



# Flipped classroom + Seminar

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## overview

This technique aimed to replace long lectures, the traditional strategy for the learner, with a **flipped classroom and seminar discussion** in a small group. Worth (2013) said **long lectures** has the benefit of guaranteeing a specified amount of material is covered, but this is not useful for all students, while **seminar** that described in detail and discussion organized by the students have more benefit. Active teaching approaches such as the flipped classroom are linked to better quality student learning outcomes across health care disciplines, with the potential to support students' preparedness for practice. In the flipped classroom instructional approach, students engage in significant pre-class preparation to learn foundational knowledge and skills, then undertake instructional activities in the classroom that require them to integrate, apply and extend their learning to new contexts (Matthew et al., 2019).

**Objectives:** Students can identify the keys of vaccine administration in chickens and give some advice to others.

## Activities

- ❖ Assign all students to study by themselves in a topic of "vaccine administration" available in the e-learning website
- ❖ All students prepare a 10 minutes presentation in each topic they were assigned
- ❖ At the end of each presentation, all students can discuss and share on the similarity, the difference, the advantage and disadvantage of each technique
- ❖ A teacher can add up important things which might be missed in their presentations and discuss to students
- ❖ Make a comfortable environment for not embarrassing to share their ideas
- ❖ At the end of the session, give an online quizzes by **Kahoot** and **response**.
- ❖ Wrap up conclusions.



## Outcomes

- ❖ students **learn** and **understand** good techniques of vaccine administration in chickens
- ❖ Students can be able to **share** their understanding to their friends.
- ❖ Students can be able to **apply** knowledge they presented in a commercial farm in a near future.

## Impacts

- ❖ Students got **more score** from quizzes compared with the last semester.
- ❖ Improve their presentation skill
- ❖ **A Small group** in a **small room** are more comfortable for student to ask and share their ideas.

## Future development of project

Get **feedbacks** from learners, colleagues and apply this technique to **other courses** or with **other teaching innovations**.

## References

- Matthew, S. M., Schoenfeld-Tacher, R. M., Danielson, J. A., & Warman, S.M. 2019. Flipped classroom use in veterinary education: a multinational survey of faculty experiences. *Journal of veterinary medical education*, 46(1), 97-107.
- Worth, N. 2013. Impacts experimenting with student-led seminars. *Planet*, 27: 30-35.