

Post Event Report: Faculty Development Program

Program Title: Flipped Classroom

Speaker: Dr Rijesh, MEU resource faculty

Date: August 19, 2025

Time: 12:30 PM onwards

Venue: Ruby Hall, Academic Block, Malabar Medical College, Ulliyeri.

FACULTY DEVELOPMENT PROGRAM

BY DEPARTMENT OF
MEDICAL EDUCATION UNIT

TOPIC
'FLIPPED CLASSROOM'

Tuesday, 19th August 2025

Time: 12.30 pm

Venue: MEU Hall, 7th Floor
Academic Block
MMCH, Ulliyer, Kozhikode

SPEAKER



Dr. RIJESH P.

Professor (Orthopedics) &
Vice Principal (UG),
MEU Resource faculty, MMCH, Ulliyeri

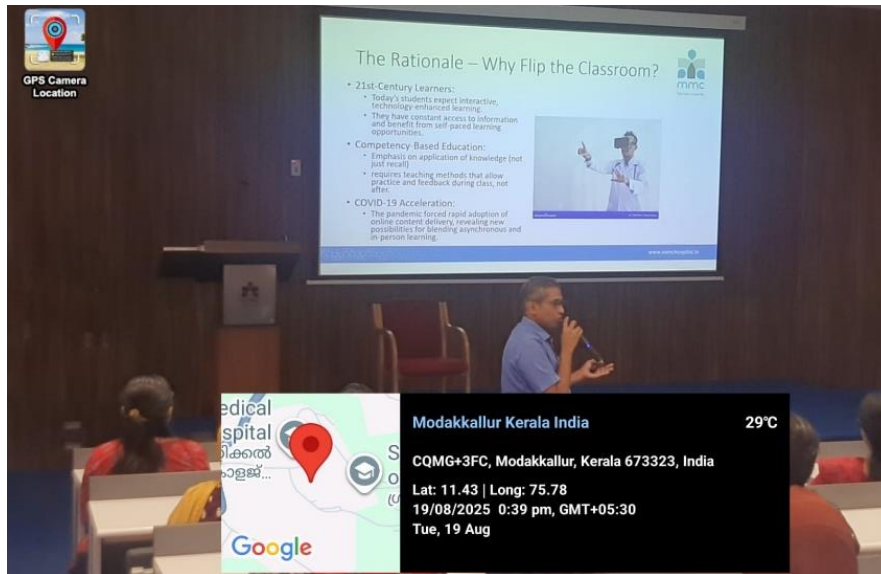


HODs are requested to depute one or more for one faculty from each department to attend. No registration fee required. certificate of completion will be provided.



**MALABAR MEDICAL COLLEGE
HOSPITAL & RESEARCH CENTRE**

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The Faculty Development Programme on "Flipped Classroom" methodology was successfully conducted at Malabar Medical College, bringing together faculty members from various departments to explore innovative teaching strategies in medical education. The programme aimed to introduce participants to the concept of flipped classroom pedagogy and its practical implementation in healthcare education settings.

The session focused on the transformative potential of flipped classroom methodology in medical education. Faculty members were introduced to the fundamental principles of this pedagogical approach, where traditional lecture content is delivered outside the classroom through pre-recorded materials, while classroom time is utilized for interactive discussions, case studies, and hands-on learning activities.

Key Learning Outcomes

Participants gained comprehensive understanding of:

Conceptual Framework: The theoretical foundation of flipped classroom methodology and its distinction from traditional teaching approaches. Faculty members explored how this model shifts the focus from passive information consumption to active knowledge application.

Implementation Strategies: Practical techniques for creating engaging pre-class content, including video lectures, interactive modules, and preparatory reading materials. The session covered various digital tools and platforms that facilitate content delivery and student engagement tracking.

Assessment Modifications: Adapting evaluation methods to align with flipped classroom principles, emphasizing formative assessment, peer learning, and competency-based evaluation approaches suitable for medical education.

Technology Integration: Effective use of learning management systems, video creation tools, and interactive platforms to support the flipped classroom environment while maintaining academic rigor.



Faculty Engagement and Feedback

Participant engagement remained consistently high throughout the session, with active participation in discussion. Faculty members from various departments contributed diverse perspectives on subject-specific implementation strategies.

Informal feedback indicated strong interest in piloting flipped classroom approaches in their respective courses, with many participants requesting follow-up support for implementation planning. Participation certificates were dispatched to faculties who attended the session.

Impact and Next Steps

The programme successfully achieved its primary objective of introducing faculty to flipped classroom methodology while building enthusiasm for pedagogical innovation. The interactive format facilitated peer learning and collaborative problem-solving, creating a foundation for sustained implementation efforts.

Conclusion

This Faculty Development Programme marked a significant step toward modernizing teaching methodologies at Malabar Medical College. The positive response from participants and their expressed commitment to exploring innovative pedagogical approaches indicates strong potential for enhancing student learning outcomes through flipped classroom implementation across various medical subjects.