

# **“Flipping” Part A: What factors facilitate the use of a ‘flipped classroom’ model in preparation for postgraduate membership examinations in Public Health?**

## **Topic Guide for Focus Group Discussion**

### **Theme 1: Participant characteristics**

- Influence of academic background of participants: medical/ non-medical/ level of postgraduate study undertaken/ how recently/ which institution
- Influence of level/ diversity of professional experience/ personal circumstances prior to undertaking examination
- Influence of prior experience of flipped classrooms
- Personal attributes regarding approach to exam preparation: organisation, preferred methods of revision

### **Theme 2: Topic characteristics**

- Are some subjects more suited to this model of teaching than others?
- Do you need to teach the detail for the purpose of the course?
- Are there ways that the subject matter can be adapted to improve its suitability to this type of delivery?
- Should initial problem solving be under exam conditions with full answers or is a less formal approach acceptable? Should the answers be exclusively the student’s own work or can answers be reached collaboratively? Need for both approaches?
- Are there challenges to mixing methods within the course and using both the traditional classrooms as well as the flipped classroom?

### **Theme 3: Structural course characteristics**

- Does ‘streamlining’ the structure across subjects facilitate this model of teaching?
- Does it feel like there are realistic expectations of students time available to prepare ahead of the session? What did you think you were here to do? E.g. learn epidemiology from scratch or prepare in advance
- Does the students’ sense of ownership impact on this method of teaching? By problem solving in the classroom, is the agenda set more by the students? Does it feel less like the tutors are setting the material?
- Who provides the actual training? Does this influence the delivery?
- Are there teaching aids that facilitate the flipped classroom approach?
- Are these influences static? Will they change as the syllabus changes/ develops?
- Do practical arrangements influence the facilitation of the course in general?
- Can you choose not to use the flipped model (e.g. for stats) – does it work either way?