Hybrid application

TI to submit with course application

- Percentage of hours and the actual number of hours that are in class, instructor lecture
  - What are the attendance requirements?
- Percentage of hours that are lab (skills)
  - What are the attendance requirements?
- Percentage of hours that are on-line
  - What are the attendance requirements?
    - How is attendance verified
  - How are the online modules sequenced in the curriculum to enhance and optimize the student learning experience
- How is competency verification achieved?
  - Cognative
    - In-class
    - On-line (if applicable)
  - Psychomotor
  - Affective

On-line content should correspond to the sequence of the in class sessions, and the on-line content should be presented to the student (with attendance verified) prior to said in class session.

TECHNICAL ADVISORY COMMITTEE – TASK SUMMARY

INDIANA STATE E.M.S. COMMISSION

TASK INFORMATION

Date Assigned:		**Assigned to:**	**TAC Chairman – Mr. Bell**
Job Task:	**Drafting continuing education requirements for renewal of the IDHS Advanced EMT certification.**		
Commission Staff:			
Review Period:			

ASSIGNMENT REVIEW - GUIDELINES - GOALS

TAC was assigned to draft continuing education requirements for renewal of the IDHS Advanced EMT certification.

TAC RECOMMENDATION

The TAC Education Sub-committee drafted continuing education requirements for renewal of the IDHS Advanced EMT certification, and said policy was approved by the TAC on March 4, 2014.

The TAC makes the following recommendations:

1. Please see the attached form

LIMITATIONS – CHALLENGES – FISCAL IMPACT

The TAC does not believe there is a fiscal impact. The TAC does not believe there will be any expected limitations or challenges.

FORMAL MOTION

TAC makes a motion that:

1. The EMS Commission to approve the continuing education requirements for renewal of the IDHS Advanced EMT certification.

ADDITIONAL COMMENTS

Please see the attached document/

VERIFICATION OF REVIEW AND SUBMISSION

By signing this document, the (TAC) Technical Advisory Committee formally submits to the Indiana State EMS

Commission the above proposed recommendations for review, consideration, and implementation. We acknowledge receipt of review, and submit this document for consideration to the Indiana EMS Commission on the date listed below.

Chairman, TAC Committee *Date*

Vice-Chairman, TAC Committee *Date*

EMS COMMISSION – RECOMMENDATION - ACTION

Commission Actions: **Date:**

- ☐ Approved, as listed.
- ☐ Approved, with changes listed below.
- ☐ Re-assigned for future recommendation.
- ☐ Rejected
- ☐ Other

COMMENTS:

Continuing Education Hours for Certification Renewal

The following charts depict a comparison of all levels with both current didactic requirements and newly proposed didactic requirements.

Current requirements:

<table>
<tr><th>Topic</th><th>EMR- 16 hours (12 NR)</th><th>EMT- 40 hours (24 NR)</th><th>AEMT</th><th>Paramedic-72 hours (72 NR)</th></tr>
<tr><td>Preparatory</td><td rowspan="5">4 hours in “defibrillation and airway management”</td><td rowspan="10">34 hours “of any combination of lectures, critiques, skills proficiency exams, continuing education or teaching sessions consistent with the EMT–Basic curricula.”</td><td rowspan="15">Specific continuing education requirements for this level have not yet been established</td><td>X (not required at this level)</td></tr>
<tr><td>Airway</td><td>X (not required at this level)</td></tr>
<tr><td>Airway, Breathing, Cardiology</td><td>16</td></tr>
<tr><td>Patient Assessment</td><td>X (not required at this level)</td></tr>
<tr><td>Circulation</td><td>X (not required at this level)</td></tr>
<tr><td>Illness/injury</td><td rowspan="10">16 hours “of any combination of lectures, critiques, skills proficiency examination, or audit and review, which reviews subject matter presented within the approved EMR curriculum.”</td><td>X (not required at this level)</td></tr>
<tr><td>Childbirth/children</td><td>X (not required at this level)</td></tr>
<tr><td>Medical</td><td>8</td></tr>
<tr><td>Medical/behavioral</td><td>X (not required at this level)</td></tr>
<tr><td>OB/pediatrics</td><td>16</td></tr>
<tr><td>Trauma</td><td>6</td></tr>
<tr><td>Operations</td><td>2</td></tr>
<tr><td>Audit and Review</td><td>6 (if affiliated)</td><td>12</td></tr>
<tr><td>Elective</td><td>6 (only if not affiliated)</td><td>12</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Total:</td><td>20</td><td>40</td><td>72</td></tr>
</table>

Technical Advisory Committee for the EMS Commission

Revision of Continuing Education Didactic Requirements

Education Sub-Committee of TAC

Proposed requirements (please note no change to Paramedic requirements):

Topic	EMR- 16 hours (12 NR)	EMT- 40 hours (24 NR)	AEMT	Paramedic-72 hours (72 NR)
Based upon National Registry Core Requirements				
Preparatory	1	1	X (not required at this level)	X (not required at this level)
Airway	2	2	X	X (not required at this level)
Airway, Breathing, Cardiology	X (not required at this level)	X (not required at this level)	12	16
Patient Assessment	2	3	X (not required at this level)	X (not required at this level)
Circulation	3	X (not required at this level)	X (not required at this level)	X (not required at this level)
Illness/injury	3	X (not required at this level)	X (not required at this level)	X (not required at this level)
Childbirth/children	1	2	X (not required at this level)	X (not required at this level)
Medical	X (not required at this level)	X (not required at this level)	6	8
Medical/behavioral	X (not required at this level)	4	X (not required at this level)	X (not required at this level)
OB/pediatrics	X (not required at this level)	X (not required at this level)	12	16
Trauma	X (not required at this level)	4	5	6
Operational tasks	X (not required at this level)	X (not required at this level)	1	2
Audit and Review	x	6	12	12
Pharmacology	x	x	2	X
Flexible Elective Content				
Elective	4	18 (24 total hours if not affiliated)	22* (These hours shall pertain to the EMT and/or AEMT curriculum *	12
Recommendations for electives: HIPPA, Bloodborne pathogens, OSHA 1910, evidenced-based research trends, specialty care, or based on local need				
Total:	16	40	72	72

Technical Advisory Committee for the EMS Commission

Revision of Continuing Education Didactic Requirements

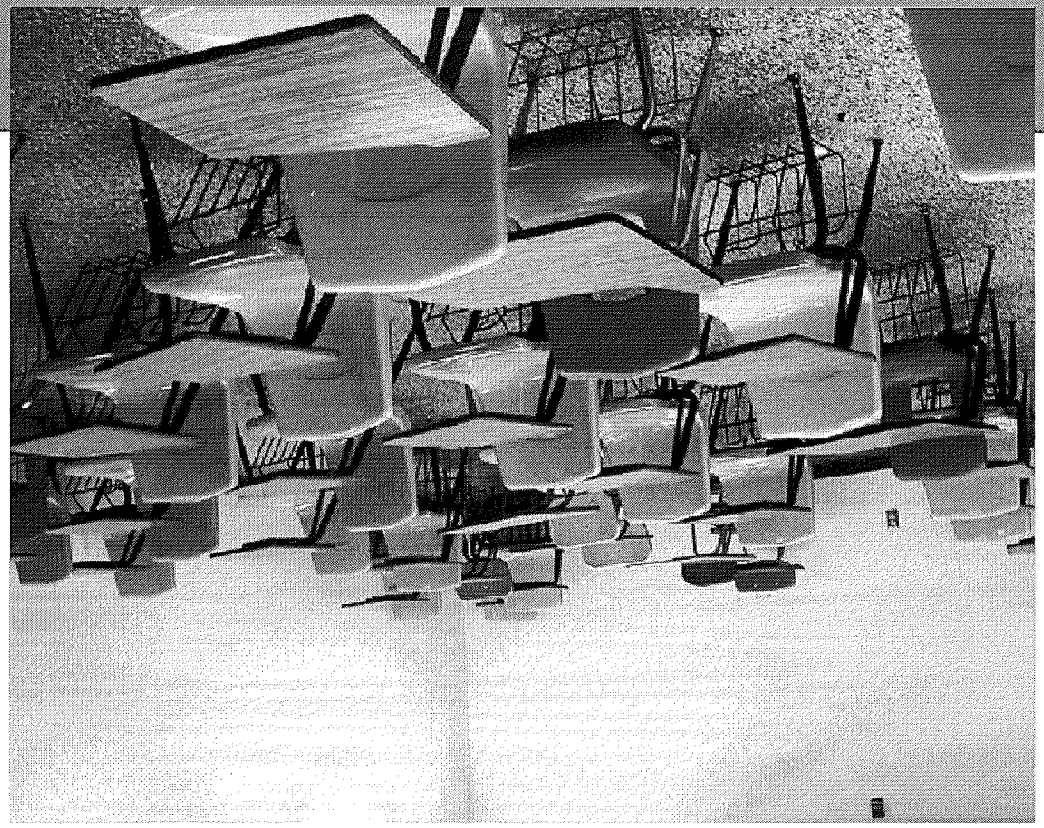
Education Sub-Committee of TAC

Skill competencies	EMT	AEMT	Paramedic
Cardiac Arrest Management/AED	X	x	x
Airway Management (Oropharyngeal airway, nasopharyngeal airway, bag valve mask, combit-tube, ventilation, mouth to mask with oxygen)	X	x	x
Spinal immobilization, seated	X	x	
Spinal immobilization, supine	X	x	
Patient assessment/management, Trauma	X	X	X
Patient assessment/management, Medical	X	x	X
Long bone immobilization	X		
Joint injury	X		
Traction Splint immobilization	X		
Bleeding and Shock management	x	x	X
Medication Administration, IV, IO		x	X
Obstetrics and gynecological		x	X
Communication and documentation		x	x
12-lead acquisition and transmission		x	
Static and dynamic cardiology of the five (5) AEMT approved rhythms		x	

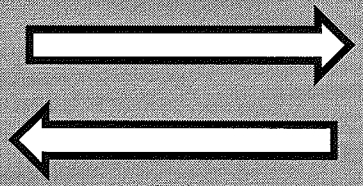
Flipping the Classroom

GradSTEP 2013

Emily Marshall



What is the Flipped Classroom?



