The “Flipped” Classroom: A Non-Traditional Approach to Teaching Osteopathic Manipulative Medicine

Molly M. McCormick, OMS IV; Lee Graff Kenyon, OMS III; Nicolette K. Rosendahl, OMS IV; Kraig Kenneth Wasik, OMS IV; and Brian S. Gould, OMS IV

Western University of Health Sciences College of Osteopathic Medicine of the Pacific in Pomona, California

As we continue to advance further into the millennial generation, osteopathic medical schools are challenged to evolve their lectures into a format that encourages more critical thinking. One such evolution is the concept of a “flipped classroom” which flips the traditional lecture-first, homework-second approach, providing self-directed learning material for students to explore on their own prior to lecture. Class time involves critical thinking exercises allowing students to synthesize information as active learners. The goal of this survey was to determine whether the non-traditional “flipped” classroom teaching format was well received by the student body and encouraged better retention of knowledge than the more traditional “podium delivered” lecture style. To test the effectiveness of each lecture style, two 2nd year osteopathic medical school classes delivering the same content were taught at distant sites of the same institution. One followed a traditional, lecture-based format while another adopted the “flipped” classroom approach. IRB approval (14/IRB/076) was received allowing a two-phase information retention assessment and attitude Likert survey to be developed and presented on both campuses. Results of the data collected showed a 10.3% greater information retention among the flipped classroom students at 4 weeks post lecture compared to the traditional classroom. Additionally, survey results showed that students from the “flipped” classroom were more receptive to using a non-traditional approach to lecture delivery in the future. This study shows potential in improving the retention of material delivered to medical students. Further research is needed to explore longer-term retention rates.