

The Flipped Classroom

In the traditional classrooms that many of us experienced, the teacher lectured to deliver the content that was to be learned. The students were then expected to spend their time outside of class, often through homework afterward, making sense of the content and finding meaningful ways to apply it.

This approach may not always be the most effective when working with adult learners, though. Adults are typically more self-directed in their learning and will seek out knowledge when they recognize the need to learn. Adults also learn best when actively involved in the learning process. A traditional lecture does not satisfy either of these characteristics of adult learners.

The flipped classroom inverts the structure of “classroom” and “homework” to better fit the needs of adult learners. In this model the didactic information is presented before class through readings, online videos, or other enduring materials. Learners are assigned the responsibility to review these materials before arriving. The class, then, becomes an opportunity for participants to use higher order thinking skills to analyze and apply the new material through guided activities. These could include:

- Comparison/contrast of new information to old
- Application of content to case studies
- Questions and answer opportunities with subject matter experts

Your session at the AAAAI Annual Meeting has been selected to implement a flipped classroom approach. To plan for your session please consider the following:

1. In collaboration with your moderator and other presenters, identify some learning resources that can be shared with participants before they arrive at the meeting. These could be articles from *JACI* or *JACI: In Practice*, practice parameters or guidelines, or virtual meeting recordings from past meetings, among others.
2. AAAAI staff will contact you with the due dates for providing your pre-course materials. These will be posted online with any other handouts you wish to make available to learners. The program listing for your session will direct attendees to access these materials before attending, and if the session is ticketed all ticket holders will be notified prior to the meeting.
3. When planning your presentations for the session, begin with the assumption that participants have reviewed the assigned material. For example, if your session is addressing an updated clinical guideline, a brief review would be sufficient since participants should have already read the document. Your presentation could instead focus on how to apply the new guideline to patient encounters.
4. Collaborate with your fellow presenters and session moderator to plan interactive experiences for your learners. Asking questions of the learners (possibly using audience response), encouraging brief small group discussions of problems, and sharing challenging cases you have encountered personally can all be effective.

If you have questions about applying this strategy in your sessions please contact the AAAAI Education staff at cme@aaaai.org or 414-272-6071.