In Class

- Problem solving
- Application of material
- Collaboration with peers
- Interactive activities to facilitate learning
- Feedback and instruction from the teacher

At Home

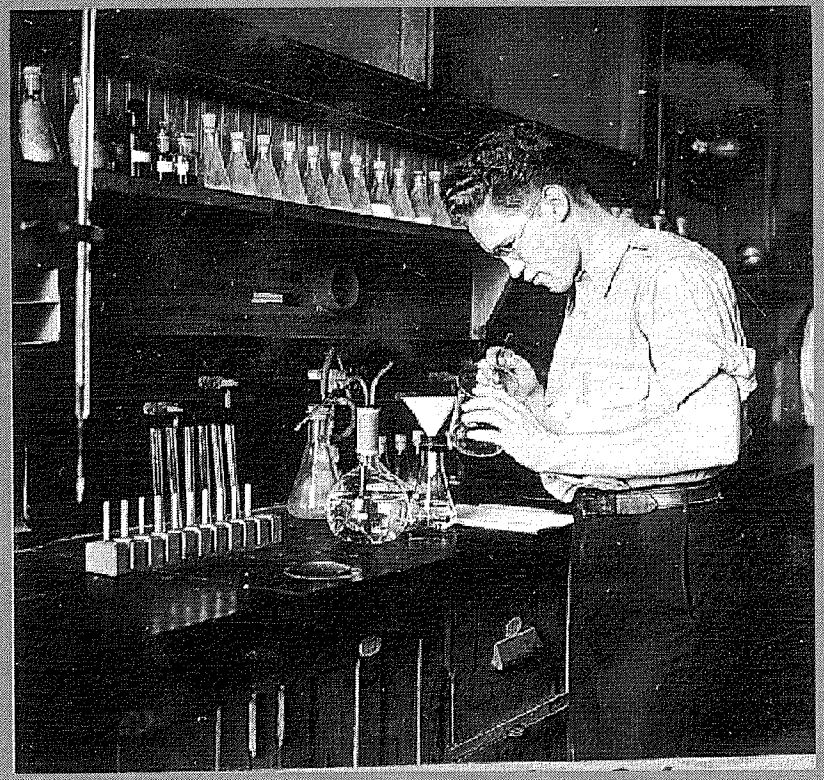
- Exposure to new material via online videos

Some of the early pioneers of the idea...

Jonathan Bergman and Aaron Sams

Chemistry Teachers

Woodland Park High School in Colorado



new book published in July 2012:

"Flip Your Classroom: Reach Every Student in Every Class Every Day"

Jonathan and Aaron

What are the benefits?

What are the benefits?

At home

- pause, rewind, and review the videos

In class

- process, analyze, and apply new material with the assistance of fellow classmates
- receive instant and individualized feedback from the instructor
- remain active and engaged during class
- demonstrate a deeper understanding of the material by assisting others in their learning

What are the drawbacks?

What are the drawbacks?

At Home

-Students must be motivated to watch videos on their own

-Additional preparation time for instructors

-Limited internet access or access to technology for some students

In Class

-Difficulties in facilitating collaboration between students

Khan Academy

-Founded by Salman Khan

-Over 3800 free online videos on a variety of topics for K-12 students

-Random problem generator to practice your skills

-Funded by Bill & Melinda Gates Foundation and Google and others

Khan's Ted Talk

Is the method effective?

-One study in 1998 evaluated students in introductory physics classes using pre/post test data. Those taught using interactive engagement methods scored ***two standard deviations higher*** than those taught using traditional passive methods .

-Another study in 2011 monitored students taught in the same classroom for most of the semester. One section was "flipped" for one week towards the end while another section remained the same. Those in the flipped classroom scored on average ***30 percentage points higher*** in an assessment at the end of the week.

Who is trying it?

The University of Michigan at Ann Arbor has been flipping its calculus courses since the mid-1990s.

- classes are capped at 32 students
- the course meets three times each week for 80 minutes
- instructors undergo a weeklong summer training session and weekly follow-up meetings throughout the semester

Discussion in Disciplinary Groups

-Have you experienced a flipped classroom in your education? Was it effective?

-How could you model the flipped classroom in your classes at Vanderbilt?

-Are there specific topics that would work better under this method?

-How effective will it be in your discipline?

-What are some of the potential drawbacks for the students and the instructors?

Plan a Flipped Lesson

1. What are the goals of the lesson?
2. What will be the at home content? How will it be delivered?
3. What will be the in class content? How will the class time be structured?
4. How will you assess the students at the end of the lesson?

http://www.flickr.com/photos/44551921@N04/6240707542/sizes/z/in/photostream/

http://www.flickr.com/photos/uiowa/8047278840/sizes/z/in/photostream/

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THE CHRONICLE
of Higher Education

February 19, 2012

How 'Flipping' the Classroom Can Improve the Traditional Lecture

By Dan Berrett

Andrew P. Martin loves it when his lectures break out in chaos.

It happens frequently, when he asks the 80 students in his evolutionary-biology class at the University of Colorado at Boulder to work in small groups to solve a problem, or when he asks them to persuade one another that the answer they arrived at before class is correct.

When they start working together, his students rarely stay in their seats, which are bolted to the floor. Instead they gather in the hallway or in the aisles, or spill toward the front of the room, where the professor typically stands.

Mr. Martin, a professor of ecology and evolutionary biology, drops in on the discussions, asking and answering questions, and hearing where students are stumped. "Students are effectively educating each other," he says of the din that overtakes his room. "It means they're in control, and not me."

Such moments of chaos are embraced by advocates of a teaching technique called "flipping." As its name suggests, flipping describes the inversion of expectations in the traditional college lecture. It takes many forms, including interactive engagement, just-in-time teaching (in which students respond to Web-based questions before class, and the professor uses this feedback to inform his or her teaching), and peer instruction.

But the techniques all share the same underlying imperative: Students cannot passively receive material in class, which is one reason some students dislike flipping. Instead they gather the information largely outside of class, by reading, watching recorded lectures, or listening to podcasts.

And when they are in class, students do what is typically thought to be homework, solving problems with their professors or peers, and applying what they learn to new contexts. They continue this process on their own outside class.

The immediacy of teaching in this way enables students' misconceptions to be corrected well before they emerge on a midterm or final exam. The result, according to a growing body of research, is more learning.

While the idea is not new, the topic of flipping has consistently cropped up during discussions at recent conferences about teaching and learning—and often when the subject turns to science, technology, engineering, and mathematics, or the STEM disciplines.

The recent interest is driven by the convergence of several trends.

The first is technological innovation, which has made it easier to distribute lectures by the world's leading instructors. Some faculty members wonder whether it still makes sense to deliver a lecture when students can see the same material covered more authoritatively and engagingly—and at their own pace and on their own schedule. The supply of such offerings, at low or no cost, is increasing, as demonstrated by recent news of the Massachusetts Institute of Technology's founding of MITx and a Stanford University professor's start-up of Udacity.

At the same time, policy makers, scholars, advocacy groups, and others who seek to improve higher education want to see more evidence that students are truly learning in college. As pressure mounts to graduate more students, and as cognitive psychology produces new insights into how students learn, these observers say professors can no longer simply pump out information and take it on faith that students understand it.

Adding to these forces is economic reality. Strained budgets make it difficult for colleges to decrease class sizes and create more seminars in which low student-to-professor ratios allow a high degree of personal attention. Even advocates for new approaches to teaching concede that the lecture is not going away. The lecture model—putting dozens, hundreds, or even thousands of students in a room with a professor—endures because it makes economic sense.

Flipping allows colleges, particularly large research institutions with big classes, to make the traditional lecture model more productive, says Harrison Keller, vice provost for higher-education policy at the University of Texas at Austin, which held a recent seminar on course flipping for its faculty. "If you do this well, you can use faculty members' time and expertise more appropriately, and you can also use your facilities more efficiently," he says. More important, "you can get better student-learning outcomes."

Those forces are coming together to prompt a rethinking of the faculty member's role in the classroom. "I see a paradigm shift, and it's coming soon," says Michael S. Palmer, an associate professor of chemistry and assistant director of the Teaching Resource Center at the University of Virginia. "Content is not going to be the thing we do. We're going to help unpack that content."

Identifying Key Concepts

Professors have flipped courses for decades. Humanities professors expect their students to read a novel on their own and do not dedicate class time to going over the plot. Class time is devoted to

exploring symbolism or drawing out themes. And law professors have long used the Socratic method in large lectures, which compels students to study the material before class or risk buckling under a barrage of their professor's questions.

The way STEM disciplines are traditionally taught makes them particularly ripe for change, Mr. Palmer says, because of their "long tradition of very didactic teaching, which involved disseminating content." By contrast, he says, the humanities and social sciences have been about exploring ideas.

Still, flipping has been adopted in isolated precincts of STEM disciplines, particularly physics. Some of the most notable examples illustrate the different forms the technique can take.

At the University of Michigan at Ann Arbor, for example, the math department has flipped its teaching of calculus since the mid-1990s, says Karen Rhea, a lecturer and director of the introductory mathematics program.

Michigan offers up to 60 small sections of introductory calculus, with a maximum of 32 students in each class, which meet for 80 minutes three days a week. Faculty members receive intense training: a weeklong course at the end of August, followed by weekly meetings and regular classroom visits throughout the semester from more-experienced instructors.

Consistent with the flipping model, students at Michigan do their reading before class. The instructor gives a brief lecture, asks them about the reading, and goes through an example from the textbook. Students take turns going to the board to present their answers or working in groups, which might be followed by another short lecture.

As the students work on the next problem, the instructor circulates. Rather than sending students home to struggle with a new concept, the instructors can hear—and correct—misunderstandings as they arise. "We're asking them to solve problems that are not template problems," Ms. Rhea says. "In your presence they're learning how to think, and we're learning what they're struggling with."

Class size is not the most important factor in teaching this way, Ms. Rhea says. What's more critical is teaching and testing a set of basic principles of differential calculus that are articulated in a test called a calculus concept inventory. This 22-question test focuses not on whether students can run through calculations but on whether they understand the underlying concepts.

"It's easy to measure if they can take derivatives out the wazoo," Ms. Rhea says, "but it's kind of harder to see what they're getting underneath."

