Evaluation of the flipped classroom at the Li Ka Shing Faculty of Medicine
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Abstract
The utilisation of video based materials prior to a teaching session with active problem solving during forms the basis of the novel flipped classroom instruction. Our study evaluated the use of this format during the teaching of rheumatology to third year medical students. 87/106 students evaluated this format through the use of a strongly disagree (1) to strongly agree (5) Likert scale and provided mean scores of 3.7 to 4.1 for statements allied to better understanding, preparedness, peer and teacher interaction, peer to peer problem solving, motivation, usefulness, achievement of learning outcomes and a desire for future classes to be delivered in this way.

From a qualitative perspective, students commented that this format allowed for active engagement, discussion, consolidation of knowledge, immediate feedback, application of theory to real life patient problems and the ability to watch and revisit the video material as necessary. Potential downsides included the lack of an electronic voting system, the perceived heavy workload and the fact that this form of interaction may not be best suited to East Asians.

The flipped classroom allows for worthwhile reflection of clinical knowledge and subsequent application. The findings from this initial study are encouraging and we plan to continue work on evaluating this format alongside other forms of delivery.