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FLIPPED CLASSROOM: SOMETHING THAT IS NECESSARY IN TODAY'S ENVIRONMENT.

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Abstract: Technology is heavily emphasized by professionals in educational institutions like schools. Teachers and administrators, and even some parents and students, are often searching for new methods for improving scores, increasing understanding, and allowing students to connect with the lessons being taught. The flipped classroom model is based on the idea that traditional teaching is inverted in the sense that what is normally done in class is flipped or switched with that which is normally done by the students out of class. It also encourages the use of novel interactive teaching-learning methods and technology in teaching. New generation students are losing interest in didactic lectures. It gives massive scope for active learning through other event participation and prioritizes the learners' interest. With the model of the flipped classroom, students have direct access to the knowledge. Whereas with the traditional classroom, students don't have direct access to the knowledge.

Index Terms: traditional class, technology, active learning.

INTRODUCTION.

Improvement in the field of technology influenced the educational sector and encouraged greater imprints among the masses. Generally, in conventional classrooms, the teacher-centric approach is maintained to deliver the teaching schedule as per the program. In the flipped classroom, the teacher takes the class through a pre-recorded video and engages the class with certain real-life situational activities. The current educational scenario applies technology tremendously in the process of effective teaching and learning. The implementation of flipped classroom techniques enables learning both inside and outside the classroom atmosphere, promoting responsibility among the students' community for their progress. Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class. One of the most exciting advancements in the modern classroom is flipped learning. The objective of this paper to study about flipped class and its necessities.

TRADITIONAL CLASSROOM.

In the traditional model the teacher stands between the students and the knowledge. Students have no (or little) knowledge about the subject when they come to class. In class, they get taught all the knowledge, and it's often the basic knowledge about a subject. Students have to do the more comprehensive knowledge at home, it's called homework: p The process of thoughts is mostly viewed after doing a test.

ORIGINS OF THE FLIPPED CLASSROOM.

The idea of flipped learning emerged in the 1990s, stemming from research on instructional strategies. Harvard professor Eric Mazur's book *Peer Instruction: A User's Manual* advocates moving information transmission outside the classroom to free up time for in-class application of the material. The tactic allowed Mazur to step down from the lectern and serve as a coach for student learning, helping his students teach each other.

Flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class. Generally this approach whose applications are done mostly in Physical Sciences, also attracts the attention of educators and researchers in different disciplines recently. It is a new model of learning and not all teachers and students are ready to apply it. This paper will briefly explain the use of flipped classroom as a new model of teaching-learning activity. It was pioneered by two high school teachers in Colorado named Jonathan Bergmann and Aaron Sams. They discovered a software tool that allowed them to narrate and record PowerPoint presentations. The flipped classroom was invented in 2007 by Jonathan Bergman and Aaron Sams when they began recording their classroom lectures so that students could access them at home.

SOME DEFINITIONS OF TERMS TO UNDERSTAND.

Flipped classroom: a model of delivering instruction that shifts lectures from a class time activity to an at home activity and shifts "homework" from an at home activity to an in-class, critical thinking set of activities.

Flipped learning: "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"

Traditional teaching: the practice of a teacher led, in-class lecture as the primary learning activity in the classroom and comprehension activities assigned as homework. *Alternative teaching*: for the purposes in this paper, any teaching style that deviates from the traditional style of teaching. Usually using technology and collaborative learning to help Students make meaningful connections with the topics being taught.

Project-based activities: students gain understanding by working individually or collaboratively on critical thinking activities that extend beyond one-answer questions. These activities provoke higher-level thinking.

FLIPPED CLASSROOM IN SIMPLE TERMS.

In a flipped classroom, students view lessons at home and master the material at school in collaboration with their peers or instructor. The benefits of this model include giving students more control over their education, promoting student-centered learning and collaboration and offering access to lessons at home.

The other name for flipped classroom. A flipped classroom is a form of blended learning. In this specific approach, the online portion of the course is used to share new information with students before in-person class.

Flipped classroom article. Students in the flipped classroom view digitized or online lectures as pre-class homework, then spend in-class time engaged in active learning experiences such as discussions, peer teaching, presentations, projects, problem solving, computations, and group activities.

A flipped classroom is a training methodology that combines the power of classroom learning with online training. A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home.

A flipped classroom turns traditional instruction on its head: homework comes first, then class work. Primed with prior knowledge, students enter a flipped classroom ready to construct meaning, freeing up valuable class time traditionally slated for information transmission. Teachers guide students as they explore in-class activities that build on what they've learned outside of class. A flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead students encounter information before class, freeing class time for activities that involve higher order thinking.