Research by Ms. Rhea and two colleagues suggests that Michigan's teaching methods have led to greater gains in conceptual

understanding. The techniques have been lauded by the Association of American Universities, among others.

In 2008, Michigan gave concept inventories to students before they started calculus and after they finished, and calculated the difference relative to the maximum gain they could have made. Students in Michigan's flipped courses showed gains at about twice the rate of those in traditional lectures at other institutions who took the same inventories.

The students at Michigan who fared worst—a group of 12 who were at risk of failing the course—showed the same gain as those who demonstrated the largest increase in understanding from traditional lectures elsewhere.

A View From the Lecture Hall

Michigan's program did not randomly assign its own students to courses using different teaching models, as conventional education research would dictate. But the gains in learning that were observed at Michigan correspond with similar findings about teaching methodologies in physics, which have been documented by Richard R. Hake, a professor emeritus of physics at Indiana University at Bloomington.

In fact, the project at Michigan was modeled on similar work by physicists, who have been among the most innovative STEM scholars in trying new approaches to teaching and testing the results.

One of the most outspoken physicists is Eric Mazur of Harvard University. He has been flipping courses for 21 years using a method he calls "peer instruction," in which students work in small groups to answer conceptual questions during lectures. Mr. Mazur recently established a network of practitioners in the technique.

He began to use peer instruction after testing his own students on the force concept inventory, which predates the calculus concept inventory, and which tests understanding of the foundations of Newtonian mechanics. Despite his consistently high ratings from students, Mr. Mazur saw that they were not learning as much as he thought they were.

"We put a lot of emphasis on the transfer of information," Mr. Mazur said at a recent conference at Harvard on teaching and learning. But that model is making less sense as sources of information grow more plentiful. "Simply transmitting information should not be the focus of teaching; helping students to assimilate that information should."

At the conference, he demonstrated how his methods help students absorb information and transfer concepts. He briefly explained an aspect of thermodynamics: When molecules are heated, they move away from one another.

After asking if there were any questions on this concept, he told the attendees to pick up their electronic "clickers" to answer a question. It was not a simple test of comprehension; he asked people to apply the concept to a new context.

Imagine a rectangular sheet of metal with a circle cut out of the middle, he said. What would happen to the diameter of the circular gap if the metal were to be heated uniformly? Would the diameter of the hole get bigger, stay the same, or shrink?

The attendees entered their answers on their clickers. Mr. Mazur told them to find someone sitting near them who had chosen a different answer and try to persuade them that their answer was correct. The room quickly grew noisy.

I answered that the gap would get smaller, figuring that the material would melt and the hole would start to close. Behind me, a psychologist explained how he thought it would remain the same because the interplay between the expanding metal and the air in the middle would balance each other. We went back and forth, failing to change the other's mind.

Mr. Mazur ended the discussion and began to move on to a new point when people in the audience started protesting. As it turns out, both my neighbor and I were wrong: The hole would expand, as happens when a jar's metal lid is heated.

"Once you engage the students' minds," Mr. Mazur said, "there's an eagerness to learn, to be right, to master."

Active Learning

But such eagerness is not much in evidence on students' evaluations, says Melissa E. Franklin, chair of Harvard's physics department. While she does not defend the traditional lecture and lauds Mr. Mazur for advancing the cause of teaching, she views flipping with some skepticism.

Harvard colleagues have tried flipping, Ms. Franklin says, but few have stuck with it. It demands that faculty members be good at answering students' questions on the spot, even when their misconceptions are not yet clear because they are still processing the information.

It can also be very labor-intensive for faculty members who do not have teaching support, she adds, if it requires a professor to read questions that students submit before class (which is characteristic of just-in-time teaching). "For a normal, straight-ahead professor, there's a steep learning curve," Ms. Franklin says.

But her chief critique is based on the intensity of students' responses. The average score on a student evaluation of a flipped course is about half what the same professor gets when using the traditional lecture, she says. "When the students are feeling really bad about required courses, it doesn't seem like a good thing."

Mr. Mazur concedes that some students resist participating to the extent his technique demands. Many students have done quite well receiving information and spitting it back out, he says. But while some come to embrace the flipped classroom, others never do.

Liking the class is ultimately beside the point, Mr. Mazur says. He says his results from using peer instruction show that, on the force concept inventory, nonmajors who take his class outperform physics majors who learn in traditional lectures.

"You want students to like class, but that's not the goal of education," Mr. Mazur says. "I could give them foot massages and they'd like it."

Matt C. Hudson, a senior who is double-majoring in physiology and evolutionary biology, learned to appreciate the flipped classroom while taking Mr. Martin's class at Colorado, just as Mr. Mazur says his students sometimes did in his classes at Harvard.

"I really was caught off guard at first," says Mr. Hudson, who was initially adamant that students taking a lecture class should be lectured to. About three weeks into the course, his view changed. Mr. Martin split the students into small groups to discuss the heritability of beak sizes in finches, and how that trait related to a bird's chance of survival.

When a fellow student explained the relationship to him, the link became clear. "Having six or seven ways to think about a problem is better than just having your own way to think about a problem," Mr. Hudson says.

As both Mr. Mazur's and Mr. Martin's classes indicate, the cognitive strain that flipping imposes on students accounts for much of its success—and the resistance it engenders. Ultimately that strain is what is most important, not whether the course is flipped, says Carl E. Wieman, associate director of the White House Office of Science and Technology Policy. He has documented gains when relatively inexperienced physics graduate students and postdoctoral researchers lecture hundreds of students but stop intermittently to quiz and give feedback on the students' understanding of key concepts.

Whatever method a faculty member attempts, Mr. Wieman says, he or she should start by defining the underlying concepts to be taught and the learning outcomes that will be demonstrated. And it is not enough, he says, to simply declare that the learning outcome is to cover the first four chapters of a textbook.

"It's a whole different paradigm of teaching," says Mr. Wieman, likening the professor's role to that of a cognitive coach. "A good coach figures out what makes a great athlete and what practice helps you achieve that. They motivate the learner to put out intense effort, and they provide expert feedback that's very timely."

Add a comment

ser27834

0 comments **0** likes received

Type your comment here.

Post as ser27834

Showing 40 of 68 comments

Sort by Oldest first Follow comments: by e-mail by RSS

Real-time updating is **paused**. (Resume)

mycantarella 1 week ago

What I like about the flipping idea is that it takes the onus off the student who is intimidated about asking questions or somehow revealing a lack of understanding of what is going on. It makes for more active learning in a way that puts everyone on the spot to some degree. It is most often the first generation, low-income and minority students -- those most at risk of dropping out that are also most likely to be least engaged in class. Flipping forces them to be part of the learning experience in a supported, collegial and collaborative way. It is also how things function in the "real world". One rarely sits in a meeting and gets lectured at in the workplace. It is more likely that the workplace will look like the flipped classroom. Good practice for learning how to get better answers by information sharing and collaboration.
Marcia Y. Cantarella, PhD, Author, I CAN Finish College: The Overcome Any Obstacle and Get Your Degree Guide.

2 people liked this. Like Reply

scaulvolk 1 week ago

I have "flipped" my (history) lecture classes for a number of years (preparing my own narrative on videos which they watch over the weekend, and using classes for discussion and other activities). There are many reasons for this: here is one. I'm a good lecturer (according to my students, colleagues, and the profession). Yet in every lecture, some students (I call them the "back row boys") would fall asleep. This was unacceptable. I could embarrass them by throwing a piece of chalk at them or calling them out. I could berate student behavior in general. Or, I could engage them. I'm happy to say that with a "flipped" class, I no longer have "back row boys" because there is no back row. (I could comment more on what/how they are learning, but suffice it to say that they can't learn if they're asleep.)

5 people liked this. Like Reply

Load more comments

okieinexile 1 week ago

Forget throwing chalk. Use technology, perhaps a taser... ;)

5 people liked this. Like Reply

lj_shaffer 1 week ago

Don't tase me bro! ;D

7 people liked this. Like Reply

mindnbodybuilding 4 days ago

Too funny!

Like

agyorke 1 week ago

Oddly enough, we (Penn State) just published a video explaining the concept of Flipping the Classroom - which is similar in style to the "... In Plain English" videos on YouTube:

http://www.youtube.com/psutlt#...

And there is an Educause Learning Initiative white paper called "7 Things You Should Know About Flipped Classrooms" that was published two weeks ago:

http://www.educause.edu/Resour...

5 people liked this. Like Reply

Bob Kelloren 1 week ago

Thank you Mr Barrett for the excellent summary of "flipping" in the classroom. I am going to share it with all the faculty because it is precisely where we want to be heading as a polytechnic institution. I concur that the greatest resistance to active learning comes from those who are, frankly, stuck in a rut. Lectures give a sense of accomplishment to them -- they are doing their jobs. It is up to the student what is done with the material imparted. Well, this will no longer work in our society. We need leaders who can think and ask the right questions when approaching a problem or challenge. If students come out of college with nothing more than fading memories of past lessons, it is not necessarily the fault of the student; the faculty bear a major part of the responsibility for that failure. In order to adapt to the ever changing needs of society our pedagogical approach needs to be flexible and adjustable. The teacher needs to also understand that each student in the classroom learns differently and thus he or she must create a learning environment where all the needs are met.

1 person liked this. Like Reply

eric_mazur 1 week ago

Keep me posted on how your colleagues react. Be prepared for the type of skepticism expressed by my Chair, Melissa Franklin (who cares about end-of-semester evaluations and apparently not about learning, ignoring or refusing any solid assessment) and from some students, as exemplified by the post of tressiemcphd below, based on gut feeling and/or anecdotes. Just remember Lee Shulman's quote: "The plural of anecdotes is not data" -- and collect data!

Like Reply

profjrdn 4 days ago

All the data in the world won't change the fact that the profs with good student evaluations get pay raises while those of us who are mere 4's on the 5 point scale get nothing. I'll let someone else play with this fire. I'm tired of getting burned.

Like Reply

wigolfe 1 week ago

This is a very nice article and gives prominence to teaching ideas that deserve to be more widely known. STEM researchers, particularly physicists, have done a great deal of interesting work that other disciplines should be able to use to increase learning by their students.

