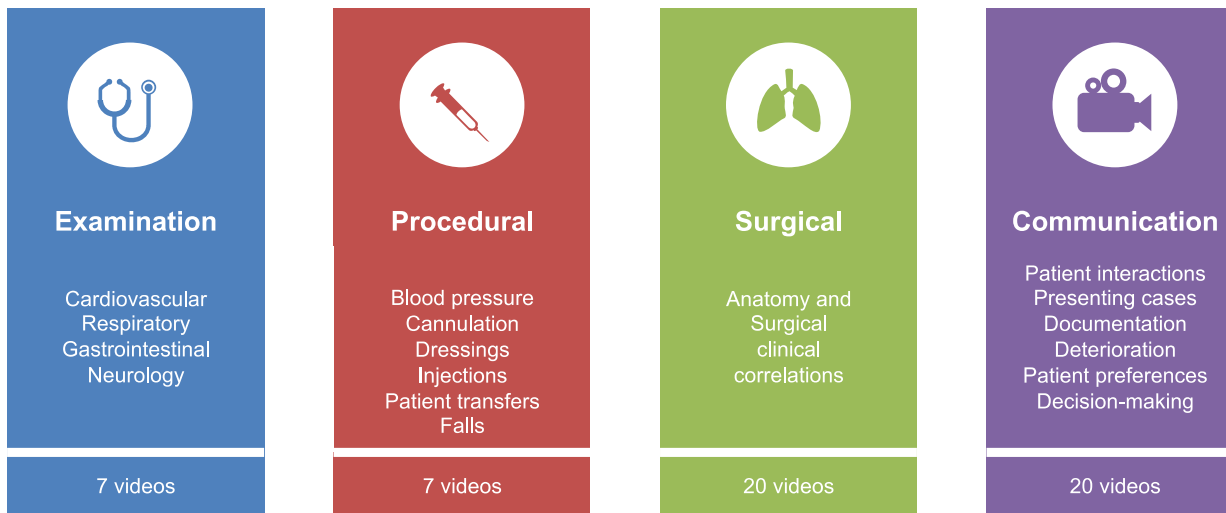


Student-centred  
Higher-cognition

(O'Flaherty, Phillips, Karanicolas,  
Snelling, & Winning, 2015 , 2019)

# Videos

## Clinical skills



- Regular 2 hour-long skills workshops
- Clinical history / examination / procedural / communication skills
- Since May 2014

