



FLIPPED CLASSROOM: PROMOTING ACTIVE LEARNING IN DIGITAL ERA

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Abstract

In this era of innovation in education, technology is integrated into language learning and teaching. As technology has become an integral part of our everyday life, it is time for us to cope with it and embrace technology in our teaching methods. At present, it is the necessity of the day that we teachers accept, appreciate and implement new learning methods such as a blend of traditional and technical learning. This kind of blended learning will help us to reach and teach the students more efficiently and effectively. When teaching is blended with technology, it creates a more dynamic and active classroom environment. While it is often defined simplistically as “school work at home and home work at school,” with supporting this Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms. This concept ‘Flipped Learning’ came with a change in approach to teaching. Recently the concept of “Flipped Learning” also known as “online drive” method has become the buzzword in the field of higher education. As we experiencing due to Covid-19 outbreak, educational platform is also disturbed, which persuade us to adopt this style of learning.

Keywords: Flipped learning, Blended learning, Covid-19, Online drive method, Buzzword

Introduction:-

In this era of innovation in education facilitated by recent advances, learners and educators have developed increasing tendency towards the use of educational technology, which leads the idea of “flipped classroom” and has created a sense of urgency to integrate technology in the learning process.

Flipped learning is getting popular globally. This new concept is engrossing and gaining momentum in the field of higher education as it can transform the entire concept of teaching and learning. The practice concept of the Flipped Classroom was developed by Jon Bergmann and Aaron Sams and was popularized by the founder of the Khan Academy, Salman Khan.

1. What is Flipped Learning?

Experienced educators and board members of Flipped Learning Network (FLN) have given a formal definition of FLIPPED LEARNING: “Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can do not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the four pillars of Bauer-Ramazani into their practice. In *The Flipped Learning Network* (2014) Bauer-Ramazani has articulated four pillars of flipped learning: flexible environment, learning the culture, intentional content and professional educators. According to Strayer, one effect of the flipped classroom is that students will become more aware of their own learning processes (Strayer, 2008). Because of this increased

awareness, students will need more time to reflect upon their activities to make connections to the course material (Strayer, 2008).

Flipped classroom is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator, motivator, guide and give feedback on students' performance (Sams & Bergmann, 2012). Hence, by applying the flipped classroom approach to teaching and learning activities, the instructor can move the traditional lecture's talk to video and students can listen to the lectures anywhere outside of class, according to their preferred time and need, they can also study at their own pace. Thus by flipping the class, students will spend more time to solve problems individually or collaboratively through distance learning with peers. Herreid and Schiller (2013) defined it switching of what students normally complete in class and at home. Lectures are recorded in advance and students are supposed to view and practice these lectures independently. It allows students to ask specific questions to teachers when needed. Teachers also better assess the understanding of learners. However, Bergmann & Sams (2012); Herreid & Schiller (2013); and Berrett (2012) believe that simply an increase in home instruction and watching video lectures cannot be defined as flipped learning. They further say, "Students must spend face-to-face time with instructors to work on the content learned from the videos in order to be considered flipped learning."

The study of flipped classroom was based on the theory of Bloom's revised taxonomy of cognitive domain. Zainuddin and Halili explained this taxonomy with representing its six levels of learning. The justification is arranged from lowest to the highest level.

1. Remembering: In this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts & principles of the content they have learned.

2. Understanding: The students try to exhibit their understanding, interpret the information and summarize what they have learned.

3. Applying: In this stage students practice what they have learned or apply knowledge to the actual situation.

4. Analyzing: The students use their critical thinking in solving the problem, debate with friends, compare the answers with peers and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking in group activities. This level of learning promotes the students critical thinking.

5. Evaluating: In this stage students evaluate the whole learning concepts and make judgments on how far they successfully learned.

6. Creating: Here in this stage the students are able to design, construct and produce something new from what they have learned.