There is one slight oversight -- it would have been nice to mention Jerry Epstein, who developed the Calculus Concept Inventory used at the University of Michigan.

2 people liked this. Like Reply

urbanized 1 week ago

Flipping *can* work, but it needs to be accompanied by the traditional lecture. Even in Literature classes (my area), pure activity or discussion based learning is not very effective. As nice as it would be if students could show up to class to "explore symbolism or draw out themes" (not quite what happens, but I get the point), many students are not intellectually prepared for such a challenge. The lecture needs to be in place in most instances to help students understand how connections are made between ideas. How, for example, form and content are related in a particular work. Flipped classes -- or as they were called when I was an undergraduate in the UK, "seminars" -- come into play after students have received some explanation so they can ask questions and model ideas introduced in the lecture.

10 people liked this. Like Reply

polaris84 1 week ago

If the lecture content is pre-recorded and viewed by the student outside the classroom, then in class discussion will be quite fruitful. The out-of-class work should also include periodic quizzes and an opportunity to communicate with the instructor via e-mail. With all of this interactivity, a lot more learning will happen. Once you've been involved in a properly executed course, you will not want to go back to the simple, passive lecture.

2 people liked this. Like Reply

jonrizpin 1 week ago

"

It demands that faculty members be good at answering students' questions on the spot, "

Heaven forbid a faculty member be able to answer a student question on the spot! I can't believe this administrator actually said this.

chris

12 people liked this. Like Reply

wigoffe 1 week ago

I understand what you're getting at, but what the administrator might have been getting at is the following point. If you're really getting to deep learning, as you can do with these methods, you'll likely be getting at deeply held misconceptions held by students (this is something physicists do -- they understand the incorrect model most students have of motion and they directly challenge them on it). As in "The "Curse of Knowledge" or Why Intuition About Teaching Often Fails," Carl Wieman, http://www.cwsei.ubc.ca/resour... , experts think of a subject very differently than novices (he even quote fMRI studies that finds different portions of the brain are utilized in examining the same problem). I've started to use these methods in my classes (I'm an economist) and occasionally I simply don't understand student thinking -- I think that differently about economics than my students do. That's one reason why Eric Mazur pushes peer instruction so hard -- someone who just learned a topic might well be able to explain it better than someone who's known it for decades.

A bit more on Carl Wieman, the author of the paper I mentioned above. As in the article, he's in White House Office of Science and Technology Policy, but he's also a Nobel Laureate and a former U.S. Professor of the Year (given for teaching). He and his physics colleagues have done very useful work not only on how students learn but they can demonstrate improved learning as a result. Not many of us in higher education can say that.

For more on what physicists have done, see "Why Not Try a Scientific Approach to Science Education?" http://www.cwsei.ubc.ca/resour... or "Don't Lecture Me" http://americanradioworks.publ... . For some of the primary literature, see "Improved Learning in a Large-Enrollment Physics Class," Deslauriers, Schelew, Wieman, Science 13 May 2011, http://www.cwsei.ubc.ca/SEI_re... , "Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses," Richard Hake, American Journal of Physics, 1998 http://web.mit.edu/rsi/www/200... , or "Peer Instruction: Engaging Students One-on-One, All at Once" Catherine H. Crouch, Jessica Watkins, Adam P. Fagen, and Eric Mazur, http://www.compadre.org/Reposi... .

8 people liked this. Like Reply

trainer12 4 days ago

What I know and understand about economics comes from one professor I had as an undergraduate and my high school economics teacher. I still have my note book from my high school economics teacher Myron Feinstein. Not only were they well organized, but delivered with stories, examples and a quick wit. He had a passion for the "dismal science." He made it come alive with examples from everyday life and the news. Dr. William K. Tabb was my economics professor at Queens College of CUNY at the time. About half the students in our class were not mastering the material. He changed the style of his lectures and the format of the class. It was a large lecture hall with fixed seats. But despite that he broke the class up for part of the class sessions, into mixed groups of people who did well on the quizes and exams with those who did not. He came around to each group to see how peer to peer instruction was working and if people were understanding the material. I lost the notes from the class but I still have the textbooks, highlighted, underlined and with notes in the margins. Fusfeld's, "Economics" and "The Capitalist System" by Edwards, Reich and Weisskopf, I am convinced that Tabb's radical approach at the time helped me pass that course.

1 person liked this. Like Reply

mindsbodybuilding 4 days ago

Thank you for the links! This is my homework assignment for the weekend :-)

Like Reply

tressiemcphd 1 week ago

This coverage of the anti-lecture is bordering on fetishization. I'm glad this works for many students and gives some teachers immediate feedback. However, as a learner this kind of chaos would have totally retarded my learning process. Totally. And I cannot be the only one. In all of our getting I hope we get an understanding that not all learners benefit in a flipped lecture environment.

18 people liked this. Like Reply

Robert Talbert 1 week ago

It's not "anti-lecture". It's about putting lecture in the context that gives learners the best opportunities to learn.

1 person liked this. Like Reply

eric_mazur 1 week ago

I wonder also if tressimcphd has any data to show any lack of learning or retardation. There certainly is more than 20 years of data to refute such anecdotal statements. Talking about anecdotal evidence -- this is one of the main barriers to improving education. The other one being flawed assessment of learning.

2 people liked this. Like Reply

sparkles 4 days ago

I submit any instructor or administrator who contents to know "the best" way to handle student learning is inherently flawed in their approach. Diversity of methods (including lecture as a valuable and strong teaching tool) is a good thing for students. I applaud all faculty who take the time to find what works best in their discipline and their individual classrooms. I detest the idea that one way can be labeled as "giving learners the BEST opportunity to learn" - BUNK!

3 people liked this. Like Reply

mbelvadi 1 week ago

"Many students have done quite well receiving information and spitting it back out" - this is probably the key to understanding Harvard students' dislike. Talk about selective bias, Harvard pulls together a cohort of students specifically based on their enormous success under the traditional model of teaching. It's no surprise that such students would find flipping to be threatening to their tried-and-true way of learning, especially since the grade competition there can be incredible, and curving highly punitive. Given the overall success of Harvard grads, maybe that's not the best place to tamper with the learning model. Maybe places with lower retention and GRE scores would benefit more from flipping.

2 people liked this. Like Reply

mopedf 6 days ago

My understanding is that grade competition at Harvard is not "incredible"—or at least not the way you think it might be. I don't know the exact statistic (maybe some other Chron readers can help me out?), but doesn't some vast super-majority of Harvard students graduate with "honors"? Median grade is an A? etc.

Like Reply

mbalvadi 6 days ago

Perhaps it depends on the major. In the 80s, I watched my pre-med roommate struggle with intro organic chemistry, telling me that anything less than a 90% raw score would end up being recorded as at best a C, because of the curve, and she couldn't even be sure of exactly where the A/B line would be, so everyone was just killing themselves to get 100%.

Maybe someone there now could enlighten us as to whether this has changed?

Like Reply

mnpeod 6 days ago

In any case (since I didn't say so in my initial reply), I agree with the rest of your comment.

Like

Julie Schell 1 week ago

Knowing the contexts referred to in this article well, it gives me pause when institutional leadership puts so much stock in "the intensity" of comments and scores on SETs, given what the literature demonstrates about their validity. In order for change to occur in teaching and learning, we need to change the conditions that impede real innovation--both on the part of teachers, but even more on the part of learners. When institutional leadership fails to support and cultivate innovation in teaching and learning based on SETs, not clear, valid measurers of student learning, the conditions for change stagnate and the system remains broken.

4 people liked this. Like Reply

ij_shaffer 1 week ago

Prior to grad school, I was fortunate enough to teach high school students biology and environmental science in a low-income urban school - just the sorts of kids mycantarella mentions in her post. The learning curve in how to actively engage my students was very steep and frequently exhausting, but I am so glad in hindsight to have had that experience. I use many of the techniques (peer-to-peer discussion, small group problem-solving, games, etc.) in my classroom today. I'm very happy more attention is being paid to teaching methods that can supplement lectures and improve university student learning.

Like Reply

perplexed 1 week ago

I have a lecture-hall style classroom with 150 seats, all filled. Aisles are narrow, there is no lobby outside the classroom, and only a small space in the front of the lecture hall. My one attempt at flipping this classroom created an uncomfortable, even dangerous situation (inadvertent pushing/shoving as people lost their balance in the steep aisles). An suggestions more helpful than dismissing a third of the class to create some room would be welcome!

Like Reply

bents3119 1 week ago

Try organizing them in groups of four, 2 in the front row, 2 in the back row. The front group has to twist in their seats, but they can discuss things with each other. I have done this successfully, but not, it is true, with 150 students.

2 people liked this. Like Reply

tmemer12 4 days ago

I remember from my undergraduate days having one to three class periods a week with a graduate assistant (not for all courses) which was called "recitation" where you could ask questions, go over assignments, review for quizes, exams and go over grades, writing

assignment feedback from the professor. This format was for the 101 and survey courses not for the upper level courses in the department major. I found that this was helpful in mastering the material. Sometimes we would meet in the library and book a conference or meeting room to go over researching skills and how to secure books and articles on reserve. This was in the days before digitization of scholarly articles and books. We don't have to compete for the limited copies of things placed on reserve as much as we used to in the old days.

1 person liked this. Like Reply

flipped4good 1 week ago

While it may appear like chaos, if you move around to each group, there is very focused discussion and a rich conversation back and forth between students as they grapple with each other's conceptions about the nature of the world. Being able to drop in on these conversations is one of the highlights of having a flipped classroom. Additionally, as my classes have become more and more flipped, I find myself having more and more fun thinking about how best to capture student misconceptions and address the misconceptions in ways in which students have to grapple with their misconceptions instead of having the professor (me) tell them about their misconceptions. I've discovered that consolidation of what student's learn is best accomplish by having THEM address their misconceptions. My job is to identify them and lead them down a path so that they can discover that how they thought about the world could be replaced with a more accurate and richer picture.

