



## CAME Voice/Voix

### **Flipping the Classroom in Faculty Development at the Cumming School of Medicine** **Janeve Desy, PGY5 General Internal Medicine, University of Calgary -** **[Janeve.Desy@albertahealthservices.ca](mailto:Janeve.Desy@albertahealthservices.ca)**

In the flipped classroom model, learners access didactic materials that address basic knowledge at home prior to participating in live sessions that focus on applying that knowledge in a collaborative setting. In doing so, class time can focus on knowledge retrieval and in depth exploration of concepts. The Office of Faculty Development (OFD) at the Cumming School of Medicine is now offering a Teaching Improvement Flipped Classroom Workshop Series led by Dr. Kelly Burak, Director of Teaching Innovation for Undergraduate Medical Education and Dr. Adrian Harvey, Director of the OFD. Participants review recorded materials that address the relevant pedagogy prior to in-person participation. Face-to-face time is dedicated to participatory and interactive activities.

I participated in the workshop series as both a learner and a facilitator, and offer the following observations on that basis. As a learner I participated in workshops on presentation skills and feedback and on small groups and bedside teaching. The workshop design included clear, measureable objectives, evidence based teaching strategies (both during the didactic presentations and during the in-person sessions), and student self-assessment using a retrospective pre-post method. The objectives and activities addressed many complex principles of adult learning, and the use of didactic presentations (that can be viewed as many times as needed for each individual learner) and live interactive activities allowed learners at all stages of competence in medical education pedagogy to learn according to their needs. This provided me with concrete knowledge and skills (including Pendleton's method of providing feedback, the One-Minute Preceptor method of bedside teaching, and Peyton's 4 steps to teaching a procedural skill) that I have since applied in my every day interactions with learners.

As a facilitator, I assisted Dr. Burak in teaching the small groups and bedside teaching workshop to faculty members at our centre, and also assisted Dr. Harvey in teaching the presentation skills and feedback workshop to a group of my peers at our annual General Internal Medicine (GIM) fellows retreat. I found the flipped classroom approach to be very enjoyable as a teacher, as it promoted peer-peer and peer-facilitator interaction, and facilitated higher level discussions about the learning materials. Our GIM fellows have undoubtedly benefited from the workshop, and the quality of presentations that they have been creating and delivering since the workshop is remarkable.

The Calgary OFD offers the Flipped Classroom Workshop Series year-round. To learn more about the series or to register, visit the following link: <https://www.ucalgary.ca/ofd/workshops>