# METHODS 'lived experience' -

## Semi-structured interviews

perceptions



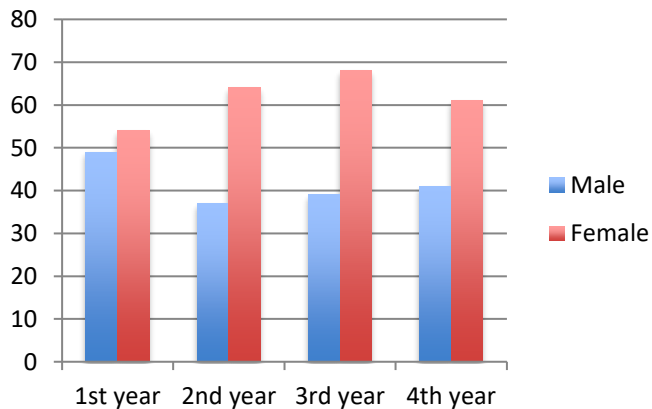
experience

# Students

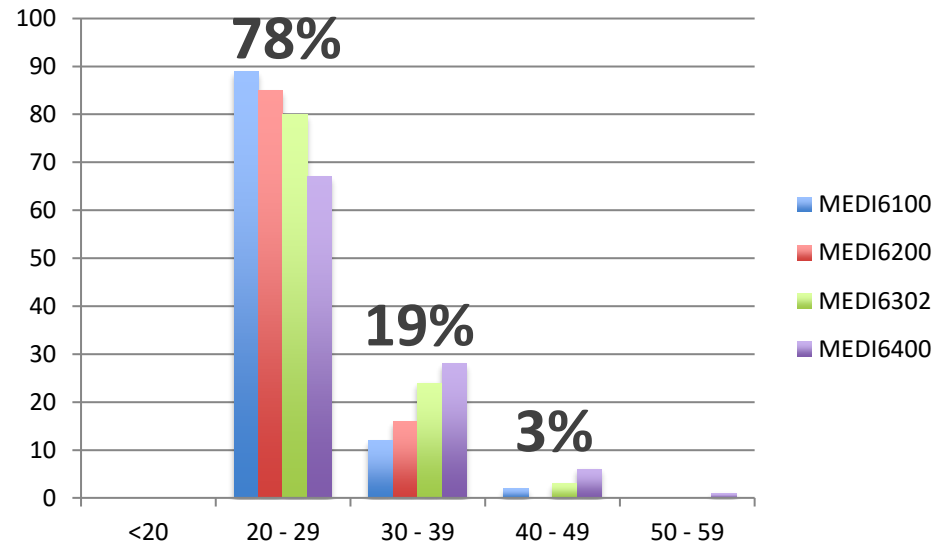
## Cohort



## Gender



## Age ranges



## Ethnicity



11/413 3%

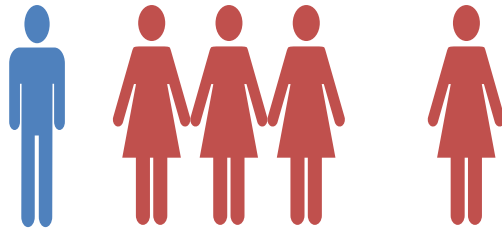
[9 ABRGL 2 ABTRRS]

(Thomas, 1971)

# Voluntary, convenience sampling

## Participants

Gender



Year: 1

3

4

Rural Clinical School : 1  
(prior attendance)

