



THE IMPACT OF FLIPPED LEARNING FOR THE BETTERMENT OF HIGHER EDUCATION

Dr Chintan Vaghela Assistant Professor

ABSTRACT

A present trend in the educational society has educators flipping across the country. This pattern is known as the "flipped homeroom" or "transformed classroom." As its name indicates, a flipped classroom is a class where the lecture and homework have reversed. In other words, the practical issues generally finished at home are worked on in the classroom, and the direct instruction generally provided during class time is provided as homework through video presentations, reading tasks, or some other direct instruction distribution technique. This concept, however, has developed into a more nuanced type of schooling. There are many misguided judgments about what the flipped classroom is. A few misdirected judgments about the flipped schools are that learners spend the whole time in front of a computer screen, learners work without a framework, videos replace the teacher, learners work in isolation, or a flipped classroom is an online course. An active flipped classroom used in class operations, conversations, issues and group initiatives for the moment usually spent lecturing.

KEYWORDS : Flip Learning, Distance Learning, E-learning, Online learning.

INTRODUCTION

The flipped classroom is a type of information wherein students new substance outside of the study hall rather than the everyday survey activities gave, which opens educational time for tasks, critical thinking and different sorts of preparing the flipped classroom can be a viable and useful strategy in the training framework. Flip learning environment makes the learners more active and self-actualised for their learning need. The flipped homeroom is an academic methodology, which implies that exercises that have generally occurred inside the classroom happen outside the study hall and the other way around. Bergmann Overmyer & Wilie (2015) point out that flipped classroom is giving a platform to the students by having videos and other online sources which encourage the students to focus on essential learning activities with their teachers inside the classroom. The flipped classroom described how to create problem-based learning within the classroom and replace direct instruction with videos to provide educational material to be accessed whenever and wherever learners require it. (Bergmann & Sams, 2012; Hamdan, McKnight, McKnight, & Arfstrom, 2013).

Effectiveness of Flipped Learning in Higher Education

In higher education, teaching faculty has a history of moving the content of the curriculum out of the school. Think of the science class in which students read about the hypothesis and then use laboratory time to practice the methods or the English course in which the professor gave instant feedback on writing exercises during the class moment. It is not surprising to see that an increasing number of teaching faculties are leveraging innovative innovations and embracing the flipped model.

Flip Classroom: A Better Classroom Environment

According to Borg and Shapiro (1996), the learning styles of people vary from each other, and the domineering personality has an essential role in defining how an individual learns best. Lage, Platt & Treglia (2000) indicated that use of innovative teaching techniques, it is feasible to relocate lectures that traditionally take place inside the classroom outside the classroom and teaching activities that take place outside the classroom inside the classroom with instructor guidance. Planning and responsibility are two conditions for a successful flipped classroom. Additionally, all levels of Bloom's taxonomy achieved. The content of the outside classroom fits into the reduced stages of Bloom's Taxonomy, such as comprehension and remembering, and the content of the inside classroom fits into the higher order levels, such as generating, evaluating, analysing and implementing. Kim, Kim, Khera & Getman (2014) have designed principles for

the flipped classroom.

- Provide learners with a chance to obtain preliminary data before the class operation.
- Encouraging learners to watch internet lectures and be ready before class activity, Organizing evaluation techniques.
- To connect in-class operations to out-of-class operations.
- To provide adequate time to complete tasks.
- To Promote learners to construct a learning community.

Enfield (2013) stated that by the flipped classroom approach, learners are encouraged to move out of the classroom to learn anytime and anywhere. Learners can choose and use the most useful research approach while moving through the training at their own pace. Hung (2015) illustrated that the involvement, happiness and performance of learners showed a favourable transition after taking part in this pedagogical approach.

Role of Flipped Classroom in Various Disciplines of Education

See, and Conry (2014) offered a unique flipped classroom model for a clinical pharmacy faculty. Faculty teachers were needed to watch a YouTube origami video on "How to create a paper crane? Moreover, a presentation by Prezi to construct their crane and send an image of their crane to the facilitators by the deadline. In-class activities covered a quiz on homework, assessment and crane feedback prepared by faculty teachers and reflections on individual, tiny and large organizations.

Theoretical Framework of Flip Learning

The flipped classroom has in latest years become the evolving education techniques and can be a standard of instructional training to promote active learning by learners in higher education. The flipped classroom is a way of teaching and learning approach where learners watch a video lesson outside the classroom and perform in their classroom. In this case, the instructor is a motivator, guide and feedback on the performance of the students. This taxonomy provides six levels of learning. The explanation arranged from the lowest level to the highest level:

- (1) **Remember:** The learners attempt to identify and remember the data they obtain at this point. and they are also trying to comprehend the fundamental ideas and values of the material that they have learned.
- (2) **Understanding:** Students attempt to show their knowledge, interpret the data and summarize what they have learned.
- (3) **Applying:** The learners exercise or apply their

understanding to the current scenario.

