

Conference Abstract

DAY 1 15th September 2023 (Friday)

ORAL 1

2.00-3.30 pm

Scientific Session 5

An Active Learning Approach for Gross Anatomy of the Lower Limb Sessions using Flipped Classroom**Vasudha Kulkarni**

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Background: An Indian medical graduate has multidimensional roles of being a competent clinician, life-long learner, professional, communicator, and leader. The burden of incorporating active learning strategies for improved knowledge retention and the growth of clinical reasoning abilities thus falls on the facilitators. One such active teaching strategy is the flipped classroom model, in which students are required to alternate between in-class and at-home learning activities by completing pre-class homework like watching videos, listening to talk, or reading journal articles. During class time, students attempt to solidify and make connections to their newfound knowledge through discussions and interactive activities.

Aim: Our aim was to assess how well the flipped classroom encourages first-year medical students to engage in active learning.

Methods: The flipped classroom sessions for lower limb gross anatomy included 142 students. The learning resources for the pre-class preparation included online videos and presentations. By contrasting the posttest scores with end-of-term scores, we assessed the efficacy of flipped classroom sessions in promoting long-term memory of information.

Results: At p value of 0.05, the results of the student t test analysis were statistically significant.

Students' feedback was gathered to rate the sessions on Likert scale of 1 to 5. 89% of students indicated that they were extremely satisfied with the sessions.

Conclusion: Most students felt that the flipped classroom format helped them to handle their cognitive load. They claimed that the self-paced sessions were created with their specific learning needs in mind. The learner's internal motivation, sense of autonomy in completing assignments, and the extrinsic drive they experience from relating to peers and feeling competent all play a role in how effective flipped classrooms are. There is a need for uniform guidelines to be included in the undergraduate curriculum for anatomy because the methods utilized to flip classes are varied.

Key words: Active learning, Flipped Classroom, Inverted classroom