

Flipped Classrooms For Digitally In Learners

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Abstract: Being a member of digital era, learners are supposed to work alone and in groups before class using different types of tools related to technology. Education is effected positively by new emerging learning instructions and students are becoming self-directed learners. Although, technology is an ever-changing process, students and teaching faculty are demanding for updating and innovative technology in the field of education. Flipped classroom instructional strategy is one of the innovative ways of teaching, which enables learners to learn study material offline or online. By observing and analyzing self made or downloaded lectures in the form of videos, usually at home. Homework is finished in classroom contrary to traditional classroom. Teachers provide more personalized guidance and individual attention to learners. This is also known with various terms i.e. Flipped instruction, flipped classroom, reverse teaching, Thayer Method. It is an innovative and one of latest trends of teaching to digitally in learners. The paper aims to explore characteristics of the flipped classroom teaching model, its tools, assessment techniques with potential challenges while flipping the classroom.

Keywords - Flipped classroom, digitally in learners, Assessment techniques.

I. INTRODUCTION

Flipped classroom are nowadays most prevalent effective medium of instructing the learners that have strong potential for education system. It effectively makes tutor to use videos, multimedia and different on-line resources for teaching-learning instead of direct classroom activities for active learning which might include discussions, activities, inquiry-based learning and independent problem solving approach. In the old-fashioned form of teaching, students were allocated with reading textbooks, understanding study material and work on exercises or questions related to content at home. They snoop to lectures and perform different activities related to topic. In Flipped Classroom model, self study is done by with the help of video lessons prepared by the class teacher (Topp, 2011) or someone else. Pink (2010) investigated that by solving problems and doing practical work students can apply learned content. The teacher teaches the students when students have difficulties in understanding the study material, they discuss with teacher in classroom, and teacher acts as a mentor.

Tucker, 2012 was of the view that differentiated instruction and project-based learning are included in complementary techniques. Teaching faculty is enjoying advantages of flipped classroom strategy with tools like edu Canon, Freemind, Audacity etc. that make students accountable to watch video lessons at home. Students learn by exploring the video, their concept formation, by doing and arising questions related to content. Students work in groups in class, collaborative learning as a process benefits both advanced and slow learners (Rosenberg, 2013). The philosophy behind success of the flipping the class is, teachers can spend qualitative time working with learners who require their help in the completing assignments or in solving problems. Learners can work in groups to solve problems in better way rather than sitting individually in home with their homework, they may not understand and find difficult to finish.

Scida and Saury (2006) defined Blended learning classrooms as classes, where teaching exits in a traditional environment of teaching and learning by including online or offline activities which may substitute classroom lecturing. Jeffrey R. Young (2012) expressed that, a large number of higher institutions are conducting experimental researches on blended / hybrid models of instructional strategies that substitute direct personal interactions with virtual sessions.

Information and Communication Technology (ICT) for Flipped Classroom

Moodle, Ted.com, Khan Academy etc. are the main online sites used to flip traditional classrooms. Students observe and analyze their online/ offline video based lectures. Nowadays web 2.0, web 3.0, and web 4.0 tools are boon for teaching. A teacher can utilize the tool according to her capability. There are many lesson plan formats, she can develop one according to her requirements. As the students work through their homework which is done in class, for this purpose teacher can use online quizzes, google forms etc. for individualized and effective instruction. A problem which is encountered by students is about links to various resources that they can use for given lesson. There are hundreds of links for a single lesson many time students waste their time and energy in exploring those one.

Assessment in Flipped Classroom

Both quantitative and qualitative assessment methods are used to assess the learning outcomes in flipped class. Quantitative methods assess comparison of final achieved scores in the flipped learning content with respect to achievement of the learners of non-flipped class environment. Akyol & Garrison (2008) reviewed the role of the social construction, harmonious development of a society. In order to amplify success, efficacy of on web based teaching learning process had relationships between cognitive presence, social presence, and professed learning and satisfaction of students in the course. Aycokc, Garnham & Kaleta (2002) found that the flexibility and pedagogical effectiveness is the power of the hybrid course model, because active learning techniques are emphasized by it, students thus have more interaction with other students and they develop healthy relations.

