

Role of Flipped Classroom in Effective Learning Skills

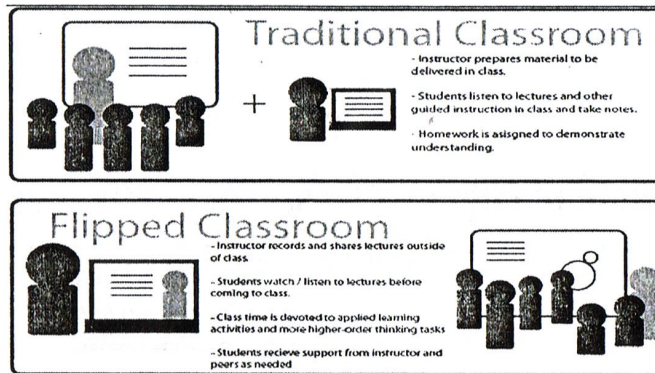
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A current trend in the education is “Flipped Classroom” or “Inverted Classroom”. A flipped classroom is a class where the lecture and homework have been reversed. The practice problems normally completed at home are worked in the class room and the direct instructions which given during class time is given as home work, through video reading assignments or some online instruction delivery method. There is a myth about flipped classroom that students spend the entire time in front of computer screen, or it’s an online course, or students work without structure, or video replaces the teacher, etc. An effective flipped classroom is one that the time spent lecturing is used in class activities like discussion, problem solving and group projects. The most meaningful learning in a flipped classroom occurs as a result of efficient use of the extra class time (Tucker, 2012). A home work can take the form of a video, an article, a book, a PowerPoint, a handout, or a combination of these among others. Some educators consider the flipped class room to be the future standard of educational technique (Bergmann, Overmyer and Wilie, 2012). It allows students to learn in their own pace, encourages them to actively participate with study material, it frees up actual class time for more effective, creative and analytical learning.

Any class room may become flipped class room when study material is provided in advance in any format followed by in class activities. It demands that the learning should take place in a way that mirrors the actual context which develops the learners’ skills.

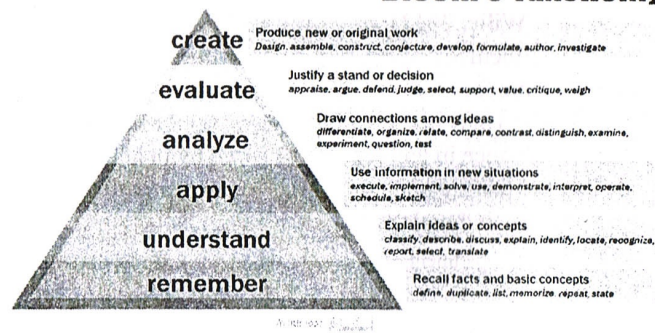
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The flipped class room provides an opportunity to students to learn the content before attending the class. This empowers student's learning at the lower level of Bloom's Taxonomy at home, i.e. remembering and understanding the content by reading lecture notes or watching videos. As the students come to the class they can involve themselves in activity based higher learning skills individually or in groups, thus giving them an opportunity to master their knowledge and skills by working on the higher levels of Bloom's Taxonomy by applying, analysing, evaluating and creating new knowledge and understanding. In the traditional approach, the focus of classroom teaching is on the lower cognitive levels such as remembering, understanding and, to some extent, application. As these cognitive levels involve very little students' participation, the learning tends to get passive. The higher cognitive levels such as analysis, evaluation and creativity can lead to active learning and develop higher order thinking.

Bloom's Taxonomy



A teacher's role in the flipped learning classroom becomes that of a facilitator of learning-- to make sure that students are getting what they need. Maybe they're correcting misconceptions during this time or giving students immediate feedbacks that they need, instead of the students having to wait until the lecture is done, or even after their homework is done, to get those questions answered. It's also important for teachers to make sure that they are really providing that active learning environment-- those engaging activities, so that students can make sense of the world around them and connect ideas together. The flipped classroom moves away from this idea, placing the teacher in the role of the "guide on the side" who works with the students to guide them through their individual learning experiences (Bergmann, Overmyer and Wilie, 2012). The "guide" role can be illustrated using Paulo Freire's idea that education "should not involve one person acting on another, but rather people working with each other," (Smith, 2012).