Like Reply

laura_stone 1 week ago

I teach developmental mathematics at a community college. After almost 10 years of lecture based instruction, I am now in my second semester of facilitating a "flipped classroom." Students watch online lectures that come with their textbook and do online guided examples before coming to class. We spend our time together presenting problems, clearing up confusion, discussing connections to other learning and sharing our confusion and success. I usually wrap up each session with a 10 minute lecture to summaraize and synthesize our learning. With 25 teachers in the room, we are all learning more - me included!
An adult who starts their college math path in a Fundementals of Mathematics course, (where we learn how to do long division and add fractions) is almost always a student who hates/is afraidof/has been lost in/burned by math. Since I "flipped" my class, attendance is up, completion rates are up, conceptual understanding is up, test scores are up... but the most important up? Attitude and confidence - students now leave my classroom believing in their ability to understand and do math. What teacher could ask for more?

1 person liked this. Like Reply

11274155 4 days ago

Do your student actually do the assigned pre-class preparation?

2 people liked this. Like Reply

Richard Hake 1 week ago

In a discussion-list post "Flipping
the Classroom vs Traditional Lecture" at http://bit.ly/wYdWIl I
give a highly condensed version of Berrett's Chronicle report, into which I have inserted some hot-linked academic references.

Like Reply

Amy_L 6 days ago

I would like to hear how people motivate students to do the outside-of-class work. I have a really hard time getting students to read; how would I get them to watch lectures outside of class?

7 people liked this. Like Reply

mlverderame 4 days ago

Strategies from Team-Based Learning (http://www.teambasedlearning.o... may help here. TBL is another version of the 'flipped' classroom. Students come to class prepared (having actually read the assignment, watched the lecturebefore class, etc) because they know the first thing in class will be a Readiness Assurance Test. This is done in two steps - first everyone takes the test individually (iRAT), then each team works as a group taking the same test (gRAT). Consistent with what others have said in these posts, the teams, functioning as peer-to-peer teachers, almost always outperform the individuals (indeed the worse team usually out-performs the best individual). After the RATs, you move on the the Group Application Exercises - opportunities for teams to apply what they've learned on significant problems. After 5 years of a traditional lecture format for a Responsible Conduct of Research course to biomedical graduate students, in which I had to be the most frustrated professor on campus, I was finally able to move to a TBL format (Thanks Prof McCormack!). After the FIRST TBL class one of the students came up to me and said "That was a great discussion today" (it was). Never in 50 class sessions have I received that comment. That said, Professor Shulman is correct ("The plural of anecdotes is not data.") - we are conducting an educational experiment using Prof Mumford's ethical decision making measurement tools to detemrine if this approach improves ethical decision making (Prof Mumford has also shown that the traditional lecture approach does not).

6 people liked this. Like Reply

Amy_L 3 days ago

Thanks, mfverderame! That's very helpful.

Like Reply

kiwi3329 3 days ago

The question that comes to my mind is, how long are your lectures, video or otherwise? Do you intersperse your lectures with questions to the group? Do you call on students? Do you make them think?

Like Reply

mitchkeller 3 days ago

I have the students use the course management system to respond to a couple questions about the reading. It's worth 5% of their final grade and is graded on a completion basis. (If they didn't understand and can't answer the question, they need to say where they got stuck and try to identify what's confusing them.) My response rate runs 65-85%, which allows for productive use of class time.

Like Reply

richardtaborgreene 5 days ago

The above flip is talking about GROUNDING concepts in student experience seasoned with a dash of inquiry (not presentational) learning style supports. BETTER by far than the above flip is a technique invented 42 years ago—INVENT EVENTS, RESEARCH EVENTS, APPLICATION EVENTS (trade-marks of Knowledge Epitome), that is, Mass Workshop Events, replacing classes and courses. You take 20 DIVERSE expert protocols for doing something, assign two of them to each of 10 student teams in 2 12-hour-each days of intense building of partial workshop products that combine to make a powerful overall event product then sold. My teaching has, over the past 40 years, produced over 50 published books each produced in such intense 2 or 3 day workshop events. 30 students so organized typically produce a highly organized 1500 page book, that includes skype interviews of the world'S top 20 people on a topic, in 3 days of work. Three such events per term and a course of 30 students produces 4500 pages of final reports, sell-able by usual NYC big name presses. Throwing away homework is anti Liebig (the guy who invented research universities in Germany centuries ago). By the way China is dreaming Big these days—hint hint. Not just any workshop protocols will work because the teams have to warp and weave mid-process in certain specific ways not others. The guidance for this design is from something called Social Design Automata theory----I have 3 workshops in the Design Research Society conference coming up in Thailand on this that are over-subscribed.

1 person liked this. Like Reply

jmessegar 4 days ago

There has been some very good work done in chemistry as well by Rick Moog and colleagues at

Franklin and Marshall College. The Process Oriented Guided Inquiry Learning (POGIL) technique requires students work in teams of 4-5 students to respond to a series of questions that develops student understanding of key concepts. Students "construct" knowledge before moving on the the problem solving so important in chemistry courses. I've noted a vast improvement in the critical thinking abilities of students in my physical chemistry courses.

Medical Education Reimagined: A Call to Action

Charles G. Prober, MD, and Salman Khan

Abstract

The authors propose a new model for medical education based on the "flipped classroom" design. In this model, students would access brief (~10 minute) online videos to learn new concepts on their own time. The content could be viewed by the students as many times as necessary to master the knowledge in preparation for classroom time facilitated by expert faculty leading dynamic, interactive sessions where students can apply their newly mastered knowledge.

The authors argue that the modern digitally empowered learner, the unremitting expansion of biomedical knowledge, and the increasing specialization within the practice of medicine drive the need to reimagine medical education. The changes that they propose emphasize the need to define a core curriculum that can meet learners where they are in a digitally oriented world, enhance the relevance and retention of knowledge through rich interactive exercises, and facilitate in-depth learning fueled by individual students' aptitude and passion. The creation and adoption of this model would be meaningfully enhanced by cooperative efforts across medical schools.

Today, more than 100 years after the Flexner Report sparked major reforms in U.S. and Canadian medical schools, the general format of medical student education remains more or less the same. A period of didactic-heavy preclinical education (typically two years) is followed by a series of clinical experiences of similar total length. Medical education is constantly evolving at most of our schools, leading to many innovations in teaching strategies, such as problem-based learning, team-based learning, and the use of simulation. However, the net effect of all these efforts on the way we educate physicians has been limited.

The introduction to a life of medical education often is not as compelling as it could be. Especially during their preclinical education, students frequently ponder the relevance of what they are being taught. Absent a clinical context, the information may be difficult to embrace and retain beyond the requisite course quizzes and national examinations. And, unfortunately, because the results of national board exams, especially the United States Medical Licensing Examination (USMLE) Step 1, have taken on so much emphasis in the selection of residents, students feel compelled to memorize all preclinical material so that they can obtain a high score on a test originally designed to be binary, pass or fail.

Notwithstanding these issues, the current system of medical education has resulted in the training of a superb workforce of physicians, who contribute to the health and welfare of society through a broad range of professional activities. This system, however, is generally inflexible and not sensitive to the skills and aspirations of individual learners. Furthermore, biomedical knowledge continues to accrue at an exponential rate, and the complexity of patients and the health care system continues to increase. It is neither possible nor desirable for all students to deeply explore all aspects of biomedical knowledge. Our belief is that medical students should be provided a framework on which knowledge can be built over a lifetime of learning. And students who have aptitude and passion for developing a focus in a specific area of biomedicine or medical practice should pursue this area more deeply. Our proposed model reflects this belief.

Flipping the Classroom

In *The One World School House: Education Reimagined*, one of us (S.K.) described a new model of education, informed in part by ongoing work with K–12 students.[1] In this model, which uses the leverage of computer technology, students acquire basic knowledge and facts about a subject through a series of short videos hosted online. Young learners watch these videos on their own schedule and as many times as necessary to master the content. Students demonstrate mastery by providing a consecutive series of correct responses to a number of embedded questions. In subsequent classroom sessions, students engage with their teacher in problem-solving exercises. There is a "flipping of the classroom": Lessons previously taught in class are learned at home, and "homework" is performed in the classroom in collaboration with peers and guided by teachers. The pace of learning is guided by the individual student, and the relevance of the material is underscored through in-class problem solving.

Reimagining Medical Education

We believe that the model for reimagining K–12 education is equally relevant to medical education. In fact, the flipped-classroom model is already widely used in medical education through gross anatomy courses. Students learn anatomical facts in lectures (or videos)

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Mr. Khan is founder and executive director, Khan Academy, Mountain View, California.

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and from textbooks. The embedding of the information occurs in the gross anatomy lab during dissections. Most of those who have attended medical school, even in the distant past, continue to remember these learning experiences in the anatomy laboratory.

Figure 1 depicts the three key components of our proposed model for medical education: building a framework of core knowledge; embedding the knowledge in richly interactive, compelling, and engaging formats; and encouraging in-depth pursuit of knowledge in some, but not all, domains. These "deep dives" reflect the passion of the individual learner and the strengths of the specific medical school. For example, some medical schools are recognized for strengths in basic science, health policy and economics, and biomedical engineering. Other schools are recognized for strengths in primary care, immigration health, and population-based research. Although most medical schools can support and nurture the full range of student interests, invariably the depth of educational opportunities at a school will be influenced by the expertise and interest of the school's faculty.

Building a framework of core knowledge

The central element of our medical education proposal, depicted at the top of Figure 1, is the core preclinical curriculum. This curriculum should focus on medical knowledge that is foundational and known to be true ("evergreen"). Students often are told at the beginning of medical school that much of what they will be taught over their time as students will prove to be wrong. Perhaps we should not spend our most valuable asset, time, on what may not be true. Rather, a goal should be to identify a limited amount of critical material that serves as the building blocks for subsequent lessons. It is striking that such a core curriculum is not defined on a national basis. Core curricula tend to be organic, arising and growing over time at each medical school, even though a high proportion of core content will be similar between schools.

The one unifying driver of medical schools' core curricula appears to be the content of the USMLE. Although some schools pay particular attention to these examinations during curriculum planning, students, irrespective of their own medical school's curriculum, typically prepare for these examinations by using third-party review material rather than their course syllabi. Students often express a high degree of frustration and stress when they recognize that their school's curriculum does not mirror the content of standardized national examinations. In a recent survey of preclinical students at Stanford, 73% identified this perceived misalignment between curricular content and what they "needed to know for USMLE Step 1" as one of their major sources of stress (Porwal A, Newell G. Unpublished data. June 2012).

