

Comparison of Flipped Model to Traditional Classroom learning in a Medical college

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Abstract

Introduction: Recent advances in technology and in ideology have unlocked entirely new directions for education research. The flipped classroom is increasing momentum across different educational institutions. This approach has been cited in health professional programs such as nursing, dentistry, medicine, and pharmacy. Studies in these fields focus on student perception and satisfaction [1]. In medical education system, the flipped classroom required evidence for knowledge and skill acquisition compared to traditional methods even though students liked the flipped method. In these healthcare programs, it is paramount for students to transcend the material itself and use it to problem-solve, reason, and apply concepts and skills into practice. Using the flipped model in these education systems is unknown and it is unclear if this is effective for all topics within the healthcare field. This research describes our effort to understand if the flipped model can be used during these clinical practices to impart new material in medical education [2].

Aim and objective: To correlate the learning experience of students in traditional classroom and flipped classroom system.

METHODS: We have developed a questionnaire to see teachers approach, student's interest, student confidence, assessment for self-care knowledge, responded to questions, in-depth knowledge of the subject, a variety of instructional methods, group discussions, student presentations, resources and administration feedback and assessment, discussion, to compare flipped and traditional classroom system[3]. The questionnaire also contain feedback on Blackboard and library resources, in-class Activities, communication The information is collected from the students who are studying in flipped classroom and already studied in traditional classroom before[4]. We run a t-test with the results of this questionnaire.

Result: After evaluating the feedback of students we have given a score out of 60. Than we compared the results of both the questionnaire through t-test.

We found all students have different opinion but the end result is so close it is difficult to say which teaching technique is preferred by students, tough the result of traditional classroom is somewhat higher.

Conclusion: In our research, though the result of traditional classroom is slightly higher but we couldn't actually signify that which teaching technique is better, it may be because our sample size is small. So if we do this research on large scale with bigger sample size we can have a better result.

All students have different opinions it can be because everyone is not adapted to flipped classroom. We suggest that in order to ensure progress, future research on the flipped classroom should employ controlled studies that objectively examine student performance throughout a semester, with both traditional and concept-inventory style problems

Keywords: flipped classroom; instructional methods; group discussions.