An ideal flipped classroom may entail following benefits:

1. **Students have more pace and control:** In a flipped classroom, it is possible for students to have increased input and control over their own learning. By providing short lectures at home, students are given the freedom to learn at their own pace. Students may pause or rewind the lectures, write down questions they may have, and discuss them with their teachers and peers in class. This also allows students who need more time to understand certain concepts to take their time reviewing the material without getting left behind, and to receive immediate assistance from teachers and classmates. As a result, this not only improves students' achievement, but also improves students' behaviour in class.
2. **It promotes student-centred learning and collaboration:** Flipped classrooms allow the use of class time to master skills through collaborative projects and discussions. This encourages students to teach and learn concepts from each other with the guidance of their teachers. By allowing students to partake in their own learning, they are able to own the knowledge they achieve, which in turn builds confidence.
3. **Lessons and content are more accessible (provided there is technology access):** By making video lectures available at all times online, students who are forced to miss class due to illness,

sports, vacations or emergencies can catch up quickly. This also gives teachers more flexibility when they themselves are sick and also eliminates make-up assignments.

4. **Access is easier for parents to see what's going on:** Unlike traditional classroom models, flipped classrooms give parents satisfactory access to their student's video lectures. This allows parents to be better prepared when attempting to help their wards and gives them insight into the quality of instruction their students are receiving.
5. **It can be more efficient:** Since flipped classrooms limit the outside workload to watching an online lecture that is usually less than 10 minutes long, this gives students and teachers more time outside of class to focus on other interests like friends, families, and hobbies.
6. **Multiple ways of learning:** As the instructions are not restricted to class room teaching, the teacher can use different types of content as animation, simulations, informative website, blogs, etc.
7. **Effective Feedback:** As the students go through the instructional material and compile their queries in advance, the class time is optimally used to give effective feedback.

Despite tangible benefits, the flipped classrooms may have following challenges:

1. **It can create or exacerbate a digital divide:** One of the most prominent issues is the necessity for students to have access to a computer and internet in order to access the lectures. This is particularly hard on students from low-income group who already have limited access to resources.
2. **It relies on preparation and trust:** Since flipped classrooms are dependent on student participation, one must trust students to watch the lectures at home. Unfortunately, there is no way to guarantee that students will actively participate in the flipped model.
3. **There is a significant work on the front-end:** Additionally, there is a concern that implementing a flipped classroom adds an extra workload on teachers, as there are several elements that must be integrated carefully to allow the class to flourish. Responsibilities include taping and uploading condensed lectures, which take time and skill, and introducing activities in the classroom that

will enhance the subject matter as well as motivate students to participate and prepare for class. Though teachers can gradually integrate flipped elements into their classrooms, it will still require additional time and effort from teachers.

4. **Time in front of screens—instead of people and places—is increased:** There are some who believe that if every teacher starts flipping their classrooms, students will spend hours in front of a computer watching the lectures. One may argue that this has the potential to cause serious problems to student's learning processes, as not everyone may be as adept to learning through a computer.

The flipped concept offers a new direction that helps education institutions to meet the expectations of today's students by providing modern teaching and learning resources. The flipped model offers a great use of today's innovative technology, which has made it possible for learners to gain access to the information on the move (Gerstein, 2012). The flipped concept is driven by the constructive learning theory and provides the active learning environment with added benefit where teachers are able to use modern technology to engage students into the learning process (Gerstein, 2012). Although there are many limitations to the flipped classroom strategy and no empirical research exists to substantiate its use, anecdotal reports by many instructors maintain that it can be used as a valuable teaching strategy at any educational level, depending on one's learners, resources, and time. The flipped classroom method requires knowledge of technical skills, theoretical underpinning and pedagogical expertise to implement effectively. Despite these issues, the flipped classrooms can still be a very effective and hands-on approach. The flipped classroom provides a new methodology for learning and cooperative and collaborative contribution to the teaching process. It puts more responsibility on the shoulders of students and gives them greater impetus in the process of learning. It still remains unclear as to how the flipped classroom will evolve in the years to come, but early trends allow us to believe that they might bring about a dramatic impact on the traditional colleges and universities. Combining traditional instructional methods with online learning will undoubtedly can play a major role in providing high quality education to learners.

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