



How to blend or flip

AIMMS workshop May 2019

Maikel Wijtmans

Division of Medicinal Chemistry

Stefan Dekker

Division of Innovations in Human Health&Life Sciences

Danny Scholten

Division of Innovations in Human Health&Life Sciences

Blended/Flipped general: Tops

- Appeal to current generation students
- Time freed up for quality activities
 - From extra tutorials to articles
- Students generally participate better
 - More engaged
 - More motivated
 - More (tailored) interaction
- More satisfactory and fun for teacher
- Future-proof after initial time investment
 - Carefully designed slidecasts can be recycled
 - Protocols, communications, ...





How to Flip/Blend?

Consider: which course and crowd, what are any current issues, goals, Flip or Blend?

Realise: all of us have encountered barriers along the way, be prepared to overcome those, students appreciate teachers innovating to make education better!

Devise new course setup: which material online and which not, how to have optimal activation in contact hours, how to counteract any current issues in the course?

What material needs to be available online: use videos 3rd party (e.g. Khan) or make own videos? (yes, it's never fun to see and/or hear oneself on video)

If own videos, how to record: in class/in booth/at home? Invest in quality (recycling multiple years), match with proper technique ([come see us!](#)).



How to Flip/Blend?

Consider: which course and crowd, what are any current issues, goals, Flip or Blend?

Realise: all of us have encountered barriers along the way, be prepared to overcome those, students appreciate teachers innovating to make education better!

Devise new course setup: which material online and which not, how to have optimal activation in contact hours, how to counteract any current issues in the course?

What material needs to be available online: use videos 3rd party (e.g. Khan) or make own videos? (yes, it's never fun to see and/or hear oneself on video)

If own videos, how to record: in class/in booth/at home? Invest in quality (recycling multiple years), match with proper technique ([come see us!](#)).

Start in time and communicate: clearly explain course structure, tell students that you are innovating and what it can bring to them

Continuous communication: what is expected (for most students these innovations are new, self-discipline=key)

Evaluate afterwards: change/fine-tune where needed

Ready to repeat: use again in subsequent years

