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FLIPPED CLASSROOM: A NEW PARADIGM IN EDUCATION

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ABSTRACT

Today's students grew up with Internet access, YouTube, Face book, and a host of other digital resources. These students understand digital learning. So, in the past few years there has been a significant rise in the use and interest in a teaching and learning paradigm most commonly known as the flipped classroom. In this model, some or most of the direct instruction is delivered outside the group learning space using video or other modes of delivery. Class time is used for students to engage in hands-on learning, collaborate with their peers and evaluate their progress rather than traditional direct instruction delivery. The flipped model supported by the constructivist theory, should enable learners to engage in interactive, creative, and collaborative activities during knowledge construction. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater drive to experiment. The role of the instructor in the flipped classroom model plays a very important role. The method isn't for every class or every lesson or even every subject. It's especially useful if students are generally motivated to do independent work and enjoy more collaborative in-class sessions. This paper discusses the concept and

educational Implications of Flipped classroom.

KEYWORDS: *Internet access , teaching and learning paradigm , digital learning.*

1. INTRODUCTION:

Today's students grew up with Internet access, YouTube, Face book, and a host of other digital resources. These students understand digital learning. So, in the past few years there has been a significant rise in the use and interest in a teaching and learning paradigm most commonly known as the flipped classroom. Flipping the classroom is emerging as a unique approach to improving learner retention and

transfer, and making efficient use of class time. The flipped classroom model encompasses any use of using Internet technology to leverage the learning in a classroom, so that a teacher can spend more time interacting with students instead of lecturing. This is most commonly done by using teacher created videos that students view outside of class time. It is called the flipped class model because the whole classroom/ homework paradigm is "flipped". In this model, some or most of the direct instruction is delivered outside the group learning space using video or other modes of delivery. Class time is used for students to engage in hands-on learning, collaborate with their peers and evaluate their progress



rather than traditional direct instruction delivery. Instructors can provide one-on-one assistance, guidance and inspiration. This facilitates a shift is from an instructor-centered classroom to a student-centered learning environment. In its simplest terms, what used to be class work (the lecture) is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class.

THEORETICAL BACKGROUND OF FLIPPED LEARNING

The flipped classroom approach is rooted in socio-constructivist theories of education and active learning, but also includes and values educational media for content delivery. The research teams at The Flipped Learning Network (2013) found that four key theories comprised the framework of the flipped classroom approach and are illustrative of best practices for implementation. The flipped Learning Network (FLN) conducted a survey of the literature around the flipped class, and concluded that “The Four Pillars of the flipped class: Flexible Environment, Learning Culture, Intentional Content, and Professional Educators” were the critical theoretical framework of this approach.

The current method of using online videos to flip learning was developed by Jonathan Bergmann and Aaron Sams in Woodland Park, Colorado in 2007 (Bergmann, 2011). Bergmann and Sams were looking for a way to provide lectures to their students who missed classes due to travel for athletics or activities. The flipped model supported by the constructivist theory, should enable learners to engage in interactive, creative, and collaborative activities during knowledge construction.

Applying Bloom’s revised taxonomy to a flipped classroom, students are doing the lower levels of cognitive work (remembering and understanding) outside of class, and focusing on the higher forms of cognitive work (applying, analyzing, evaluating, and creating) in class, where they have the support of their peers and instructor.

CHARACTERISTICS OF THE FLIPPED CLASSROOM

- Discussions are led by the students where outside content is brought in and expanded.
- These discussions typically reach higher orders of critical thinking.
- Collaborative work is fluid with students shifting between various simultaneous discussions depending on their needs and interests.
- Content is given context as it relates to real-world scenarios.
- Students challenge one another during class on content.
- Student-led tutoring and collaborative learning forms spontaneously.
- Students take ownership of the material and use their knowledge to lead one another without prompting from the teacher.
- Students ask exploratory questions and have the freedom to delve beyond core curriculum.
- Students are actively engaged in problem solving and critical thinking that reaches beyond the traditional scope of the course.
- Students are transforming from passive listeners to active learners. (<http://blog.ohheybrian.com>)

ADVANTAGES OF THE FLIPPED CLASSROOM:

- (1) Students move at their own pace;
- (2) Doing “homework” in class gives teachers better insight into student difficulties and learning styles;
- (3) Teachers can more easily customize and update the curriculum and provide it to students 24/7;
- (4) Classroom time can be used more effectively and creatively;
- (5) Teachers using the method report seeing increased levels of student achievement, interest, and engagement;
- (6) Learning theory supports the new approaches;
- (7) The use of technology is flexible and appropriate for “21st century learning skills such critical thinking, collaboration and self-direction

FEW MAJOR PROBLEMS:

1. Students new to the method may be initially resistant because it requires that they do work at home rather than be first exposed to the subject matter in school. Consequently, they may come unprepared to class to participate in the active learning phase of the course.
2. The homework (readings, videos) must be carefully tailored for the students in order to prepare them for the in-class activities. For most teachers (and students), videos are the method of choice for delivering the out-of-class portion of the instruction. Sometimes finding good quality videos is difficult. Teachers are using videos produced by sources such as the Kahn Academy and Bozeman Science or are creating their own using software programs like Camtasia, PaperShow, and ShowMe or apps on the iPad like Educreations and Explain Everything. They then post these to YouTube, iTunes U, and Podcasts (Podcasting) or on course management systems like Blackboard or Moodle. The quality of the teacher-created videos is often marginal, however, and creating them requires a significant amount of time. (<http://sciencecases.lib.buffalo.edu>)

IMPLICATIONS FOR TEACHING AND LEARNING

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a related change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater drive to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities— from merely covering material to working toward mastery of it.

The model can be especially useful in large lecture courses where student engagement and interaction is usually minimal. When students receive the lecture outside of class they can use time in class with their peers more effectively by breaking up into smaller discussion groups or engage in other in-class activities. Instructors also make more effective use of their time by reviewing content that students actually need help with and guiding student discussions. The Flipped Learning model also allows for differentiated learning in classes of all sizes, since students can review the lecture content at their own pace and ask questions on their own time.

The Role of the Instructor

One of the important factors in the flipped classroom model is the role of the instructor. The flipped classroom requires that the instructor create an inquiry-based teaching environment, where the face-to-face class time shifts from a teacher-centered space, to a student-centered space. Flipped educators have endorsed the switch from a teacher-centered classroom to a student-centered classroom, and emphasize that switching from “sage on the stage” to “guide on the side” is an essential element of flipped learning.

CONCLUSION:

The flipped classroom model came about from a confluence of video lecture first seen in distance education, inquiry-based learning principles, learning management systems, and learning technologies that enabled teachers to create their own online videos. Although there are several challenges in the implementation of the flipped classroom, there are high potential for implementation of different groups of students. The better a student is prepared, the more learning that can be achieved. The flipped classroom idea is not new. Teachers have forever struggled to get students to study on their own, either ahead of time or as homework; that is when the real learning happens, not when the teacher is lecturing, droning on and on. The flipped classroom, with its use of videos that engage and focus student learning, offers us a new model for teaching, combining active, student-centered learning with content mastery that can be applied to solving real-world problems. Flipped classrooms definitely take effort on behalf of both teachers and students to be successful. The method isn't for every class or every lesson or even every subject. Teachers should have flexibility in their curriculum requirements and the time to set up take-home lessons. Also, it's especially useful if students are generally

motivated to do independent work and enjoy more collaborative in-class sessions.

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