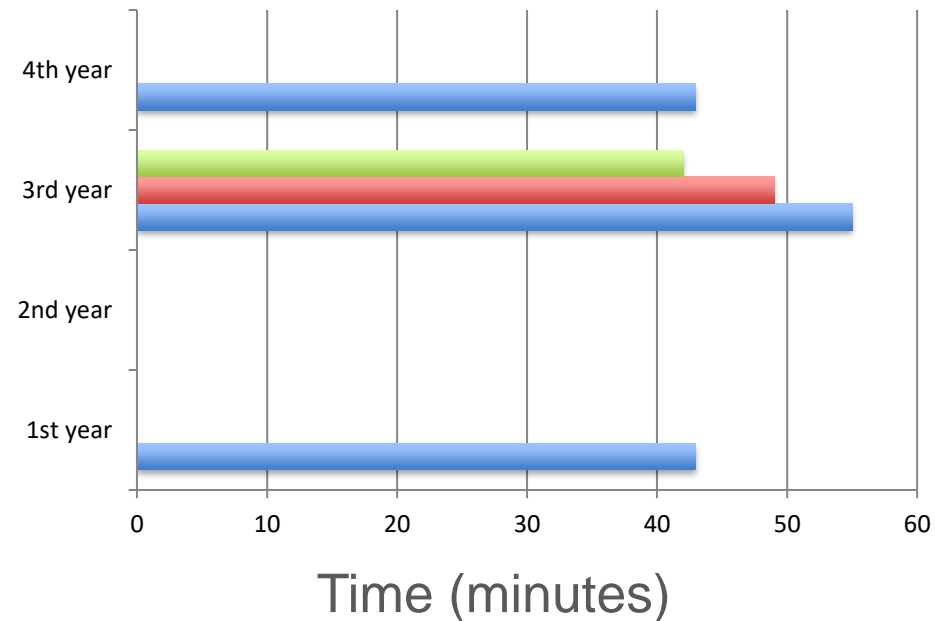
Age: not asked

Ethnicity: volunteered



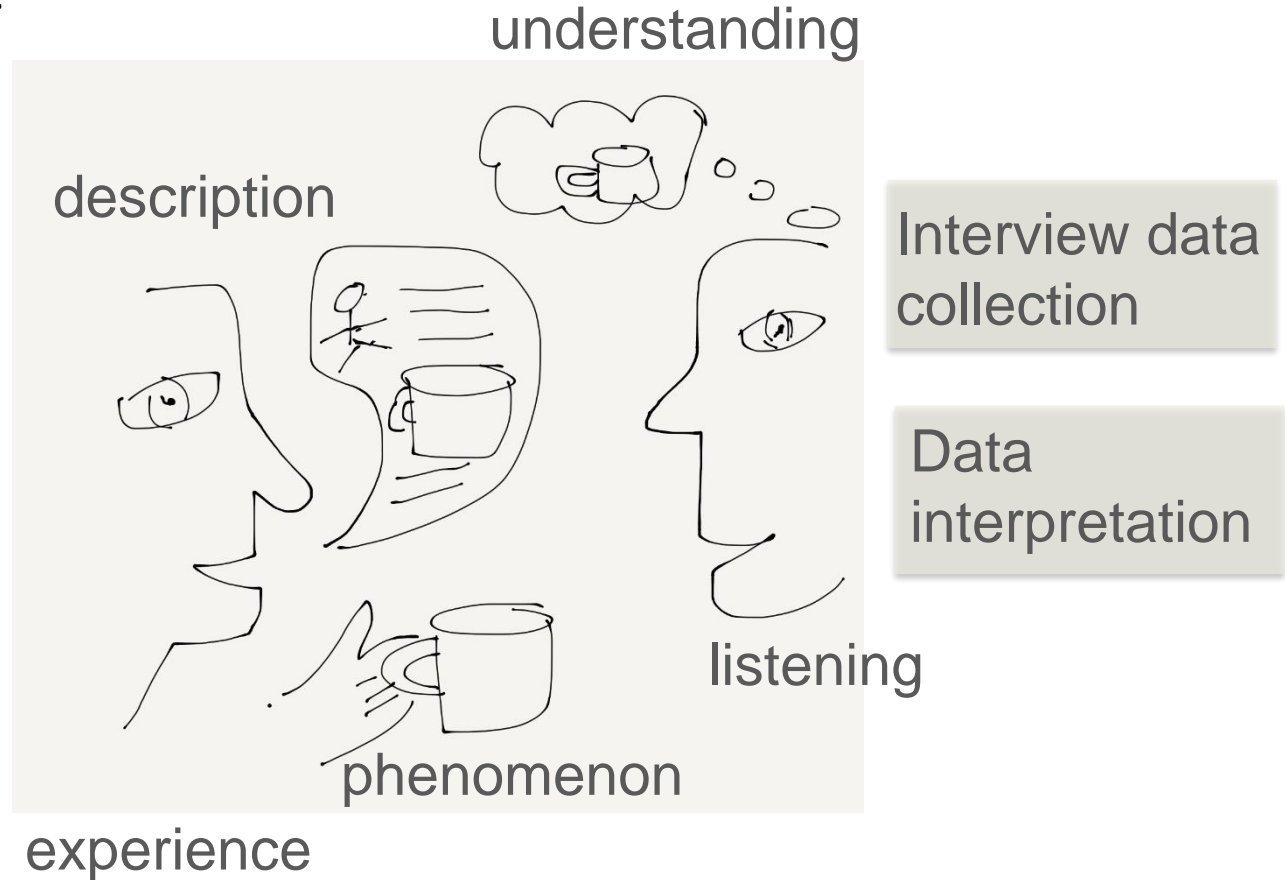
(Thomas, 1971)

