INTERNATIONAL JOURNAL OF ENGLISH LANGUAGE, LITERATURE AND TRANSLATION STUDIES (IJELR)
A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS INTERNATIONAL JOURNAL
http://www.ijelr.in (Impact Factor : 5.9745) (ICI)

RESEARCH ARTICLE

Vol. 6. Issue.4. 2019 (Oct-Dec)

INTERNATIONAL STANDARD SERIAL NUMBER INDIA
2395-2628(Print):2349-9451(online)

THE FLIPPED CLASSROOM FOR DYNAMIC, COMPELLING AND EXPANDED ADAPTING PARTICULARLY FOR LOW ACHIEVERS

V. SATYAVANI[1], Dr. R. PRABHAKARA SASTRY[2]
[1]Language Instructor, University of Jedda, Jeddah, Saudi Arabia
[2]Associate Professor, Vidya Jyothi Institute of Engineering and Technology.
doi: 10.33329/ijelr.64.74

ABSTRACT
Advanced education has been compelled to move towards increasingly adaptable, powerful, dynamic, and understudy focused instructing methodologies that moderate the constraints of conventional transmittal models of training. Recently, the flipped homeroom model has been recommended to help this progress. Be that as it may, inquire about on the utilization of flipped homeroom in advanced education is in its outset and little is thought about understudy's view of learning through flipped study hall. This investigation inspected understudies' impression of flipped homeroom instruction in a last year college course in explore strategies. A poll was regulated estimating understudies' (n = 240) view of flipped homeroom all in all, video as a learning device, and Moodle (Learning Management System) as a supporting device inside the edge of a flipped study hall model. The outcomes uncovered that a vast lion's share of the understudies had an uplifting frame of mind towards flipped study hall, the utilization of video and Moodle, and that an inspirational disposition towards flipped homeroom was firmly corresponded to view of expanded inspiration, commitment, expanded learning, and powerful learning. Low achievers altogether revealed all the more decidedly when contrasted with high achievers concerning dispositions towards the utilization of video as a learning device, saw expanded learning, and saw progressively compelling learning.
Keywords: flipped classroom, achievement, engagement, motivation, interaction, content analysis, research trends.

Introduction

Educating at the college level has been performed in a generally comparative way during a long authentic time and crosswise over societies. As a focal column, we locate the customary talk with the teacher, or the "sage on the stage" as put by King (1993), transmitting learning to getting understudies. All things considered, in the course of recent years, college training and conventional addresses specifically have been emphatically censured. The principle analysis has illuminated the accompanying: understudies are detached in customary talks because of the absence of systems that guarantee scholarly commitment with the material, understudy's consideration winds down rapidly, the pace of the talks isn't adjusted to all students needs and conventional talks are not appropriate for showing higher request aptitudes such, for example, application and

examination (Cashin, 1985; Bonwell, 1996; Huxham, 2005; Young, Robinson, and Alberts, 2009). Thusly, different specialists and teachers have upheld types of addressing dependent on a functioning learning reasoning, some including novel innovation intervened communications (Beekes, 2006; Rosie, 2000), others without an unequivocal spotlight on innovation, for example, the improved talk of Bonwell (1996). In any case, regardless of the exhaustive study, the conventional talk keeps on overarching as the transcendent instructional system in advanced education (Roehl, Reddy, and Shannon, 2013).

It is against such a foundation, and to high degree due to headways in instructive innovation, expanding pressures on advanced education have been seen that have generated a push to adaptable mixed understudy focused learning methodologies that alleviate the constraints of the transmittal model of training (Betihavas, Bridgman, Kornhaber, and Cross, 2015). Went with the move to give understudy focused learning we have seen a flood of analysts and instructors supporting flipped study hall educational plans in advanced education. The promotion of the flipped homeroom model is reasonable. In light of its fundamental hypothesis and the directed observational investigations, the flipped study hall model seems to address a few difficulties with customary methods for addressing and clear route for dynamic learning methodologies and for utilizing study hall time for participating in more significant levels of Bloom's scientific categorization (Krathwohl, 2002, for example, application, examination, and amalgamation

