

FLAME: Flipped Learning for Midwifery Education

Jacqui Williams
Kirstie Coolin

What is Flipped Learning?

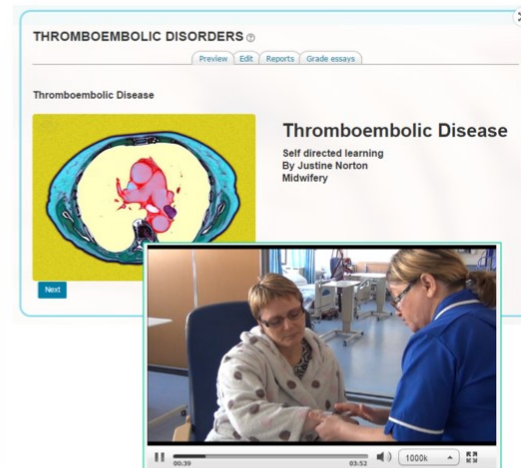
Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (*Flipped Learning Network*) (accessed 1/12/14)

Rationale

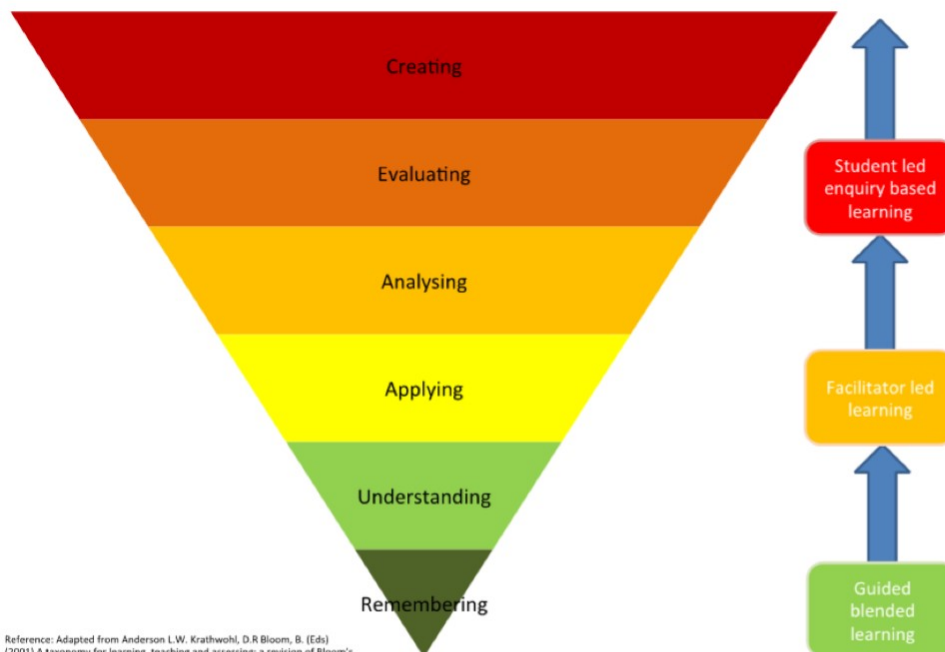
- New curriculum launched 2015
- Increase content delivery outside of the classroom to enhance the learning within
- Better student engagement with the materials
- More effective use of face to face time for critical analysis and applying
- Critical, courageous and independent lifelong learners

Considerations

- Flipped learning built in at the module planning stage.
- Appropriate assessment.
- Equal importance given to online and face to face learning.
- Using a range of online activities and not just videoing lectures.
- Ongoing evaluation of the programme; including observation and team teaching



The 'FLAME' Model - Flipped Learning and Midwifery Education



The FLAME Model

Increase in knowledge as a student progresses through the topics.

Student-led learning

Enquiry-based learning whereby knowledge can be evaluated and new understanding of concepts realised.

Facilitated face to face sessions

Apply and critically analyse this knowledge in relation to midwifery practise.

Guided online learning

Modular online activities devised to check/track completion & learning and equip a student with content knowledge.