This is not to suggest that medical school curricula should be designed to "teach to the test." Rather, there needs to be a conscious alignment between those responsible for creating medical school curricula and the National Board of Medical Examiners. To that end, we propose the creation of a medical school collaborative, charged with the identification of material that would represent a consensus opinion on the core content of the curriculum.

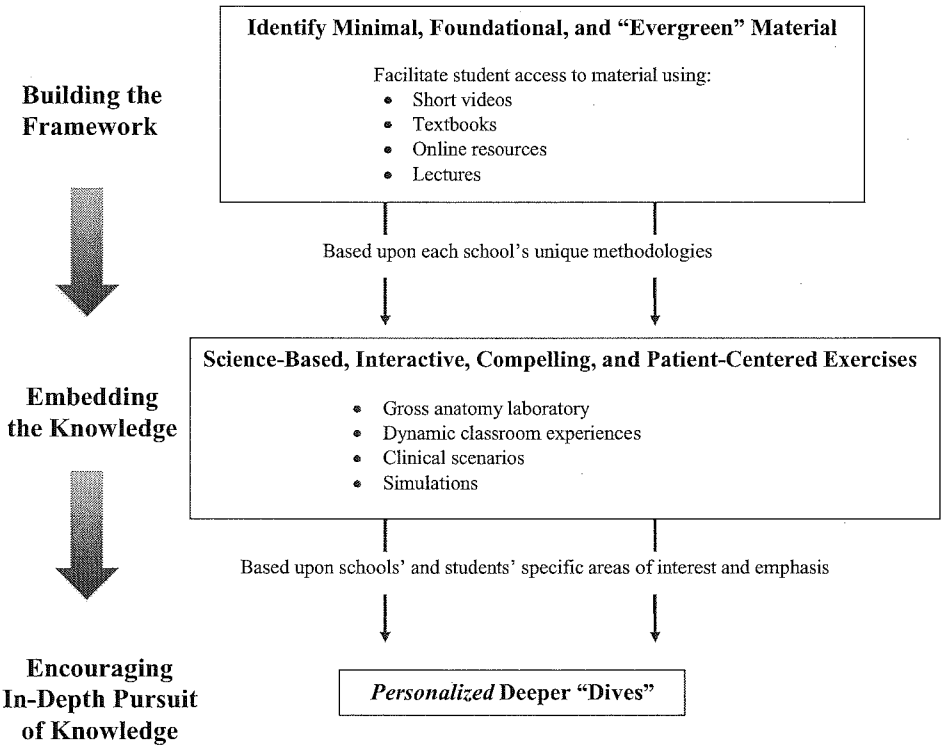

Figure 1 Key components of a proposed model for medical education. Adapted with permission from: The Blue Ridge Academic Health Group. Report 17. Health Professions Education: Accelerating Innovation Through Technology. Figure 2 (p 14). Atlanta, GA: Emory University; Spring 2013. http://whsc.emory.edu/blueridge/publications/archive/blue-ridge-2013.pdf. Accessed July 1, 2013.

Following the identification of the core content, we further propose the creation of a library of short (~10 minute) videos that learners can use to access the content in an order consistent with the organization of their school's curriculum. The content could be viewed by the students as many times as necessary to master the knowledge in preparation for their "flipped classroom" experiences. Ten-minute videos have the advantages of being sensitive to the typical peak learning period for adults and being easily archived and searchable. Content could be revisited in the context of subsequent patient encounters, allowing foundational knowledge to become even more deeply embedded.

We have been experimenting with different video formats, including the use of a blank slate (much like a blackboard), inserted images, onscreen text (like a PowerPoint slide), embedded quizzes, the ability to alter the speed of presentation, the ability to view the instructor, and dialogue versus monologue. Different formats appeal to different faculty and different learning styles. We believe that it would be advantageous for multiple schools to produce videos on the same core content. Students could select the version of the presentations most consistent with their learning style. Videos could be voted up or down by learners in a manner analogous to Yelp reviews. Over time, the "best" videos would emerge.

Material would need to be updated over time, although this need would be minimized through the selection of core content that has withstood the test of scientific validation. The short video format would facilitate the timely introduction of contemporary discoveries. Instead of creating an entire new one-hour lecture, critical supplements could be added to the video library with relative ease. However, we caution against the premature inclusion of new discoveries in the medical curriculum because many new "facts" turn out to be wrong.[2]

Embedding knowledge through interactive formats

The second defining element of our medical education proposal is the creation of dynamic interactive sessions. The 10-minute videos have limited value unless learners use the knowledge gained from them in meaningful exercises with faculty and peers. These videos are, in fact, only a fraction of our overall Stanford Medicine Interactive Learning Initiative (SMILI).[3] Our SMILI working group includes faculty, students, educational scientists, learning specialists, and information technology experts. Our central goal is to support faculty who want to evolve their classes into a more student-centric, interactive format. Problem- and team-based exercises are prominently represented in many of our interactive sessions. Other interactive strategies capitalize on simulation resources, patient encounters, role-playing, and debates. The ideal ratio of students to teachers varies by the format of the sessions, ranging from about 4:1 to about 25:1. These sessions often benefit from the participation of faculty with different types of expertise, as when a clinician and a basic scientist cofacilitate a session on the clinical presentation and management of children with metabolic disorders. These interactive sessions also may be facilitated through the use of movie clips and bedside visits.

Our current first- and second-year medical students have been exposed to a few of our early efforts in the flipped-classroom style of education, including content in biochemistry, genetics, health policy, biomedical ethics, endocrinology, and women's health. Although the students identified a number of opportunities for improvement in course evaluations, 82% of 141 respondents favored this model of instruction when compared with a primarily lecture-based format (Ransohoff K, Xie J. Unpublished data. December 2012). The most common concern expressed by our students was time management. The students expressed concern about simply adding interactive sessions without concurrently reducing the amount of time allocated for didactic instruction (by video). We acknowledge that the process needs to be at least time-neutral.

Encouraging in-depth pursuit of specific knowledge

The third defining element of our medical education proposal is depicted at the bottom of Figure 1. Students are encouraged to take "deep dives" beyond their core curriculum. These more in-depth experiences are fueled by students' specific learning objectives and passions, linked to the areas of expertise represented in their medical schools. Examples of "deep dives" include, but are not limited to, what we currently offer students for their "scholarly concentration" pursuits at Stanford: bioengineering, biomedical ethics and humanities, informatics and data-driven medicine, clinical research, community health, health services and policy, molecular basis of medicine (a range of basic sciences), and medical education. The need to complement medical school with in-depth and focused experiences may not be felt by all students or by all schools. This should be respected. For many, completing medical school in as short a period as possible and entering the physician work force is critical and should be supported. For others, beginning to build an area of special expertise that will help to drive changes in biomedical science and health care delivery is critical. The key is to tap into and support the individual learner's aptitude and passion. We believe that our model of medical education is sensitive to this need.

A recent editorial, authored by Bruce Alberts,[4] the editor-in-chief of *Science*, underscored the "failure of skin-deep learning." Alberts argues that we need to replace the current overview of subjects with a series of deep explorations. He cites research that demonstrates that "the most meaningful learning takes place when students are challenged to address an issue in depth."[4]

Effecting Change Through Multi-Institutional Collaboration

In summary, the convergence of the modern "digital native"[5] learner, exponentially growing biomedical knowledge, and a dated medical education delivery system compel a need to change the way we educate contemporary physicians. The change that we propose defines a core curriculum that can meet learners where they are in a digitally oriented world, can embed knowledge through rich interactions, and can facilitate in-depth learning fueled by individual students' aptitude and passion. The creation and adoption of our proposed model could be enhanced by cooperative efforts among medical

schools. Perhaps the result would not be a one-world medical school house but a collaborative, multi-institutional effort to reimagine medical education.

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Other disclosures: Sal Khan is the founder of the Khan Academy.

Ethical approval: Not applicable.

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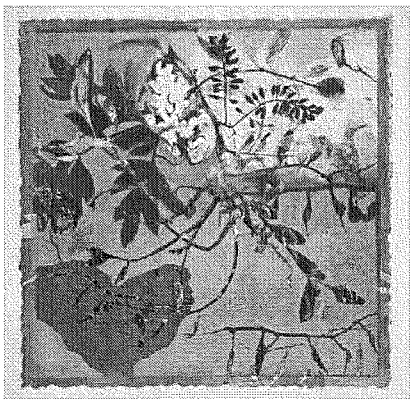
Cover Art
Artist's Statement: #646 (Indian Summer)

The very act of walking through hospital doors takes many people away from their comfort zone of predictability, into a vulnerable state of uncertainty. When entering a building, most people immediately recognize a space that inspires confidence and trust. Whether one is on the giving or receiving end of health care, the inherent risk around personal health can provoke loaded, challenging, stressful thoughts. A positive impression makes a difference.

There are few places where art has capacity to impact people more than in a health care facility. People must process deeper and more significant thoughts when faced with medical interventions. By designing a welcoming environment filled with art that is both contemplative and inspirational, an "enlightened" health care space can support and relieve emotional stressors.



#646 (Indian Summer)

When a person has the opportunity to look at and connect with art, a private internal exploration occurs. Perhaps an unnamed fear or unvoiced question surfaces in the exchange. Perhaps a memory is awakened or a love remembered that brings healing to the moment. This exchange can be powerful and meaningful in a nonlinear, nonverbal way. Art can shift one's health care experience to a more positive sense of well-being and can support greater healing. Many health care facilities are including art as a part of the healing solution, and I have been fortunate to display my own artwork in the health care setting.

The piece featured on this month's cover is from the series *Indian Summer.* Vermont often enjoys a "grace" period between summer and fall that celebrates the flowers just showing their seed petticoats, the light changing to a cooler shade, the rich greens starting to dry and hint at a rustling in the breezes. The inevitable rhythms of nature provide so much material to ponder and work with in the human experience.

