

EASL Schools of Hepatology – Flipped classroom model 2022

	Traditional	Flipped
	Teacher-centered	Learner-centered
	Content-oriented	Problem-oriented
	Students are passive “beneficiaries” of the learning process	Students are actively elaborating a solution to a given problem
What the teacher does ?	Sage on a stage	Guide on a side.
What the students do ?	Listen to lecture Take notes Are assigned homework	Are assigned pre-readings (podcasts, TED, PPT, etc.) to get familiar with the terms and the concepts.
What happens next ?	Do homework	Do classwork: apply learning activities and higher-order tasks (discussions, critical thinking, analysis, synthesis).
Work is done...	... mostly alone	...only within a team.
Assessment tool	Exam (answering questions)	Task assignment (creating things).

The learning process :

1 – Pre readings (EASL Campus)

- Relevant didactic material is provided to all students four weeks before the school takes place
- Material: EASL CPGs, key articles, viewing of on-demand content for previous EASL events, access to selected educational materials on EASL Campus, TED, podcasts etc.

2 – Pre-quiz (EASL Campus)

- Before the first day of school
- Students are asked several **multiple-choice questions**
- These general questions regard the topic of the school and the rationale for their multidisciplinary management

3 – Team work (CLASSROOM)

- The twenty five students are divided into **five teams of five students** each

- Each team is assigned to a tutor (a member of the faculty) and goes to a distinct room
- There are different five clinical cases, covering the topic of the school
- Each member of the faculty illustrates to his/her team (with the help of a PowerPoint show) **one clinical case** and asks **five complex questions**
- The team must provide the **detailed answers to each of the questions** (maximum three slides, specific statements must be referenced) (a PC is available in each room with PowerPoint and Internet access)
- **The teamwork is an essential part of the learning process**

4 – Clinical cases are presented by each team (CLASSROOM)

- Each team must **present** their answers to the questions concerning their respective clinical case
- Presentations are organized as dual projection: one for the questions (read by the corresponding tutor) and the other one for the answers
- The questions being five, each student must present the answer to one question
- A **discussion** follows, run by the faculty
- Presentations are **evaluated** as to their content and form by an independent jury
- **PRIZES** are given to the members of the best team (to be defined by EASL: e.g. free registration to an event; membership, etc.)
- The other teams get chocolate goodies

5 – Post-quiz (EASL Campus)

- Students are asked to answer the same multiple-choice questions on the topic of the school (post-quiz)

6 – Evaluation/Survey (EASL Campus)

- Students are requested to provide an *evaluation of the school* (format, faculty, venue, time allotted, dynamic of the teamwork) filling an online questionnaire (prerequisite to obtain CME credits)