- (4) **Analysis:** learners use their critical thinking to solve the issue, discuss with their colleagues, compare the response with colleagues and generate an overview. After critical thinking or discussion in group operations, learners gain fresh understanding and thoughts.
- (5) **Evaluation:** evaluation or peer review, evaluation in relation terms; learners assess the entire concept of learning in this process, and can assess or evaluate how effectively they have learned.
- (6) **Creating:** the students can design, construct and produce something new from what they have learned (Bloom, 1969).

In the Implementation of flipped classroom, remembering and understanding as to the lowest levels of the cognitive domain practised outside the class hour (Krathwohl & Anderson, 2010). While in the classroom, the learners focused on higher forms of cognitive work, including applying, analysing, evaluating, and creating. The following Figure 1 illustrates the level of students' learning in the flipped learning according to Bloom's revised taxonomy.

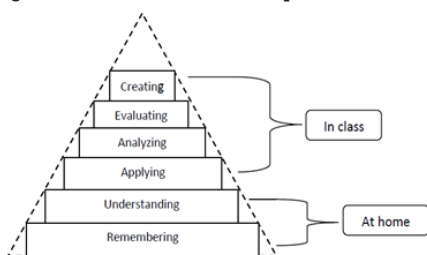


Figure 1 The Revised Taxonomy of Bloom in the Flipped Classroom

The inverted model demonstrates the decreased levels in class and video. The primary learning support also comes through lectures, simulations and other facilities so that the time spent on learning from execution to evaluation used in higher concentrations. Students move from the lower level (remembering) to the most significant level (construction) in flush schools. Nederveld and Berge (2015) further stated that class activities are used in flipped learning rather than listening to lectures and other lower-level thinking activities, and used in applications and higher levels in teaching. As illustrated in Table 1 it enables learners to spend more time in support of higher learning activities, such as group discussions, while low-level assignments, such as knowledge and understanding, are finished separately outside the classroom.

The implementation of flipped learning is shown in Table 1 to give learners a longer time to support activities like a group debate, while lesser tasks such as knowledge and understanding completed independent of the classroom.

Table 1 Comparison between Traditional Classroom and Flipped Classroom in Achieving Higher Order Thinking of Bloom's Taxonomy

Level of learning	Traditional classroom tools	Flipped classroom tools
Remembering	Face-to-face conversation	Pre-recorded lecture, reading material, and watching video lectures independently
Understanding	Question and Answer	Reflection, peer-to-peer discussion and collaboration
Analysing	Homework	Classroom activities such as a group discussion
Applying, Evaluating, Creating	Homework or nothing	Student projects, presentations, peer-evaluation and instructor-evaluation.

Technology Oriented Online Tools for Flipped Classroom

Flipped classroom studies were various technology tools or internet platforms. This section will, therefore, answer the three study question "What technology tools or online platforms are used to implement the flipped classroom?" "In implementing the flipped classroom strategy, there are several technology instruments which can use, such as Wikis and Blogs, to communicate nearly outside the classroom and to work together to fix problems or exchange concepts. Pempek, Yermolayeva, & Calvert, (2009) stated that these tools enable users during learning to share text, images, and videos with other users.

Advantages of Flip Classroom

The learners will discuss and present the topic they have learned at home in confidence in the classroom. That means the students not only learn behind the walls of the classroom; secondly, the lecturer can design the video lesson content according to the requirements of the students; and lastly, because they have learned the concept at home, the students will be confident and engaged in class discussion. S.M.P Schmidt and D.L. Ralph, (2014)

Implementation of Flip Learning

It is common misconceptions that people always assume that in the teaching-learning process, the flipped classroom must use video lectures. Flipped classrooms are not always concerned with online video lessons, using the term "learning object" is more appropriate than using the term "online video." In addition to internet video, the teacher can use different sources, such as internet simulations, books and periodicals. Moreover, flipping the class, there is no single model or rule that the teacher must exercise, the teacher can use multiple technological instruments or internet platforms to apply and alter the flipped teaching in separate models depending on the stages proposed by professionals.

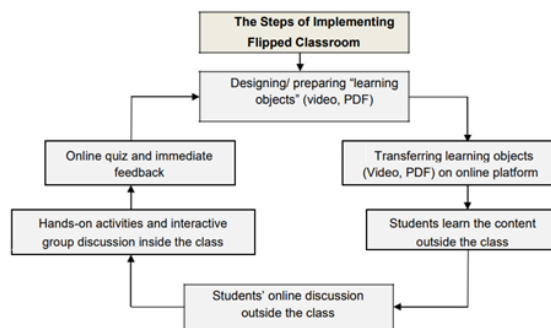


Figure 2 Process of Implementation of Flipped Classroom

Also, the classroom activities should be used for interactive group activities, asking and answering questions, attempting to set up the video lecture-discussion and any other interactive activities, while the lecturer will act as facilitator and mentor in the classroom.

CONCLUSION AND POTENTIAL FUTURE STUDIES

The modern age students are more engaged with technology than the generation before. The hope is that education created as well as technology can be used as a source to promote the teaching-learning process with the growth of technology. Flipped classroom as a blended learning element is a new model applied in current education, and it becomes an alternative model for teaching and learning quality development. Flipped learning should be conducted to develop the quality of college students in learning activities and teachers in class management. In this region, further studies on flipped classroom should continue to create future research.