Casey Blanchard

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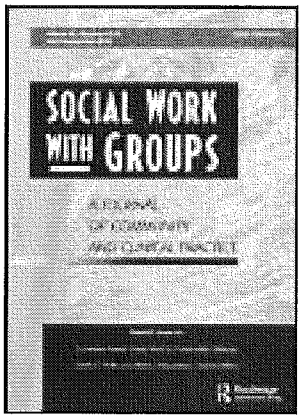

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Flipping the Equation: The Need for Context-Focused Group Work Education

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Flipping the Equation: The Need for Context-Focused Group Work Education

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For many students of social work, traditional group work curriculum promotes the development of mutual aid as the criterion for success in a group. However, a dichotomy exists between a reduction in agency-sanctioned mutual aid–focused groups and the expanded use of groups to deliver services. The contrast between MSW students' expectations and the practice realities they face is particularly challenging for classroom instruction. This article proposes a context-focused approach to teaching an elective in social group work, which links theories and skills to organizationally specific practice contexts. This approach encourages students to engage in critical reflection of practice through consistent interaction between foundational concepts and practice realities.

KEYWORDS context focused, mutual aid, positionality, social group work education

Scenario: It is the first day of an elective course in social group work at a graduate school of social work, and expectations are high on all fronts. The school expects a syllabus for a foundation course in social group work that not only fits within a generalist approach to social work education but also provides the basics of group work in a rigorous, challenging curriculum. Students want to learn the basics of the method. They expect to gain all the requisite skills they need to meet the challenge of being thrown into a group and told to lead it. This is something many of them have had to do with little or no previous group work instruction. They need to gain

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as much information as possible in a one-semester, stand-alone course. The instructor knows that students need to make groups work in their practice settings. If students have expectations for the course, they center on learning how to do mutual aid groups. However, they have little or no understanding of what that actually means.

The instructor's expectations are to engage 20-plus students in the study of social group work and facilitate discussions on the challenges and frustrations of planning and implementing groups, frequently in unwelcoming environments. Having taught a stand-alone elective in social group work for many years, she brings a set of realities to her expectations. Practice and teaching experiences over the course of 15 years have informed her that the social group work curriculum as taught in the institution for decades does not adequately reflect the realities of current practice.

THE DILEMMA OF CONNECTING GROUP WORK THEORIES TO CONTEMPORARY PRACTICE

The concepts of social action, democratic process, mutual aid, individual change and growth, and learning through group process are all foundational components of social group work. These concepts defined and sustained social group work at the beginning of the last century as a social movement and later as a method in social work. The signature concepts of early social group work produced an approach to group practice best defined as an interactional or mutual aid model; this approach developed over the second half of the 20th century as the dominant perspective in schools of social work. Many of its theoretical foundations are from the social action or social goals model. Wilbur Newstetter first described the "interactional" aspect of groups at the 1935 National Conference of Social Work. He noted in his speech before the Conference attendees, "It is this reciprocal procedure . . . that we may call the group-work process" (Newstetter, 1935, p. 292).

The interactional approach to group work places the focus of power and change on group members. This historical notion of group process formed basic social group work concepts; the method developed out of the settlement house, education, and recreation movements of the early 20th century. However, current students in social group work courses report problems with this dominant model of group practice. They come to class with a desire to practice mutual-aid social group work or with the impression that they must somehow do mutual aid groups despite very real obstacles to implementing these kinds of groups. Students describe a lack of fit between an interactional approach that emphasizes democratic processes and problem solving through development of mutual aid dynamics and the pressures of evidence-based practice mandates, curriculum-driven groups, groups of

mandated clients, and time-limited groups. Students further describe practice contexts that have top-down leadership structures, often found in agencies that employ curriculum-driven groups. Their agencies may dictate this type of group to such an extent that individual outcomes take precedence over group outcomes. The most obvious result is the absence of the group as a system in mutual aid.

The contrast between students' expectations and the practice realities they face is particularly challenging for classroom instruction. For many students, social group work that promotes mutual aid is a successful group; the dichotomy between top-down agency groups and the "right" way to facilitate groups is confusing for students and teachers alike. Contemporary group practice is creating a different context for students and brings the dilemma of the model-to-practice fit to the forefront of classroom discussion and curriculum; it is time to flip the equation.

Drawing from the (Practice) Source: Context-Focused Social Group Work Education

The history of social group work in the United States has been an ongoing struggle by group workers for identification as a legitimate method of social work practice (Andrews, 2001; Konopka, 1972). Social group workers have long advocated for recognition within the profession, agency resources, and support for their practice. Ironically, social group work more than any other social work method originated in agency-based practice and remains strongly connected to formal organization settings (Douglas, 1979; Garvin, 1984; Hasenfeld, 1985; Northen & Kurland, 2001). Contextualizing this union in a positive frame Gisela Konopka (1972) wrote, "The history of the development of modern group work is part of the history of social agencies evolving within a changing society" (p. 2). With this quote in mind, the challenges presented here reflect the need for a context-focused approach to teaching social group work in schools of social work.

Review of the social group work literature suggests continued erosion of traditional social group work education and training (Clements, 2008; Goodman, 2006; Kurland & Salmon, 2002, 2003; Strozier, 1997; Sweifach & LaPorte, 2009) as generalist approach folds group work into clinical practice courses. Social group workers trained in the interactional approach to group work consider this diminishes a mutual aid–driven approach. Yet groups continue to proliferate in many agencies. The literature and anecdotal information from current MSW students indicates groups are utilized increasingly as a method for working with individuals in an expanding range of practice settings (Clements, 2008; Cohen & Garrett, 1995; Garland, 1992; Garland & Wayne, 1990; Garvin, 1984; Garvin, Gutierrez, & Galinsky, 2004; Goldberg & Lamont, 1992; Northen & Kurland, 2001; Parry, 1995; Steinberg, 1993, 1997; Strozier, 1997).

Given the realities of social group work education and the dichotomy between a reduction in agency-sanctioned mutual aid groups and the expanding use of groups to deliver services, a shift in classroom instruction is required. In her text on social work theory, Fook's (2002) conceptualization of context in practice provides a helpful foundation for building a context-focused course in social group work. She describes contextual practice as that which exists "both *with* and *within* context" (p. 143) and points to the importance of *positionality* in social work practice. That is the workers' ability to understand that they and those they work with function within multiple contexts. It is critical for workers to position themselves to observe and respond from different perspectives when working with and within multiple contexts. Fook reframes social work skills in contextual terms and calls on workers to engage in consistent critical reflection of their practice. Critical reflection supports evidence-based practice, an increasingly important component of social work practice.

Social work writers suggest that the concept of *contextual fluidity* is important in social work education (Nelson & McPherson, 2004); it encourages students to embrace the "complex, chaotic, and fluid" (Green, Gregory, & Mason, 2009) nature of the world with its "multiple realities which are often contradictory and incomplete" (p. 415). Viewing social work practice from a contextually fluid perspective, Green et al. (2009), suggest, "Knowledge and practice are dynamic rather than fixed in their nature" (pp. 415–416). These authors present an expansive model for social work practice that encourages integrating contextual factors to "reframe the way students are often currently taught about context, that is, as an add-on or as a separate subject" (p. 417).

This is an exciting approach to bridging theory and contemporary practice. Students recognize the chaotic aspects of social work; they see it often in practice. However, they need help accepting the often chaotic nature of their work to position themselves to see different aspects of practice simultaneously and to look at the complexity of the practice environment for the opportunities available to them. They need to embrace the dynamic nature of practice and apply theory differentially. It is disheartening to see students throw up their hands in defeat because the practices in their agencies do not fit theories they learn in class. As educators, we should help them discover multiple perspectives, a practice stance that "allows us (and the people we work with) to interact reflexively and responsively within our work contexts" (Fook, 2002, p. 144).

SO MANY CONTEXTS, SO LITTLE TIME TO COVER THEM ALL: DEFINING CONTEXTS

An initial task in building a context-focused group work elective was to create a framework for understanding what I meant by "contexts for learning"

. . . but where to begin? The first and most obvious context to consider was the agency or organization, which served as a focal point for all other aspects of practice. It became the container for holding and focusing all didactic material in the course. With organization as the contextual frame in a social group work elective, all other parts of the syllabus flowed from the practice context. These included history, values, and ethics of social group work practice, social contexts, identity and culture of service users, pregroup planning, stages of group development, conflict, problem solving in groups, purposeful use of activity, and the balance of process and task in groups.

When a social group work class begins with context as a framing device, all subsequent discussions of theory or practice emerge from the overarching context of the practice setting. From there, students can explore how social, political, and cultural factors shape the kinds of services their agencies offer. The fundamental concepts of social group work and the basic needs of students to understand how to plan for and implement a social work group are primary. However, it is through the lens of practice contexts that students can study these other components.

Ethics, Values, and History: Not Just the Stuff of Textbooks

Students need to learn the values of the social group work method, but a simple lecture on the "values and ethics of social group work" does little more than preach a tome stuck in context-free theory. The National Association of Social Workers' Code of Ethics lays out professional ethical imperatives (National Association of Social Workers, 2008). However, students quickly understand that the Code of Ethics does not adequately address the ethical challenges of social group work as described by Konopka (2005), Northen (2004), Gumbert and Black (2006) and others. With an understanding of the professional context for ethics in social group work, students can engage in a discussion about the differences in ethical imperatives between social work methods based on their own practice experiences. In a context-focused approach to social group work education, they can ponder various questions: Do values and ethics in social group work practice shift according to social, political, cultural, and historical contexts? To what extent does the student's agency promote cultural sensitivity and competency in practice and programming? Do gaps exist within ethical standards of practice? Students discuss these questions in class and provide concrete examples from current or recent practice to substantiate their points of view.

In the social group work elective, the historical overview of the method often plays out as a warp-speed, one-session lecture on the highlights of group work's development. In an effort to liven up the discussion of history and place group work in a more meaningful context, students can consider historical periods as reference points for analyzing events, theories, and approaches that contrast with contemporary events, practice environments,

and individual and community needs. In this way, group work history is a valuable tool in assessing specific strengths and weaknesses in contemporary organizational structures and practice approaches.

Students should consider the impact of an organization's history on its policies, types of services offered, resources, and funding sources. They need to understand how those factors have played out against cultural, social, and political events of the past 125 years and how they influence contemporary program and policy decisions. The first question to ask is whether students understand various approaches to group work and types of groups historically used in their agencies. The next question is why agencies made these program choices and how choices have become entrenched in contemporary service.