The Flipped Learning Network has even coined the acronym FLIP to outline and define the four core pillars of true flipped learning.

F – Flexible Environment : which of course refers to the obvious classroom space. In a flipped environment, classroom space is rearranged as needed, and other spaces such as computer labs, libraries, or outdoor areas are used as needed.

L – Learning Culture: represents a Learning Culture. As opposed to a traditional classroom that is often teacher-centered, a true flipped learning experience offers a learner-centered classroom culture. In this setting, the teacher serves as a facilitator and his/her role is to provide feedback to students and offer guiding questions as needed to encourage deeper thinking. Knowledge and skills are applied through activities that are high in rigor and encourage student engagement.

I – Intentional Content : stands for intentional content. Content refers to content standards, which are the standards set by a state or district that describe the knowledge and skills students need to master. In an authentic flipped learning environment, the teacher

carefully analyzes content standards to determine what students are capable of learning independently, and what should be learned in class through the application of that knowledge.

P – Professional Educator: represents a professional educator. A professional educator sets aside time to regularly reflect on his/her practices, and they seek constructive feedback from colleagues in order to improve their practice.

FLIPPED VS TRADITIONAL.

In the traditional classroom, the tradition seems to be standing in a room and presenting material to whoever may or may not be listening. We know teaching does not equal learning. The concept behind the flipped classroom is an educator's most significant role is not to teach but to facilitate learning.

In a traditional class, most of the time is spent on lecturing (often accompanied by long PowerPoint presentations). In a flipped class, the emphasis is on practical application and discussion, rather than rote memorization. The flipped class uses a greater variety of activities to facilitate learning – like dynamic exercises, group activities, discussions, and labs.

In a traditional classroom training environment, the instructor teaches the concepts in class and perhaps assigns homework that helps learners apply the concepts that were taught. But, in a flipped classroom the reverse happens. Learners are prepared with the basic concepts before they attend classroom training. Here's how micro learning can be leveraged to introduce a self-directed learning approach in flipped classroom training. Under the traditional lecture model, students are bound to the pace that the instructor sets for each class session and the course as a whole. Instructors are under pressure to teach their entire curriculum within the classroom time allocated, based on the rate at which the "average" student can absorb the material. Should a student have trouble with a concept, they are forced to either interrupt and ask for the material to be repeated, thereby slowing down the session for the rest of the class, or do their best to keep up and ask for another explanation at the end or outside of normal class time. By contrast, students in flipped classrooms can go back over any part of a recorded lecture that they are having trouble with, as many times as necessary. If they continue to have issues, they are able to come to class prepared with specific questions for their instructor.

COMPONENTS OF A FLIPPED CLASSROOM.

The International Society for Teaching in Education (ISTE) lists four components required for a flipped classroom are:

- Relationship building,
- Personalized learning,
- Passion-based learning, and
- Project-based learning (Bergmann & Sams, 2015)

THE KEY ELEMENTS OF THE FLIPPED CLASSROOM.

Provide an opportunity for students to gain first exposure prior to class. ...

Provide an incentive for students to prepare for class. ...

Provide a mechanism to assess student understanding. ...

Provide in-class activities that focus on higher level cognitive activities

THE ACTIVITIES OF FLIPPED CLASSROOM.

Flipped lessons replace teacher lectures with instructional material—often a video—that students watch and interact with at home. They apply what they learned in class the next day through a variety of activities or assignments that could once have been homework, with the teacher working as a coach or guide.

THE ROLE OF TEACHER IN FLIPPED CLASSROOM TEACHING.

The teacher in a flipped classroom takes on a different role than what we normally envision. In a flipped classroom, the teacher does not give direct instruction. Their role becomes one of a facilitator who sets up the content, maps out homework, and provides a welcoming learning space that students can explore in.

In a flipped classroom, in-class activities are designed to actively engage students with the material and each other. They tend to involve application of concepts, guidance from the instructor and interaction among students.

Examples for flipped classroom

A debate-focused flipped classroom works as follows: students take in the initial information at home, then attend the class and engage in a debate, or a series of debates, with their peers. Various studies have found that the act of debating can enhance student engagement, while also improving learning outcomes.

The main purpose of flipped classroom: The principal goals of flipping are as follows: To make the classroom an active learning environment. To enable students to learn at their own pace, and. To give the instructor more time to teach each student individually, rather than the class as a whole.

