

Flipped classroom

The flipped classroom approach can improve the quality of internships for students by enabling them to prepare in advance through pre-clinic study materials, thus maximizing their internship time for hands-on practice and application of theoretical knowledge. This model promotes active learning, critical thinking, and problem-solving skills. By focusing on practical application and reflection, the flipped classroom enhances students' ability to integrate theory with practice, leading to a more effective and enriching internship experience.



How:

Objective; implement the flipped classroom approach in clinical settings to enhance the practical learning experience of students.

1. Pre-clinic preparation; assign pre-clinic materials such as case studies, articles, videos, or online modules related to the day's clinical focus. Incorporate guiding questions or tasks to ensure active engagement.
2. Identify clinical learning objectives; clearly define the learning objectives for the clinical session, aligning with the pre-clinic materials to ensure relevance and applicability.
3. Interactive clinical sessions; use clinical time for hands-on learning, applying concepts from pre-clinic materials to patient care, procedures, and case discussions.
4. Facilitate peer learning; encourage students to work in pairs or small groups to discuss cases, share observations, and collaborate on problem solving.
5. Real-time feedback and reflection; provide immediate feedback during clinical sessions.
6. Integration of theory and practice; facilitate discussions that connect theoretical knowledge with clinical observations and actions, reinforcing learning through practical application.
7. Assessment of learning; assess student understanding and skills through practical demonstrations, oral questioning, or reflective writing, focusing on the integration of pre-clinic preparation and clinical experience.

Special requirements:

Ensure students have access to required clinical resources and materials for both pre-clinic preparation and in-clinic activities.

Provide support for accessing pre-clinic materials, possibly including access to electronic health records or online platforms as relevant.

Time required:

Students should allocate 1-3 hours for engaging with pre-clinic materials and completing any assigned tasks.

Allow 30 minutes -1 hour post-clinic for group reflection, feedback, and discussion to consolidate learning.

Rehman R, Fatima SS. An innovation in Flipped Class Room: A teaching model to facilitate synchronous and asynchronous learning during a pandemic. Pak J Med Sci. 2021 Jan-Feb;37(1):131-136. doi: 10.12669/pjms.37.1.3096. PMID: 33437264; PMCID: PMC7794122. [An innovation in Flipped Class Room: A teaching model to facilitate synchronous and asynchronous learning during a pandemic - PMC \(nih.gov\)](#)