



E-ISSN: 2706-9575  
P-ISSN: 2706-9567  
IJARM 2020; SP 2(2): 13-14

**Dr. Kruttika Naik**  
Assistant Professor,  
Department of Pathology, Sri  
Siddhartha Institute of  
Medical Sciences and Research  
Centre, T Begur, Karnataka,  
India

**International Conference**  
**On**  
**Recent Development and Practices in Medicine**  
**(25-29<sup>th</sup> OCT, 2020)**

**Comparison of perception of students towards flipped  
classroom learning over regular classroom learning in  
the department of pathology**

**Dr. Kruttika Naik**

**Abstract**

The flipped classroom is defined as “shifting direct learning out of the large group learning space and moving it into the individual learning space, with the help of one of several technologies”<sup>2,3</sup>. Classroom time is spent in discussion, clarification, exercises, or other learning activities to enhance application of knowledge. This method is implemented in the Medicine, Dental and other Allied courses. This study puts in an effort to find the perception of the students towards the flipped class room when compared to the regular classes.

**Keywords:** perception score, flipped, classroom, classroom

**Introduction**

Professional colleges by asking students to prepare before lectures and actively engaging students during lectures. It explores study behavior through a flipped course<sup>1</sup>. Students find the pre-clinical subjects drab and boring. One of the main reasons is the theoretical and fragmented manner in which they are taught by each pre-clinical department at different time, without any knowledge of what is taught by the other departments. The flipped classroom is defined as “shifting direct learning out of the large group learning space and moving it into the individual learning space, with the help of one of several technologies”<sup>2,3</sup>. Classroom time is spent in discussion, clarification, exercises, or other learning activities to enhance application of knowledge<sup>3</sup>. This method is implemented in the Medicine, Dental and other Allied courses<sup>4-8</sup>. This study puts in an effort to find the perception of the students towards the flipped class room when compared to the regular classes.

**Aims and Objectives**

To find the perception score of the students towards the flipped class room when compared to the regular classes.

**Materials and Methods**

The study was done from Oct 2018 to Mar 2019.

**Design** – Educational intervention will be done by flipped classroom for 6 hrs of lecture in one month duration and performance of the students are compared for two methods along with the perception.

**Subject** - Students of MBBS Phase-II will be enrolled into the study after obtaining informed consent excluding the students who don't give consent for the study.

**Sample size** – 150 students of MBBS phase II who are willing to participate.

**Methodology:** They will be equally divided into two groups by lottery method. One batch will go for traditional lecture classes and the other will be taught using flipped class model.

**Corresponding Author:**  
**Dr. Kruttika Naik**  
Assistant Professor,  
Department of Pathology, Sri  
Siddhartha Institute of  
Medical Sciences and Research  
Centre, T Begur, Karnataka,  
India

Lecture classes will be taken in six sessions by the researcher. Three sessions are with flipped method (topics given prior to the lecture by power point presentations) and

three sessions are regular lectures. After every lecture class the Perception scores of the students will be taken.

## Results

**Table 1:** Perception score of the students

	Group	N	Mean	Std. Deviation	T	Df	P Value
Perception	Traditional	50	37.11	7.10	-9.60	60.36	<0.001
	Flip class room	50	47.31	2.43			

In this study the mean perception score of the traditional teaching group was found to be lower than the flip classroom group.

## Discussion

The implications of the study are that it is an analytical in nature and it will compare the effectiveness of two methods of teaching. It will provide orientation and motivation to learn the subject by the students. Students become aware of learning methods which will imply a prior preparation of the student about the subject. Helps the teacher to compare the different method and apply the better one in future teaching learning method. Ultimately contributes towards the future literatures about the experiences of both teacher and students about the teaching learning methods.

This approach was first used in the 1990s in elementary and secondary education and was referred to as the “classroom flip” by Baker (2000, p. 9), who also coined the “guide on the side” as compared to the “sage on the stage,” which is now the mantra of those who espouse this method of teaching<sup>3</sup>. As class attendance, students' learning, and the perceived value of the study increased following participation in the flipped classroom, the authors conclude that this approach warrants careful consideration as educators aim to enhance learning, improve outcomes, and fully equip students to address 21st-century health care needs<sup>3</sup>.

## Conclusion

The student's perception scores are better in the flipped classroom when compared to the traditional lectures. This is a preliminary study of just knowing the students perception scores. The next step is to understand the effectiveness of the flipped classroom in teaching pathology.

## References

1. Anja J, Boevé & Rob R, Meijer & Roel J, Bosker & Jorien Vugteveen, Rink Hoekstra, Casper Albers J. Implementing the flipped classroom: an exploration of study behaviour and student performance. *Higher Education* 2017;74:1015-1032.
2. Unal Z, Unal A. Comparison of Student Performance, Student Perception, and Teacher Satisfaction with Traditional versus Flipped Classroom Models. *International Journal of Instruction* 2017;10(4):145-164.
3. Missildine K, Fountain R, Summers L, Gosselin K. Flipping the classroom to improve student performance and satisfaction. *J Nurs Educ* 2013;52:597-599.
4. Gubbiyappa KS, Barua A, Das B, Murthy CV, Baloch HZ. Effectiveness of flipped classroom with Poll Everywhere as a teaching-learning method for pharmacy students. *Indian J Pharmacol* 2016;48:S41-S46.

5. Bossaer JB, Panus P, Stewart DW, Hagemeyer NE, George J. Student Performance in a Pharmacotherapy Oncology Module Before and After Flipping the Classroom. *Am. J Pharm. Educ* 2016;80:31.