Often in a one-semester elective, one dominant practice model frames all other didactic material. However, the dominant approach does not always fit the context where a student is practicing. It may not suit current agency demands. When this occurs, students can reflect critically on the fluidity of approaches in contemporary practice and seek examples in their agencies. They can discuss how agency contexts support or challenge various approaches. In this way history, values, ethics, definitions of social group work, and approaches to practice emerge from a whole-context perspective rather than as disparate parts fixed in a static historical construct.

Historical context for theory development and shifts in social, economic, political, and cultural structures that influence contemporary practice can guide lively exploration of the foundational concepts of group work that cross and weave back and forth between different approaches to group practice. Rather than find the right approach, students can be encouraged to explore and build their own approach in response to the setting where they are working. This is where students begin to develop an understanding of the importance of transferring practice and practice theory in particular settings.

Embracing the Chaos and Turning it into Possibility: Developing Positionality in Practice

In her model for pregroup planning and implementation, Kurland (1982) offers the components of social and agency context as two of eight elements in the group planning process. A context-focused approach to pregroup planning begins with these two elements, and instructors should prompt students to consider other aspects, such as structure, outreach, composition, member needs, development of a flexible statement of purpose for the group, and group content as a response to the group's micro- and macrocontexts. The planning process begins with agency and social context; this encourages students to work with and within contexts of practice and to consider multiple perspectives when assessing group needs.

A classroom exercise on pregroup planning that reinforces the concept of positionality begins with agency context. In this exercise, the instructor pairs students and asks them to explore pregroup outreach to agency actors. Using their field placements as reference points brings these contextual features to life.

- What is the historical context for group practice in the agency?
- What approaches to group work and types of groups does your agency use?
- What are the structural elements of the setting, administration, mission/goals?
- Who are the key individuals involved in group implementation in the agency?
- What are the known or anticipated challenges to planning and implementing groups in the agency?
- What are the perceived need(s) for a group in the agency?

Once students have developed an understanding of agency context for pregroup planning, the class can participate in large-group improvisations on approaching agency actors to gain feedback and support for their prospective groups. This exercise allows students to strengthen their ability to manage multiple contexts and find common challenges to outreach and group implementation. The overextended task supervisor and the uncooperative colleague who doesn't bother to offer referrals groups are familiar characters portrayed in classroom role-plays, as is the department manager who attempts to fit as many service users as possible into a socialization group regardless of member characteristics or needs.

As students share these situations in more detail and improvise interactions with agency actors, they progress from lamenting over an uncooperative colleague to problem solving around the history of unsuccessful groups in agencies that prompt these negative responses to group work. Role-playing outreach in the class helps students to develop skills that are transferable across different contexts. They see that the context is not a token component of the pregroup planning process or a situation meant to torment them. Instead, they learn how important it is to use their knowledge of practice context in planning groups.

Given the opportunity to explore and role-play the challenges to pregroup planning within agency contexts of social policy, types of services offered, agency personnel needs, and resource issues, students are better able to address these challenges realistically. Role-play is familiar activity in sessions on pregroup planning; however, it rarely connects practice contexts so directly to outreach efforts. In this approach, students learn to consider the context first before focusing on skills for assessing individual member needs

in relation to a planned purpose for a group. This provides students with a vibrant picture of the complexities of organizational and social contexts as they plan and implement group services. A multilayered pregroup outreach exercise solidifies the didactic material presented on pregroup planning; it equips students to understand differential needs for a group work approach and the ability to share a flexible statement of purpose for a group from multiple contexts. This process sensitizes students to the unique importance of contextual factors in developing group services that fit in the agency and agency programming.

Transferring Concepts and Skills across Practice Settings

As students move through didactic material on stages of group development, they learn stage-related practice concepts and skills against the realities of practice. An exercise on the beginning stage of the group asks students to reframe beginning stage group work skills in contextual terms as they develop group goals and norms with the members. Context-focused learning has students consider important organizational factors as they consider group norms. These include the expectations about agency norms for group membership, the group worker's role, group and individual goals, and group composition.

Client social and cultural identity also guides norms and goals for a group. This is another example of the importance of thinking across contexts and finding the balance between agency and service users' understanding of group norms. A worker must use a "whole-context" perspective when assisting group members in developing group norms. For example, in a classroom discussion of beginning stage skills and tasks, the instructor guides students to view a client not simply as "mentally ill," but also as a parent, a recent immigrant, or a politically conservative and devoutly religious person. Addressing goals and norms for a group from a whole-context perspective helps students to reframe their skills to fit the context, it helps them to see the potential for skills in action in multiple contexts, and to understand that foundational skills must fit the practice environment and not the other way around.

Students often struggle with the concept of mutual aid when the organizational context does not support this approach. In classroom discussions and written assignments students cite curriculum-driven group content and structure as obstacles to implementation of groups that support the development of mutual aid. At the same time, students have been told directly or absorbed the notion that they are supposed to do mutual aid group work. This puts pressure on students unfamiliar with many of the skills involved in developing a culture of mutual support while simultaneously fulfilling organizational mandates on group outcomes.

Mutual aid as a foundational concept of social group work and a process of group development is a valuable component of context-focused group work education. Students can begin with the discussion of the role of mutual aid as a historical construct. They can reflect on the genesis of mutual aid as a foundational component of group work and move quickly to a contemporary definition of the term to explore how it fits realities of practice. Using the theorists' concepts of mutual aid dynamics (see, e.g., Shulman, 1986; Steinberg, 2004), they can present practice examples. Sometimes mutual aid approaches do not appear to fit organizational context; that is when the opportunity arises for context-to-theory education. Students can begin to practice a form of mutual aid in their class group, encouraged not to offer advice but instead to share practice experiences that confound or support their efforts to develop groups as systems in mutual aid.

Ultimately, a context-focused exploration of the dynamics and processes of mutual aid can provide relief from the idea that students will somehow have failed as group workers if they do not create a mutual-aid group. This helps them understand the role of mutual aid as a foundational construct of social group work and its differential use as a tool in a group's development depending on specific practice contexts.

Bringing Practice and Theory Together: Engaging in Critical Reflection of Practice

A context-focused stand-alone elective in social group work should encourage students to engage in critical reflection of practice throughout the course. *Critical reflection* here means consistent interaction between foundational concepts and practice realities. Students should question, "How do I understand this particular concept, theory, or skill in relation to what I see in my organization?" Or "Does this skill or concept fit the specific organizational context where I practice?"

A final assignment in the stand-alone elective in social group work requires students to develop a plan for a group that is context driven, but also supported by theoretical material covered in class. Students create plans that discuss choices in group work approach and type based on the multiple contexts of agency environment and the diverse needs of potential members and agency players. Group composition occurs in relation to social and cultural identification of potential group members; this affects students' discussions of pregroup outreach which then highlights and integrates the context-specific nature of pregroup planning. Such in-depth exploration of social and agency contexts pushes the student to consider all aspects of the planning process and engage in a whole-context reflection of didactic course material. Each component of the planning process, group development, and issues in balancing group process and task are intertwined. This

assignment roots plans for groups within the realities of their practice setting. Consequently, it helps students reconcile various approaches to group work practice with what is realistic.

IMPLICATIONS FOR SOCIAL GROUP WORK EDUCATION AND PRACTICE

Practitioners and students in the field report multiple uses of social group work in practice to meet a variety of client needs. Given the popularity of group work as a method of practice, schools of social work should require a context-focused course in social group work elective for every student in direct practice tracks. Otherwise, schools are providing an incomplete education for social workers entering the field (Goodman & Munoz, 2004). The expectation that master's-level social work students are competent to practice ethical and effective social group work is not a reality if they do not have adequate knowledge of the method to do so. Further, they are not equipped to link theories and skills to organizationally specific practice contexts. They must be prepared to consider the fit between various group work approaches and client demographics, agency policies, missions and goals, and resource restrictions.

A context-focused elective in social group work can provide students with an opportunity to develop practice and practice skills across contexts. When students explore methodologically specific skills, theories, and concepts through a contextually focused curriculum they are better equipped to transfer those skills across practice methods. They can begin to find important linkages between methodologies to support their development as social workers in a generalist education and practice environment.

CONCLUSION

The challenges of contemporary social group work education and practice are opportunities for development of the method. There is opportunity for social group work educators to consider contextual factors in practice and develop real answers to practice needs and challenges rather than dictate how group work should look. It is counterproductive to force students to apply a theoretical model that is not relevant to their agency practice. For stalwart group work educators this is an opportunity to explore history, values, and ethics for practice, a variety of models for group practice, and emerging types of groups through the lens of practice realities in the field today. The challenge may be finding a place for foundational theories and developing approaches to group work practice that support those foundational theories and provide opportunities to develop new ways to practice

social group work. Nonetheless, this is a chance to learn how contemporary practice *does* look rather than how any dominant professional philosophy or theoretical model says it *should* look. Students and instructors can learn these lessons together.

Teaching a stand-alone curriculum in social group work from a context-focused perspective requires a leap of faith. It demands a constant reframing of social group work theories, concepts, and skills to reflect contemporary agency practice. This can be a particularly uncomfortable for an instructor trained in a specific social group work philosophy or approach. Each semester requires students to risk sharing their struggles, concerns, and challenges in unsupportive practice settings. This requires confidence on the part of the instructor to listen without providing rote answers based on theoretical premises as opposed to practice realities.

Teaching a context-focused approach to social group work requires instructors to see theories and skills are only as strong as their relevance to on-the-ground, in-the-moment practice. It requires instructors to see that social group work is a dynamic, fluid, evolving, and context-rooted practice, as it has been since its inception in the settlement house, recreation, and education movements of the early 20th century. Social group work's relevance to the field of social work lies in its ability to flourish from its relationships with the agencies where practitioners learn and work. Finally, it takes great faith in the value of expanding choices for practice beyond a single or dominant way to practice social group work.

Flipping the equation and starting with context to theory creates space for critical reflection of practice from multiple contexts as an integrated exploration rather than as a token discussion of agency or social context during lectures about pregroup planning and the like. This challenges students to move beyond unrealistic expectations to challenging, contemporary practice opportunities.

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