The flipped classroom model depends on the possibility that conventional educating is modified as in what is typically done in class is flipped or exchanged with that which is ordinarily done by the understudies out of class. Along these lines, rather than understudies tuning in to a talk in class and afterward returning home to deal with a lot of allocated issues, they read course writing and absorb address material through video at home and take part in educator guided critical thinking, examination and discourses in class. Advocates of flipped homeroom list various favorable circumstances of altering instructing and learning in advanced education as indicated by the flipped study hall model: it enables understudies to learn in their own pace, it urges understudies to effectively connect with address material, it opens up genuine class time for progressively successful, innovative and dynamic learning exercises, educators get extended chances to associate with and to survey understudies' learning, and understudies assume control and liability for their learning (Gilboy, Heinerichs, and Pazzaglia, 2015; Betihavas et al., 2015).

Notwithstanding that flipped classroom is a fairly new marvel in advanced education, some exact research has been directed. For example, McLaughlin et al. (2013) and McLaughlin et al. (2014) investigation of drug store understudies' encounters of flipped study hall courses uncovered that understudies incline toward learning content preceding class and utilizing class time for applied learning, and that understudies who learned through a flipped study hall approach viewed themselves as more drew in than understudies going to customary courses. Comparative discoveries were gotten by Davies, Dean, and Ball (2013) who thought about three diverse instructional techniques in a data frameworks spreadsheet course, and indicated that understudies going to the flipped study hall course likewise were progressively happy with the learning condition contrasted with the other treatment gatherings. A few studies report that understudies appreciate having the option to learn in their own pace and that they incline toward flipped study hall over customary approaches (Butt, 2014; Davies et al., 2013; Larson and Yamamoto, 2013; McLaughlin et al., 2014; Roach, 2014; Gilboy et al., 2015). In term of assessments of learning results, Love, Hodge, Grandgenett, and Swift (2014) exhibited higher test grades for understudies utilizing a flipped homeroom approach when contrasted with understudies learning through customary techniques. Hung (2015) demonstrated comparable outcomes for English language students. Another concentrate by Findlay-Thompson and Mombourquette (2014) contrasting customary training strategies and the flipped homeroom approach inside a similar business course indicated no critical contrasts in scholastic results.

Nonetheless, exact look into on the flipped study hall model in advanced education, and increasingly point by point examinations of understudies' impression of its utilization, is in its early stages and the requirement for further research is underlined by many (Bishop and Verleger, 2013; Uzunboylu and Karagozlu, 2015; Betihavas et al., 2015; Gilboy et al., 2015).

Strategies of utilizing flipped classroom

The flipped classroom approach inside instruction is just getting progressively mainstream among teachers in both K-12 and higher-ed conditions. All things considered, not every person knows about how to approach flipping their study hall (even on a preliminary premise).

There is a bounty of assets, some more inside and out than others, giving direction on the most proficient method to utilize the flipped study hall model. Consider this post a general outline (four stages to be accurate) on how you can begin rapidly with this technique.

Stage 1: Empower the Student

In this progression, you should concentrate on making an understudy focused learning condition. By doing this, the instructor turns out to be to a greater degree a manual for the learning. Setting up a learning domain should be possible rapidly, particularly when utilizing open-source stages, for example, WordPress.

Stage 2: Utilize Technology

With your learning the executives framework set up, you enable understudies to effectively get to the course material anytime and from any area. Post recordings of talks, share online investigation aides and understanding materials, embed sound, pictures, and any media you can consider for understudies to get to.

Stage 3: Always Evaluate

Having your program set up is a certain something – you likewise need to watch out for how it is performing by consistently assessing learning results and adjusting in like manner. You can do this an assortment of ways (web based testing systems are an incredible spot to begin). Whenever checked appropriately, you should see a positive effect on execution after some time.

Truth be told, in one investigation, 200 educators flipped their study halls, and 85% of them saw a general increment in grades.

