

**RxBricks Flipped Classroom Active Learning Experience  
Lesson Plan**

**Session Title:** The Rx Bricks Flipped Classroom Active Learning Experience

**Setting:** ScholarRx Faculty Office Hours

**Faculty Facilitator:** Amber J. Heck, PhD; Director of Basic Science Curriculum

**Session Goal:** Integrate knowledge of ScholarRx products and best practices in teaching and learning to create active learning experiences for learners in the health sciences.

**Relevant Prior Knowledge:**

Workshop participants should be familiar with the structure and function of Rx Bricks and Qmax questions, and experience accessing these resources.

- Optional resources:
  - Logging into ScholarRx <https://vimeo.com/555794273/7438118f13>
  - What is a Brick? [https://usmle-rx.scholarrx.com/rx-bricks/brick/CP\\_URA0225](https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_URA0225)

<b>Learning Outcomes:</b>
1. Apply essential learning principles to educational practices using Rx Bricks and Qmax assessments.
2. Create session plans and resources that align with best practices in instructional design using Rx Bricks.
3. Construct integrated, flipped classroom, active learning experiences that support the application of knowledge using Rx Bricks.

<b>Pre-Session Reading:</b> <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=fda9MhAD70CUSoOvMkXoHhN5jpl2HfJlqNBS5gz7dRpUQUw1RURHMzIKS0Y0R0Y2V0dFNldCTVpTSC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=fda9MhAD70CUSoOvMkXoHhN5jpl2HfJlqNBS5gz7dRpUQUw1RURHMzIKS0Y0R0Y2V0dFNldCTVpTSC4u</a>	
Title	Learning Objectives:
Learning Principles <a href="https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0006">https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0006</a>	<ol style="list-style-type: none"> <li>1. Distinguish the adult from the child learner.</li> <li>2. Describe the three major types of learning theories.</li> <li>3. Explain the importance of metacognition in learning.</li> <li>4. Classify learning according to Bloom’s three domains of learning.</li> <li>5. Identify potential challenges in learning.</li> </ol>
Instructional Design <a href="https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0012">https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0012</a>	<ol style="list-style-type: none"> <li>1. Explain the purpose of instructional design.</li> <li>2. Describe the relationships between the learning outcome, teaching method, and assessment associated with a learning experience.</li> <li>3. Differentiate learning objectives from learning outcomes according to their purpose and application in backward design.</li> <li>4. Explain how the Kolb model and learning preferences inform instructional design.</li> <li>5. Describe how to use the ADDIE and Gagne models to design a learning experience.</li> </ol>

<p>Teaching and Learning in the Classroom</p> <p><a href="https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0009">https://usmle-rx.scholarrx.com/rx-bricks/brick/CP_SED0009</a></p>	<ol style="list-style-type: none"> <li>1. Differentiate active from passive learning regarding both teaching and learning.</li> <li>2. Describe the similarities and differences in teaching for large versus small groups.</li> <li>3. Describe the instructional strategies used in teaching large groups, including lectures and active learning strategies such as case-based learning, peer instruction, and team-based learning.</li> <li>4. Describe the instructional strategies used in teaching small groups, including the facilitator's role in problem-based learning.</li> </ol>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Session Plan:**

- Introduction (5 min)
- Case Study (25 min)
  - Instructional methods:
    - Case-based learning
    - Socratic questioning
    - Large group discussion
    - Knowledge check activities
  - Content:
    - Teaching and learning principles and practices the ScholarRx products support (LO #1)
    - Example flipped classroom active learning experience supported by the RxBricks curriculum and Qmax assessment bank (LO #2 and 3)
- Summary and Questions (20 min)