## Interview duration



# Thematic data analysis

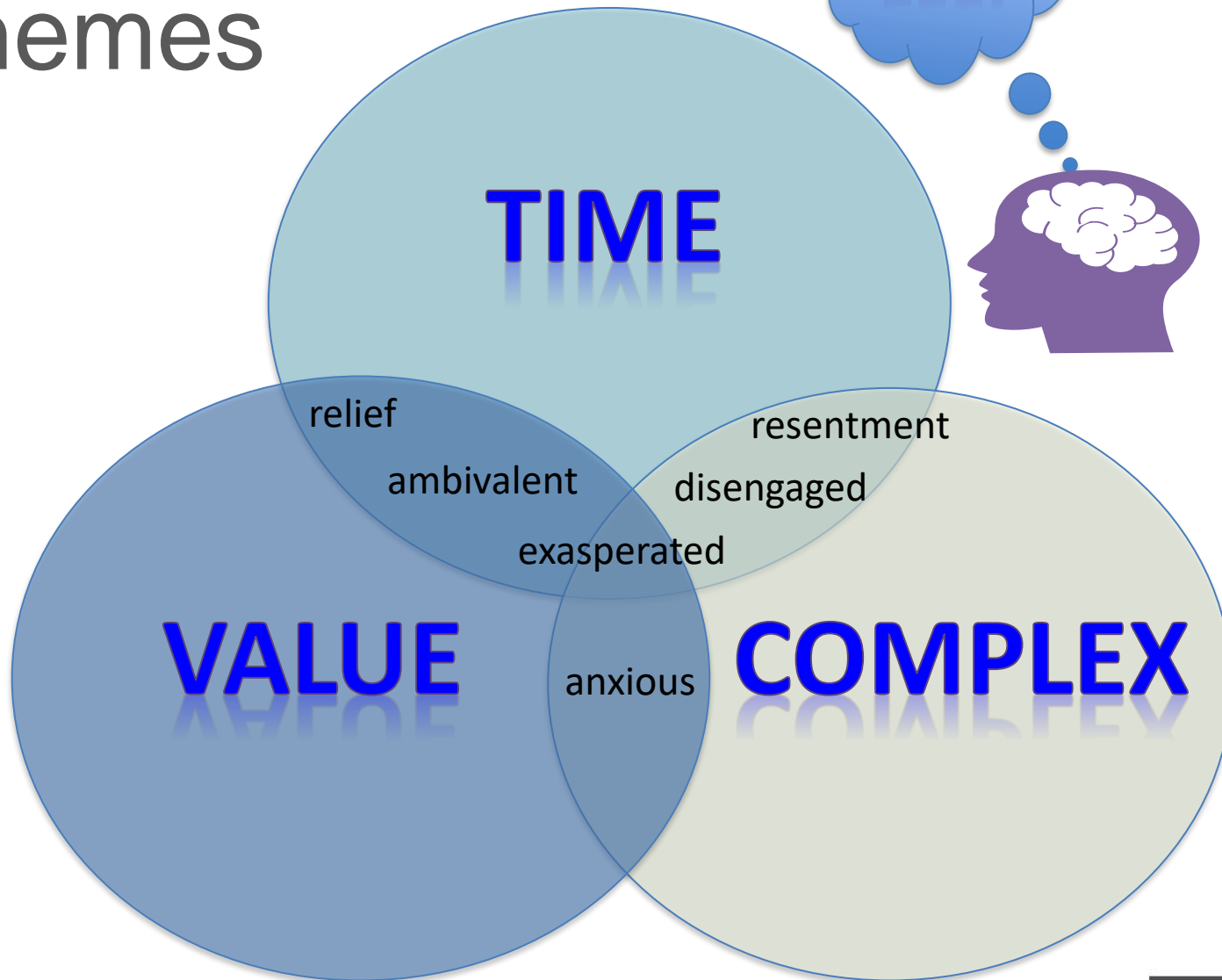
(Braun & Clarke, 2006).





# FINDINGS

## Themes



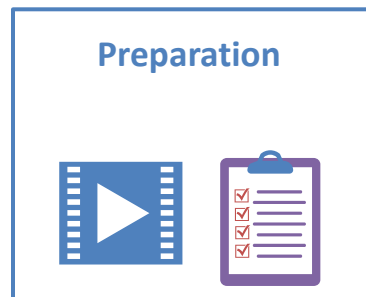
# FINDINGS

IT TAKES  
TOO MUCH  
TIME



*“[preparing before class] gives more time to **practice**”*

- (3<sup>rd</sup> year student, 2019) #4



*“if you spend **too much time** having things explained to you, you might only get five minutes at the end to **practice**. ... with a doctor watching your technique and correcting it live.”* (3rd year student, 2019) #2

*\* Sub-theme: too much time **learning basics during** class, reduces time for interactive activities*

# FINDINGS

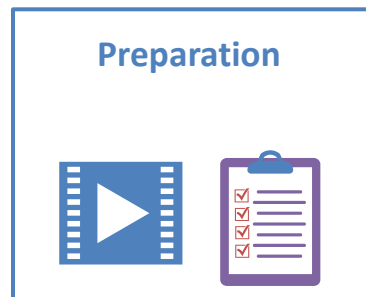
IT TAKES  
TOO MUCH  
TIME



Expectations:

*...when we show up to a clinical skills class, that's kind of **where we're expecting to learn the clinical skills** not like, 'hey, I've done this pre-reading, can we **consolidate** it?' " - (3<sup>rd</sup> year student, 2019) #3*

*“with what time, like, do you want me to be doing pre-reading?”  
- (3<sup>rd</sup> year student, 2019) #3*



*\* Sub-theme: beliefs that flipped class time **consolidates** basic learning instead foundation for **higher-cognitive** learning*

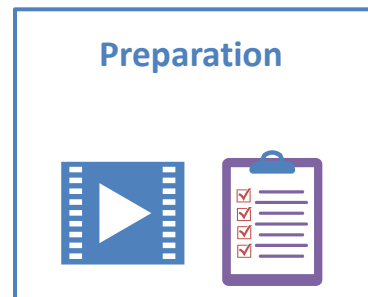
# FINDINGS

VALUE:  
WHAT YOU  
PUT IN...



