

Accepted Manuscript

Implementation of a flipped classroom approach to promote active learning in the third-year surgery clerkship

Catherine E. Lewis, David C. Chen, Anju Relan

PII: S0002-9610(17)30687-6

DOI: [10.1016/j.amjsurg.2017.08.050](https://doi.org/10.1016/j.amjsurg.2017.08.050)

Reference: AJS 12603

To appear in: *The American Journal of Surgery*

Received Date: 8 May 2017

Revised Date: 12 June 2017

Accepted Date: 22 August 2017

Please cite this article as: Lewis CE, Chen DC, Relan A, Implementation of a flipped classroom approach to promote active learning in the third-year surgery clerkship, *The American Journal of Surgery* (2017), doi: 10.1016/j.amjsurg.2017.08.050.

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

ABSTRACT

Background: Constructivist student-centered instructional models such as the flipped classroom (FC) have been shown to improve learning.

Methods: A FC approach was implemented for the surgery clerkship. Data was collected in phase 1 to evaluate student learning and attitudes. Based on these results, questions for the phase 2 open-ended survey were developed to improve understanding of learner attitudes, and ascertain how well the FC aligns with constructivist principles.

Results: There was no significant difference in shelf exam performance between the control and intervention groups. A majority of students agreed that they preferred the FC over lectures, and that their learning improved. Open-ended survey analysis demonstrated that the FC fostered self-directed, active learning, and that the in-class sessions facilitated application of concepts and deeper learning. Areas identified for improvement included better alignment with learning preferences through greater variety of pre-class learning options, improvement of podcast technical quality, and utilization of smaller in-class discussion groups.

Conclusions: Students had a positive perception of the FC. The FC supports self-directed and more active and deeper in-class learning.

Download English Version:

<https://daneshyari.com/en/article/8830796>

Download Persian Version:

<https://daneshyari.com/article/8830796>

[Daneshyari.com](https://daneshyari.com)