Stage 4: Foster a Learning Community

Simply posting your substance online won't ensure that it is powerful. You ought to do everything in your control to encourage a network among the understudies. Support connection with the substance that is posted, touch off exchanges, and request input.

Past just homeroom collaboration, you ought to likewise intend to associate with individual instructors in order to trade thoughts on how the whole experience can be better.

7 TIME SAVING STRATEGIES FOR THE FLIPPED CLASSROOM

Instruction is never again about an educator standing up at the front of the study hall, addressing for a considerable length of time and conveying an interminable stream of material to half-tuning in, unlearning understudies. More schools are presently consolidating the arrangement of the "flipped study hall," a progressive instructing model that assists educators with investing less energy addressing and additional time instructing such that will be important.

In any case, it tends to be tedious to flip a whole homeroom at the same time. Numerous instructors keep away from this change out of dread that it will burn through an excess of valuable instructive time. Here are some astute efficient techniques to assist you with taking advantage of a flipped classroom.

1. **Don’t flip all at once-** Find moments that are easily flipped, and change them one at a time. Don’t try to flip every lesson and every assignment at the very beginning. Just flip one lesson or learning activity at a time. This will help you gauge your students’ success and the overall success of your newly flipped lesson.
2. **Review your learning outcomes-** This will take some time in itself, but review your learning goals and make sure that each lesson is meaningful. If you find yourself trying to flip lessons that don’t add value to your teaching, you’ll end up wasting more time than is necessary by teaching unnecessary material.

3. **Do less-** When you're flipping your classroom, don't try to incorporate every single teaching strategy. You wouldn't use seventeen teaching strategies at once while lecturing, so why would you do it in the flipped classroom? If your students don't respond well to games, or if you don't like them, don't use them. Trying to cram too many activities into one flipped classroom is a waste of time they have already learned at the beginning or end of each day. This will help save time in the long run; students will retain more information and be able to progress to new material more quickly.

4. **Employ self-grading-** Consider having students grade themselves. This will allow them to be actively engaged in the feedback process and save you time in having to score them on their activities at the end of the day.

5. **Actively engage**– Even better than having students grade themselves? You grade them, but while they are still actively involved in the learning process, not after. This doesn't have to be extensive. As students are working, wander around and jot down a simple note to help you keep track of how students are progressing through the material. This will save you time and also help you maintain accuracy.

6. **Incorporate scaffolding activities-** Rather than having students engage in an extensive series of seemingly unrelated tasks, have them work at activities that build upon each other. Whenever possible, use games or tools that acknowledge student's progress and build or decrease the difficulty level based on their level of skill.

7. **Review constantly, but briefly**– Don't save review activities until right before a test. Instead, incorporate activities, such as review bell ringers, that take only a few moments of their time but help them address everything

Conclusion

The calls for reforming traditional higher education teaching, and for transforming the sage on the stage into the guide on the side in order to pave way for student-centered active learning strategies have probably never been as loud as now. In this context, flipped classroom has been proposed to answer these calls. Several studies have demonstrated that flipped classroom as a teaching method may promote student engagement and a more active approach to learning in higher education. The findings from this study confirm the results of these studies and highlights additional advantages associated with the flipped classroom model.

The students in the study's sample were found to generally appreciate the flipped classroom. The most commonly valued reasons for this was that the students appreciated learning through using video material, the opportunity to study in their own pace, flexibility and mobility brought about by accessible video lectures, and that learning is easier and more effective within the frame of the flipped classroom.

A correlation analysis further demonstrated significant strong correlations between students' appreciation of the flipped classroom experience on the one hand, and attitudes towards video as a learning tool, increased motivation, increased learning, more effective learning and more active learning on the other hand.

A correlation analysis further demonstrated significant strong correlations between students' appreciation of the flipped classroom experience on the one hand, and attitudes towards video as a learning tool, increased motivation, increased learning, more effective learning and more active learning on the other hand.