THE 7 STEPS TO FLIPPING YOUR CLASSROOM.

- Step 1: Decide which technology you will use. ...
- Step 2: Pick your video platform. ...
- Step 3: Decide on a format—and listen to feedback from students. ...
- Step 4: Make your videos! ...
- Step 5: Create method to verify students view videos. ...
- Step 6: Be consistent. ...
- Step 7: Reflect and improve

THE STRATEGIES OF FLIPPED CLASSROOM.

These are the five best flipped classroom strategies to help you spend less class time lecturing and more time doing hands-on activities and skills practice.

- Assign Readings with Questions to Answer. ...
- Create Lecture Videos. ...
- Provide Demonstration Videos. ...
- Create an Online Class Discussion Group. ...
- Use Digital Curriculum.

THE PROS AND CONS OF A FLIPPED CLASSROOM.

Flipped classrooms have pros and cons. On the one hand, they help teachers save valuable class time while boosting student engagement. On the other hand, they can increase prep time for teachers and can present challenges to students. However, there are several disadvantages regarding its use. The most prominent criticism is that it is not possible to ascertain if a student has actually completed a flipped class until they attend a seminar. The whole flipped model is also wholly reliant on students having the motivation to do work in their own time. Although the flipped classroom isn't new, education experts are still studying its effect on student learning outcomes. In general, what are some benefits and challenges of flipped classrooms?

BENEFITS.

- Better short-term student learning outcomes
- Increased student-teacher interaction
- More practice with problem solving
- More collaboration time for students
- More opportunities for students to learn at their own pace.

CHALLENGES.

The workload outside of class puts students with jobs or at-home responsibilities at a disadvantage. Group activities can increase stress for certain students, such as those who are marginalized by peers. Students with limited access to technology outside the classroom are at a disadvantage. Teachers who are used to lecturing are challenged to teach in new ways that they might find uncomfortable.

IMPLEMENTING A FLIPPED CLASSROOM.

Jeff Dunn (2014) has wrote a short piece on “The 6-step guide to flipping your classroom”, which presented 6 easy steps for implementing flipped classroom.

1. Plan: Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.
2. Record: Instead of teaching this lesson in-person, make a video. A screencast works. Make sure it contains all the key elements you'd mention in the classroom.
3. Share: Send the video to your students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.
4. Change: Now that your students have viewed your lesson, they're prepared to actually go more in-depth than ever before.

5. Group: An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.
6. Regroup: Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

After the six steps, Review, Revise, and Repeat!

Some other strategies that can be used in in-class activities include:

- Active learning. Allow students to apply concepts in class where they can ask peers or instructors for feedback and clarification.
- Peer instruction. Students can teach each other by explaining concepts or working on small problems.
- Collaborative learning. Collaborative learning activities could increase student engagement, enhance student understanding, and promote collective intelligence.

WHY WE SHOULD FLIP OUR CLASSROOM?

The concept of flipped classroom was first brought up by Jonathan Bergmann and Aaron Sams, who were both high school chemistry teachers. In their book: *Flip your classroom: Reach every student in every class every day* (2012), they discussed a couple of reasons why teachers should consider flipping (p.20-33):

- Flipping speaks the language of today's students.
- Flipping helps busy students.
- Flipping helps struggling students.
- Flipping helps students of all abilities to excel.
- Flipping allows students to pause and rewind their teacher.
- Flipping increases student-teacher interaction.
- Flipping allows teachers to know their students better.
- Flipping increases student-student interaction.
- Flipping allows for real differentiation.
- Flipping changes classroom management.
- Flipping changes the way we talk to parents.
- Flipping educate parents.
- Flipping makes your class transparent.
- Flipping is a great technique for absent teachers.
- Flipping can lead to the flipped mastery program.

CONCLUSION.

With the flipped classroom approach, students obtain the initial information independently, at home, often through video content. This enables them to get used to the process of self-study and allows them to learn at their own pace. A flipped classroom enables students to spend more time collaborating with one another: not only a great way to learn, but also good for their team working skills. Because 'knowledge acquisition' now takes place outside the classroom, each student can control it to match their own personal abilities and appetite. Flipped classes also bring out the best in educators, pushing them to think more creatively, stay more engaged in their classes, and be more plugged into their students' success. The flipped classroom represents an opportunity for teachers at all levels to advance education by leveraging students' own expectations. Students should have the same access and convenience in school that they do in their personal lives. Technology can offer instructors an opportunity to engage with students on their own terms, in a "language" that is more familiar to this new generation of learners.

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RESOURCES:

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