## Flipping a Session

#### 1. Pre-session learning experience

This is a self-managed learning experience, involving the use of instructor outlined activities and, typically, online materials such as a short video, article or other resources.

The content of this session usually focuses on underlying concepts or content that will be applied during the active learning session. On Bloom's Taxonomy Revised, students might be prompted to recall or demonstrate comprehension of these concepts. Some pre-session activities might ask students to apply concepts in a formative assessment activity aimed at informing the student and the instructor of how well the learners understand the underlying concepts before expecting them to do something with them in the live session.



### 2. In-session active learning experience



In-session learning focuses on engaging students in higher order thinking through participation in active learning. For example, students might be asked to collaborate on generating a differential diagnosis, find credible sources that help them to narrow that differential, or pose questions to help the group resolve the concerns presented by a simulated patient case. Students might evaluate patient samples to identify pathogens,

describe the procedures they would use for conducting the appropriate lab tests, or be asked to defend why certain procedures or clinical exams would be helpful and why.

In other words, the in-session activity requires the students to apply what they learned in the pre-session experience.

#### 3. Assessment

If formative assessment does not occur in the pre-session activity, the instructor might include it near the beginning of the in-person session. The purpose is to assist students in understanding the concepts and to guide the instructor in determining whether and to what extent they might need to clarify concepts before conducting the in-session active learning



activities. Formative assessment, then, is designed to ensure that students successfully achieve the learning objectives for both pre-session and in-session learning experiences.

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Summative assessment is also important. When we flip a large group session, it is important to know whether students achieved the learning objectives. A quick end of session assessment – or building assessment into the activities, confirms whether students were successful.