Interestingly, independent sample t-tests showed significant differences between low and high achievers in that the low achievers tended to have more positive attitudes towards the use of video as a learning tool. Low achievers also to higher extent perceived increased and more effective learning through flipped classroom. A more detailed analysis of the students' experiences of using video showed that the most valued aspects of video use was being able to pause and rewind the video lectures. Against this fact, it is not unreasonable to conclude that low achievers, who might find traditional lectures challenging and fast-paced (Young et al., 2009),

experienced an empowerment using the flipped classroom model in terms of gaining more opportunities to reflect and learn in their own pace.

References:

1. Beekes, W. (2006). The "millionaire" method for encouraging participation. Active Learning in Higher Education, 7(1), 25–36.
2. Betihavas, V., Bridgman, H., Kornhaber, R., & Cross, M. (2015). The evidence for 'flipping out': A systematic review of the flipped classroom in nursing education. Nurse Education Today, 6, 15–21.
3. Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: a survey of the research. In ASEE National Conference Proceedings, Atlanta, GA.
4. Bonwell, C. C. (1996). Enhancing the lecture: revitalizing a traditional format. New Directions for Teaching and Learning, 1996(67), 31–44.
5. Butt, A. (2014). Student views on the use of a flipped classroom approach: evidence from Australia. Business Education & Accreditation, 6(1), 33–43.
6. Cashin, W. E. (1985). Improving lectures. Idea paper no. 14. Manhattan: Kansas State University, Center for Faculty Evaluation and Development.
7. Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61(4), 563–580.
8. Findlay-Thompson, S., & Mombourquette, P. (2014). Evaluation of a flipped classroom in an undergraduate business course. Business Education & Accreditation, 6(1), 63–71.
9. Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. Journal of nutrition education and behavior, 47(1), 109–114.
10. Hung, H. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning, 28*(1), 81–96.
11. Huxham, M. (2005). Learning in lectures Do 'interactive windows' help? *Active learning in higher education, 6*(1), 17–31.
11. King, A. (1993). From sage on the stage to guide on the side. *College teaching, 41*(1), 30–35.
12. Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: an overview. *Theory into practice, 41*(4), 212–218.
13. Larson, S., & Yamamoto, J. (2013). Flipping the college spreadsheet skills classroom: initial empirical results. *Journal of Emerging Trends in Computing and Information Sciences, 4*(10), 751–758.
14. Love, B., Hodge, A., Grandgenett, N., & Swift, A. (2014). Student learning and perceptions in a flipped linear algebra course. *International Journal of Mathematical Education in Science and Technology, 45*(3), 317–324.
15. McLaughlin, J. E., Griffin, L. M., Esserman, D. A., Davidson, C. A., Glatt, D. M., Roth, M. T., …Mumper, R. J. (2013). Pharmacy student engagement, performance, and perception in a flipped satellite classroom. *American Journal of Pharmaceutical Education*, *77*(9), 196.
16. McLaughlin, J. E., Roth, M. T., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., …Mumper, R. J. (2014). The flipped classroom: a course redesign to foster learning and engagement in a health professions school. *Academic Medicine*, *89*(2), 236–243.
17. Roach, T. (2014). Student perceptions toward flipped learning: new methods to increase interaction and active learning in economics. *International Review of Economics Education, 17*, 74–84.
18. Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: an opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences, 105*(2), 44–49.

19. Rosie, A. (2000). "Deep learning": a dialectical approach drawing on tutor-led web resources. *Active Learning in Higher Education, 1*(1), 45–59.

20. Uzunboylu, H., & Karagozlu, D. (2015). Flipped classroom: a review of recent literature. *World Journal on Educational Technology, 7*(2), 142–147.

21. Windschitl, M. (1999). Using small-group discussions in science lectures. *College Teaching, 47*(1), 23–7.

22. Young, M. S., Robinson, S., & Alberts, P. (2009). Students pay attention! Combating the vigilance decrement to improve learning during lectures. *Active Learning in Higher Education, 10*(1), 41–55.