

The Use of Flipped Classroom as a Teaching Method in a Professional Master's Program in Network, In Brazil

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Abstract

This work aims to describe the systematization process of the use of flipped classroom as a method to develop national complementary activities in PROFSAÚDE, a professional master's program in the area of public health, offered as a distance learning course, in network, in Brazil. The national complementary activities were organized for strengthening, qualifying students' learning process and align important content sums for the program, nationally. The network gathers twenty-two public institutions of higher education in the country. Its national coordination conducted a survey to detect complementary educational needs. The activities were organized both asynchronously, making study materials available in Google Classrooms, and synchronously in a telepresential way, organized on virtual platforms to reach the largest number of students in the country. The national team identified some professors' areas of expertise, who were contacted for the production of audiovisual content such as video classes and podcast, guidance for supporting bibliographic materials and also to conduct synchronous activities together with the technical team, based on the participants' discussions. The contents posted in the virtual classroom were organized by modules and made available before the synchronous meeting. In addition, an activity was proposed, with a learning challenge, as a practical exercise. At the end of each complementary activity, an evaluation questionnaire is available. This institutional experience, as a pedagogical innovation, provides important tools to support teaching and research due to its potential in the participatory construction of learning, optimization of resources, democratization of knowledge and sharing of practical experiences on the network.

Keywords: Active Learning, Flipped Classroom, Network Education Experience, Pedagogic innovation.