In implementing flipped classroom, remembering and understanding as the lowest levels of cognitive domain are practiced outside the class hour. While in the classroom, the learners focused on higher forms of cognitive work, including applying, analyzing, evaluating and creating. The following figure 1 illustrates the student's level of learning in flipped classroom according to Bloom's revised taxonomy.

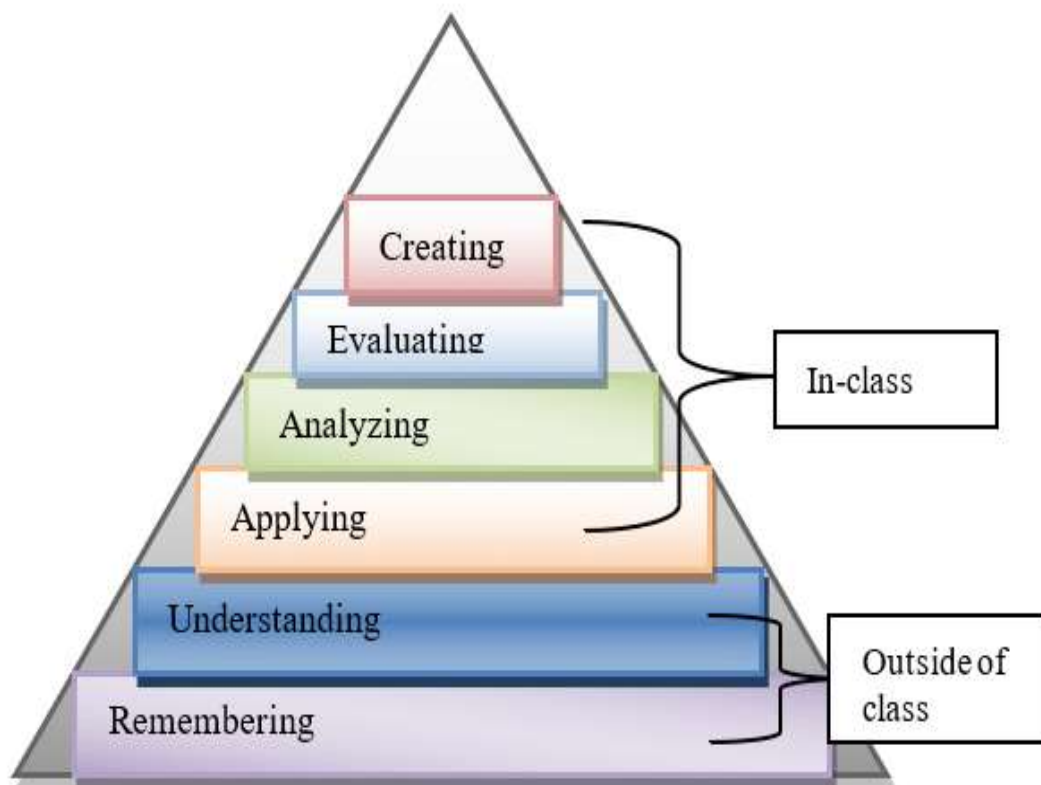


Figure 1. Bloom's revised taxonomy in the flipped classroom

Source: Flipped Classroom Research and Trends from Different Fields of Study Zainuddin and Halili

With the flipped model, the lower levels are presented before class through recorded lectures and video. Readings, simulations and other materials also provide this foundational support for learning so that in-class, time can be spent working on higher levels of learning from application to evaluation. In flipped classroom, students go from the lowest level (remembering) to achieve the highest level (creating). In flipped learning, classroom activity should focus on application and higher level of learning rather than listening to a lectures and other lower level thinking tasks. As shown in Table 1, implementing flipped learning allows the students to spend more time supporting higher-level learning tasks such as group discussion. The lower level tasks such as remembering and understanding are fully & independently outside the class.

Table 1

Comparison between Traditional Classroom and Flipped Classroom in achieving Higher order thinking of Bloom's Taxonomy level of learning.

