

Flipped classroom or traditional lectures – experiences of medical students at the University of Oslo

Focus group interview guide

Introduction

- Welcome participants
- Introduce the interviewer and the secretary/observer, who we are and our affiliations. Clarify the roles of the interviewer and secretary.
- **Brief presentation of the qualitative study and the interview:**
 - The aim of the focus group interview is to explore experiences and motivation in relation to preparatory work in the flipped classroom teaching model. The **flipped classroom** approach encourages students to acquire theoretical knowledge *outside* the classroom, while *teaching sessions* are used to work on practical tasks under supervision.
 - To help the institution and instructors implement this model as effectively as possible, we aim to learn more about your experiences and perspectives regarding:
 - **preparation for teaching sessions**, including *the format of preparatory materials* provided and *what motivates you* to prepare
 - **experiences** with the flipped classroom compared with traditional lectures
- **Method: focus group interview** (designed to facilitate discussion and generate knowledge through participant dialogue rather than an interview)
 - Please speak one at a time for the purposes of recording
 - Raise your hand if you have a comment or wish to respond
 - There are no right or wrong answers – we would like everyone to participate
 - The interviewer will help maintain the focus of the conversation
- **Ensure that participants have been properly informed about the study/have signed consent forms**, and briefly explain formalities regarding recording, anonymity and confidentiality
- Ask if participants have any **questions before starting**

Interview

Inform participants that the recording will now begin

- Participants give a brief introduction of themselves

The flipped classroom model and preparation

- How would you describe your preparation *before* the teaching sessions?
- What motivates you to prepare for the sessions?
 - What aspects of the preparatory work are you most motivated by?
- Are there any formats (video, podcast, article, book, advance tests) that work better than others for preparation? Why? Please elaborate.

- What aspects of this teaching model have worked well? Give examples.
- Have there been any challenges with the teaching model? Give examples/explain.
- Do you feel that the flipped classroom can engage/motivate you to achieve the learning objectives?
 - How? In what way?
 - What factors contribute to achieving better learning outcomes?
- Is there anything you feel could have been done differently to make the flipped classroom even more effective?

Experiences from the flipped classroom compared with traditional lectures

- To what extent do you prepare for flipped classroom sessions compared with previous traditional lectures?
- How would you describe the opportunities for dialogue and feedback in the flipped classroom compared with traditional lectures?
- How does the teaching model impact on your learning outcomes?
 - Can you provide concrete examples of how effective teaching helped you achieve the learning objectives?
 - Can you describe a situation/example that you feel resulted in a good learning outcome?
- How flexible do you find the two teaching models?
- Is there anything you feel could have been done differently in terms of the teaching in the study programme?

Conclusion of interview

- Is there anything you would like to add that you think could help inform this study?