The Impact of the "Flipped Classroom" Instructional Model on MPharm Students in Two Pharmacy Schools in the UK

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Background: A "flipped classroom" is one of the innovative approaches to teaching that utilises technology to shift the traditional lecture outside the scheduled class time and uses the face-to-face time to engage students in interactive activities[1]. Robust research studies on this topic are rather limited. There is a lack of consensus of what comprises a flipped classroom format. However, in most studies, pre-recorded lectures were used as a means to deliver the content of the course and as a tool for students to prepare for in-class activities[1, 2, 3, 4]. This study set out to assess the feasibility, acceptability and effectiveness of the "flipped classroom" teaching format on MPharm students in two pharmacy schools in the UK: UCL School of Pharmacy and the School of Pharmacy and Biomedical Sciences at University of Portsmouth.

Description of work: In this experimental mixed method research, year four MPharm students were allocated to attend a teaching session on "rheumatoid arthritis" into two groups; the flipped classroom group and the lecture group. The flipped classroom group were required to do pre-class preparation including: viewing online lecture and/ or completing reading materials, and completing online quiz. The session time was spent on engaging students in case studies on a rheumatoid arthritis patient. A formative test was conducted at the end of both teaching sessions using turning point technology. A survey was used to gather information about students' perception of the teaching format used. Focus groups were carried out to further assess student perception of the flipped classroom teaching method.

Proposed evaluation: Quantitative data analysis will be conducted on the student survey to compare student perception of the flipped classroom with the traditional method of teaching. Thematic data analysis will be employed on the focus group sessions using Nvivo. The results of the formative assessment will be compared between the two groups for statistical differences.

References:
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