Level of learning	Traditional classroom tools	Flipped classroom tools
Remembering	Face-to-face lecture	Pre-recorded lectures, Reading material, watching video lectures independently.
Understanding	Question & Answer	Reflection, peer-to-peer discussion & collaboration
Analyzing	Homework	Classroom activity such as Group discussion
Applying, Evaluating, Creating	Homework or nothing	Student projects, Presentations, peer & Instructor evaluation.

2. Difference between the traditional class and a Flipped Class:

Traditional classroom is silent, disciplined, teacher-centered classroom where the students walk in without any prior preparation of the subject with a 'teach me' attitude. Mostly students are passive listeners, and they have a minimal scope of interaction in the class. Here the student's access to knowledge is through the teacher and the text which they can apply to the activities assigned as homework after the class. As a teacher centered classroom, it is like one way traffic where mostly the students are passive and unattainable.

As a contrast to it, not only the concept but also the appearance of a flipped classroom is very different from traditional classroom. There is action, chaos, talking, laughing and learning. A flipped classroom is noisy, busy but active and energetic with a clubbable environment where teachers use online media to deliver notes, lectures, videos and other relevant material to make the students familiar with the content to be taught in the class before they come to the class. Instead of confining the teaching- learning activity to the real classroom situation 'the content' is taken as homework by way of videos or any similar inputs. The greatest advantage of this method is, the content is available anywhere and anytime so the students can review, revise, rewind, replay and learn according to their perceiving capacity and the pace at their home. As a result the class can have more scope to deal with questions, problems and discussions. It can result in more student engagement and involvement in active learning, besides opening fresh avenues for the learners to strength their creative and critical thinking.

For creating this learning revolution, teachers have to search precise ways to inculcate these active learning strategies which can work effectively in the flipped classroom. This is only possible when the teachers can teach differently with new approaches, devices and techniques. Now the practical question arises- How to flip a class?

3. Stages of Flipped Learning:-

Training the Teacher for a Flipped Classroom:

The 21st century teacher is more acquired and adaptable with modern technology. This acquaintance makes the teacher realize that technology is to help and support them in teaching instead of replacing their pedagogical hegemony. The increasing popularity of innovative and updated teaching technique has created some inner pressure in today's teachers to integrate technology into their teaching to meet the expectations of the students and society. The teachers have to update with the new technology and teaching methodology so that they can integrate the best blend for a flipped learning. Teachers should also learn to know and utilize flipped strategies to use technology effectively in the class, also work hard and remain well prepared for online material designing, keeping in mind the syllabus of the class. The teacher should be willing to share and not hesitant to ask for help from fellow colleagues to develop an effective lesson plan and be open to constructive criticism. The teacher should also take the responsibility to examine the e-learning content to validate the students' understanding which will enhance their learning abilities.

Acquaint Students with the Concept of Flipped Classroom:

The modern generation is very much acquainted with their mobiles, laptops and tablets. They are capable to access any information or knowledge at any time. Obviously, they are comfortable with the flipped method. The 21st century students are more comfortable with watching videos than reading a text. Suffering the net for information and finding solution to any problem they encounter has become a part of their day to day learning. Proper understanding of the concept, of a flipped classroom will help them understand the purpose of actual and active learning in a new inverted way. The purposes is to rich and bring out the best from the student by articulating and accommodating their mind-set with the existing pedagogical challenges, enabling them to flourish as job creator rather than job-seekers. The teacher should design some challenging activities so that the student can come to terms with challenge and get rewarded by feeling more confident by the application of learning. It can also be followed by a post-class activity of assigning group projects which can practically connect them to the application of the learning. With the online pre-class stage & in-class activities will result into clarifying concept and problem-solving activities by sharpening the judging, analyzing and capacity building of the student which led to the post-class stage of self-evaluation and practical knowledge application. In the words of Dr. Barbi Honeycutt, "Flip is focusing on your learners by involving them in the process."

