

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

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Abstract : Introduction: A 'flipped classroom' uses technology to shift the traditional lecture outside the scheduled class time and uses the face-to-face time to engage students in interactive activities. Aim of the Study: Assess the feasibility, acceptability, and effectiveness of using the 'flipped classroom' teaching format with 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. Methods: An experimental mixed methods design was employed, with final year MPharm students in two phases; 1) a qualitative study using focus groups, 2) a quasi-experiment measuring knowledge acquisition and satisfaction by delivering a session on rheumatoid arthritis, in two teaching formats: the flipped classroom and the traditional lecture. Results: The flipped classroom approach was preferred over the traditional lecture for delivering a pharmacy practice topic, and it was comparable or better than the traditional lecture with respect to knowledge acquisition. In addition, this teaching approach was found to overcome the perceived challenges of the traditional lecture method such as fast pace instructions, student disengagement and boredom due to lack of activities and/or social anxiety. However, high workload and difficult or new concepts could be barriers to pre-class preparation, and therefore successful flipped classroom. The flipped classroom encouraged learning scaffolding where students could benefit from application of knowledge, and interaction with peers and the lecturer, which might, in turn, facilitate learning consolidation and deep understanding. This research indicated that the flipped classroom was beneficial for all learning styles. Conclusion: Implementing the flipped classroom at both pharmacy institutions was successful and well received by final year MPharm students. Given the attention now being put on the Teaching Excellence Framework (TEF), understanding effective methods of teaching to enhance student achievement and satisfaction is now more valuable than ever.

Keywords : blended learning, flipped classroom, inverted classroom, pharmacy education

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