*“But I guess if we were a bit **more prepared** maybe questions could be more targeted direct and **help facilitate that understanding a bit better.**”*

(3<sup>rd</sup> year student, 2019)  
#3



*“I learnt the hard way. If life gets in the way and you can’t be prepared beforehand, you really don’t **get the most out of it.**”*

(3rd year student, 2019) #2

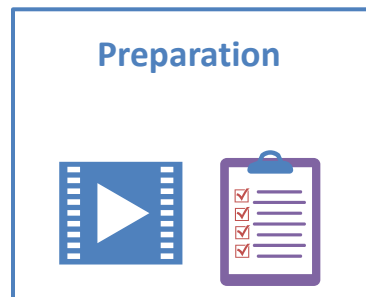
\* Sub-theme: **effort before** relates to **returns** during class time

# FINDINGS

## VALUE: ENDURING BEYOND CLASS



Videos: *“provided me with reassurance that I’m doing the right thing ... like a backbone that I can always refer back to.”* - (4th year student, 2019) #1



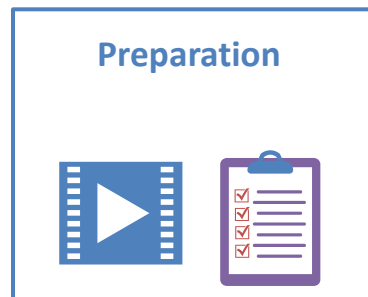
\* Sub-theme: **revision** as reassurance rather than additional **workload**

# FINDINGS

**COMPLEXITY ++  
DERAILS  
ENGAGEMENT**



*“if you haven’t read to that level of detail your ability to **contribute and engage** is limited, and then it becomes one or two people having a discussion”*  
- (3rd year student, 2019) #3



*“a tutor who knows the **level** that you need to be taught to and who can **guide** the discussion [otherwise risks] addressing a small group of people’s **very advanced learnings.**”* - (3rd year student, 2019) #2

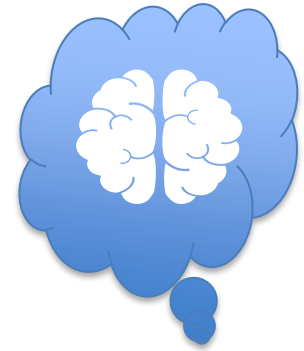
*\*Sub-theme: inclusive **interaction** involves the whole class and depends upon **collective** student preparation, contribution, and educator guidance*

# FINDINGS

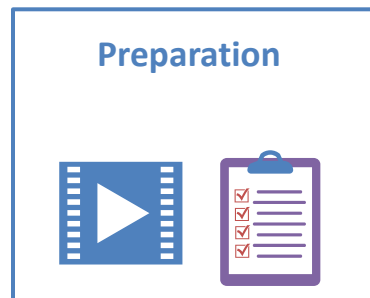
## Metacognition meets Pedagogy

*“doing any kind of pre-reading  
seems like a **luxury** when you’re,  
like, “I have **so much to learn**”.*

- (3rd year student, 2019) #3



Thinking  
about thinking



# Recommendations

## For educators

- ① Design activities that are **inclusive**
  - ① Target appropriate learning **levels**
  - ② Manage class expectations regarding **complexity**
  
- ② Explicit signposting to promote student **engagement**
  - ① Clear guidance during in-class activities
  - ② How preparation can optimise **learning**



# REFERENCES

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi:10.1191/1478088706qp063oa

Hu, X., Zhang, H., Song, Y., Wu, C., Yang, Q., Shi, Z., . . . Chen, W. (2019). Implementation of flipped classroom combined with problem-based learning: An approach to promote learning about hyperthyroidism in the endocrinology internship. *BMC Medical Education*, 19(1), 290. doi:10.1186/s12909-019-1714-8

O'Flaherty, J., Phillips, C., Karanicolas, S., Snelling, C., & Winning, T. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85-95. doi:10.1016/j.iheduc.2015.02.002