Prospective challenges

Like any other educational theory of flipping the class is also full of criticism. One criticism raised by many critics, educationists, education planners, researchers etc. is, use of the flipped model is ineffective due to continue worse teaching or mentoring without any beneficial reproduction. It can be deduced that there is requirement of larger time investment at initial phase, for implement the flipped classroom. Ash (2012) investigated in his study that video based teaching content is just “a high-tech version of an antiquated instructional method.” This statement depends on the belief followed by many investigators and scholars that lectures are not meant for engaging students and but flipping is a new way to deliver content. (Nielsen, 2012). In favor to this, many teachers have modified their implementation of flipped model. Students are equipped with all the tools they need for learning. Equity of knowledge is eventually ensured by quizzes and other assessment (Ash, 2012).

It is something beyond creation of multimedia based lectures that can be costly in terms of time. Laman, et al. (2012) opined that, detailed lesson planning and implementation was needed to achieve learning outcomes and to make the content understandable to the class of average 40 students in Indian conditions. The flipped model having quality of self pacing has been considered as a boon for those utilizing it but it has been seen as a hitch for some students. Although lot of students will have mastery over learning material more benefitting from the chance to work through study material more effectively or capture time reviewing information at a slower pace. Ash, (2012) reviewed that some students were not capable of managing their time and work. Nielsen (2012) investigated that self-paced learning was not embraced by all schools, because those were not ready for it. It was further opinioned that even teachers who were happy with this method would be confined to their teaching learning unless entire system of school effects their promotion probabilities and award them purely on the basis of student learning outcomes. Every child may not have better interacting and viewing technology based learning environment like classrooms in their homes.

For example, if we want to teach the student a biology topic “Diversity of Life”. Teacher should provide the study material and videos prepared by him and students will receive that information before the scheduled class and read it out with their pace. The scheduled class time is used for discussing the problems and reflection on the concept. In this way, they come in class with queries and share with teacher and peers, in this way the study or teaching process should be more effective and useful. It can provide sufficient time to discuss their views with others. By discussing their problems their cognitive domain is developed and by interacting, presenting their perspective and listen to others point of view their affective domains is developed. During hands on activity or learning by doing their psychomotor domain is developed.

Some misconceptions about flipped classrooms are that where students have to devote maximum time on internet, no proper structure of teaching, entire teaching is based on videos and animations where there is no role of teacher and students have to work in isolation. All these are wrong statements regarding flipped classroom.

The most effective learning session of flipped classroom is the use of efficient time where students can be given home assignments using videos, books, article, power point or handouts as daily assignments. Thus, the learning which involves using any study material before learners for promoting activities, discussions, etc. in a sense, utilized the flipped classroom. So, by introducing strategies like flipped classroom teaching and learning we will be able to change the scenario of education system.

II. CONCLUSION

The flipped classroom describes teacher's role as a role model not just as described as the “sage of the stage” where teachers makes their students to grasp things whatever is being presented to them. But in flipped classroom the idea of teaching in the classroom is different i.e. teacher acts as a facilitator, guide or role model who directly works with the students and highlights their path of learning in the right track, their role can be illustrated using idea that “education should not involve one person acting on another, but rather people working with each other”. Studies have proven that students using flipped classroom strategies spend less time in browsing on internet, or roaming here and there while those using flipped classrooms can spend their constructive time in engaging themselves in critical thinking skills, online discussions, and other classroom activities.

Some learners do not learn the concept in the starting, since they are slow or backward learners. The Flipped learning or learning strategy facilitates interaction among learners, and their instructors. Flipped learning leads to better learning outcomes. This concept helps learners to learn effectively to acquire skills, knowledge, and also to develop positive attitude towards goals. Flipped instruction can be used in, individualized and remedial teaching. Initially Instructor should use small sized and simple videos. Thus, developing an ideal flipped instruction based classroom is a process, which demands dedication, mastery of content and technology.

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