Traditional vs Flipped Teaching in Resident Educational Training
傳統與翻轉教學在住院醫師教育訓練的比較

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Background: The flipped classroom is an instructional strategy that utilizes a reversal of traditional teaching to facilitate learning and real-world application of subject materials. Students first gain exposure to new assignments outside of class, usually via reading or lecture videos. Class time is then used for the instructor to verify and enhance the students' understanding of the topic through strategies such as problem-solving, discussion, and debates.

Methods: We arranged 5 flipped classroom sessions with our pediatric residents. The topics discussed were: physical examination of the newborn, assessment of neonatal jaundice, fluid and electrolyte management, principles of antibiotic use, and four-box implementation in medical ethics. Residents were asked to compare learning via the flipped classroom model to traditional methods of teaching.

Results: Residents found that studying the assignment beforehand at home was more convenient and allowed for a larger portion of class time to be spent on discussing problems while receiving immediate feedback from instructors. This resulted in a better understanding of the subject material. Residents also reported having more confidence and competency in applying knowledge gained from the classroom to their clinical workflow.

Conclusions: The essence of the flipped classroom is to shift from passive to active learning where the learning process is more visible, collaborative, and reflexive. This method of instruction accommodates for diverse learning styles, engages students in critical thinking, and enhances their performance and abilities through deeper understanding of the subject material. Residents are also taught to take ownership for their learning and to become a driving force for their own education. All these factors combined leads to significant learning gains when compared to traditional teaching methods.