Use of appropriate technology:

Appropriate use of technology in sharing content, needs a lot of creativity, thinking and effort on the side of the teacher but once the teacher will learn this art: he/she will be successful in capturing the attention of the students. The teacher can create his/her power-point and can translate the lecture to online content. It can include elements like animations, puzzle-solving activities, quizzes to capture the student's attention. It is the responsibility of the teacher to create something interesting and authentic. One can use tools like screencast-O-matic, Google Classroom in free web service, google app like google drive, google docs, google forms and hangouts, Gmail and google calendar can effectively manage a flipped classroom. Also sharing a relevant youtube video will not cost anything. Many easy to use sites like www.edmodo.com, www.engage.com are free and user friendly.

Effective flipped classroom management:

The teacher enters the flipped classroom by shifting his front of the class position, and instead of being the sage on the stage, he/she should walk, move and work among the student at their seats. This gesture will also create a physiological effect on students as they will not be scared to discuss their doubts and will feel friendly with teacher. Creating this students-friendly environment will help the teacher to interact with the students in a better way. The student will be free to collaborate and work in groups with an assurance that the teacher is always on their side. Of course, the teacher has to be more responsible in his new role of the facilitator and should take care that he/she reaches every student either they are advanced students, the mediocre or the slow learners. The teacher should continuously observe, connect and make sure that no one is left without the teacher's assistance.

Flipped learning is a flip from teacher-centered to the student-centered learning where the paradigm shift is from an individual to collaborate effort with the student at the focal point. With this flipped approach, the student can Learn, Revise, Reflect, Synthesize, Interact, create, Collaborate, Communicate and develop Critical Thinking.

4. Advantages of Flipped Learning:

There are number of advantages for teachers and students in flipping a classroom. It helps the teacher to grow and update technically and academically. There is personal and professional development of the teacher as the creative, understanding, observing, experimenting and researching abilities expand. The level of work satisfaction also increases with the positive feedback and practical performances of the students. He/she becomes more active and innovative in a class by creating an open, receptive, congenial and friendly environment for the students. The greatest advantage is the teacher and the student grows together.

It offers flexible approach and time frames for the students so they can deal with it according to their convenience. The flexible time frame is a blessing for the slow learners and also for the second language learners as they have a low level of language competence and they need more time to ponder and understand the content and finish practical assignments. Student's active participation in class discussions contributes to sharpening their speaking skills, which helps for achieving language competence. Flipped learning also gives an opportunity to the students for collaboration as they need to do group work and projects. Such learning copes with the students social habits; it will help them develop learning through exploration and research.

5. Challenges of Flipped Learning:

For any new idea criticism goes side by side. This model also has its challenges as it is more dependent on student motivation. However, in the remote areas where there is no internet access, this model is affected. Most of the learners face technical problems in using this method as everyone can not afford to have a computer and internet access to view lectures. The problem of self discipline in a few students also is a challenge for organizing their work and timely completion of the assignments. As mentioned earlier in the flipped classroom, the student works at his speed so to maintain a balance between fast and slow learners can be a great challenge for teachers. It can psychologically result in lack of interest and low confidence level for the slow learners. However, with careful planning, the teacher can effectively manage the class. Some teachers are neither techno-savvy nor are they ready to change themselves due to the heavy workloads. A teacher's comfort level with technology would also impact their willingness to embrace a flipped classroom.

Conclusion

Flipped model cannot replace teacher's, it can simply shift their role. Making the shift from teacher as expert to facilitator, coach is sometimes seen as diminishing a teacher's power and authority, but this should not be the case. Facilitating learning is empowering for both the learner and the teacher. This approach is wonderful as it supposed to encourage self-directed and active learning. Even when properly implemented, the flipped class may not suit the learning styles of some students, they just prefer the purely passive learning from sitting in a lecture. Whatever the problems or challenges, it is said that "when you know the why, you can carry on anyhow". So it is the duty of teacher to integrate teaching and technology. Teachers should create a "You Attitude" among the students and establish the faith in them that teachers are interested in communication, collaboration and interaction for the student's betterment. This trust and understanding will develop a sense of self-responsibility in the students for active learning; will become more responsible and self-dependable. The goal of flipped learning is to make the students realize that it is interdependence and not the independence that will help them grow.

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