

# EASL SCHOOL OF HEPATOLOGY FLIPPED CLASSROOM MODEL

The EASL Schools of Hepatology are based on a flipped classroom model (Table 1) that combines online courses/live webinars with face-to-face interaction.

In the flipped classroom model, information transfer is carried out at home (from EASL Campus), and “classroom” time is dedicated to information assimilation. This model is [learner-centred](#), [problem-oriented](#) and encourages [active collaboration between students](#) to elaborate a solution to a given problem.




TRADITIONAL LEARNING MODELS	FLIPPED CLASSROOM MODEL
Teacher-centred	Learner-centred
Content-orientated	Problem-orientated
 <b>Teacher</b>	
Sage on a stage	Guide on the side
 <b>Students</b>	
Passive Learning	Active Learning
Listen to lecture	Assigned pre-reading material
Take notes	Consolidation of information through discussions
Assigned homework	Elaborate solution to given problem
Work mostly alone	Work in a team
 <b>Assessment</b>	
Exam	Task assignment

Table 1 Comparing traditional learning to the flipped classroom model

# THE LEARNING PROCESS



Figure 1 EASL School learning process

## PREPARATION (BLENDED LEARNING ON EASL CAMPUS)

### 1- PRE-READING

- Students attend an icebreaker webinar.
- Students are divided into groups, assigned a tutor (a member of faculty) and a clinical case covering the topic of the school.
- Relevant didactic material is provided to all students one month before the school takes place. Material may include:
  - EASL CPGs
  - Key articles
  - On-demand content from previous EASL events
  - Access to selected educational materials on EASL Campus,
  - TED talks
  - Podcasts
  - etc.

### 2- PRE-ASSESSMENT QUIZ

- Students are asked general questions on the school's topic in a [multiple-choice question format](#).
- The pre-assessment **must** be completed before attending the school.

## ON-SITE LEARNING

### 3 – GROUP WORK – GROUP WORK IS AN ESSENTIAL PART OF THE LEARNING PROCESS

- Each tutor presents a clinical case and 5 complex questions to their assigned group.
- The group must work through the case and provide detailed answers to each of the questions (max 3 slides, specific statements must be referenced).

## 4 – GROUP PRESENTATIONS

- Each team must present their answers to the rest of the group
- Presentations are organised as dual projection: one for the questions (read by the corresponding tutor) and the other one for the answers
- Each student must participate in the presentation.
- The presentation is followed by a faculty-run discussion.
- Presentations are evaluated with regards to content and form by an independent jury.
- Prizes are given to the members of the best group (prizes to be defined by EASL e.g. free registration to an event).

## 5 – STATE-OF-THE-ART LECTURE

- State-of-the-art lecture is conducted by a renowned expert followed by a question & answer session with the students.

## ASSESSMENT (ON EASL CAMPUS)

### 6 – POST-ASSESSMENT QUIZ

Students are asked to answer the same multiple-choice questions on the topic of the School.


### 7 – EVALUATION/SURVEY


In order to obtain CME credits, students must provide their evaluation of the School – on format, Faculty, venue, time allotted, dynamic of team work – by filling an online questionnaire.



## Need more information?

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