



# FLIPPED CLASSROOM LEARNING- AN EFFECTIVE LEARNING MECHANISM COMPARED TO TRADITIONAL LEARNING

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## ABSTRACT

The classroom environment has evolved significantly in recent years, and teachers must adjust their teaching strategies to best suit the requirements of their students. Today, new technologies are being introduced in the classroom to improve the effectiveness and appeal of teaching and learning. In the traditional classroom instruction approach, the instructor is often the focal point of a lesson and the main information communicator during the class session. Students turn to the teacher for advice and comments as the teacher replies to questions. On the other hand, flipped classrooms purposefully change the way that instruction is delivered to a learner-centered model where class time is used to explore subjects in greater depth and to create meaningful learning opportunities, while educational technologies like online videos are used to deliver content outside of the classroom. Content delivery in a flipped classroom can take many different forms. Although online collaborative discussions, digital research, and text readings may be employed, video courses created by the teacher or outside parties are frequently used to impart curriculum. In order to help students, learn more effectively, this study examines and contrasts traditional and flipped learning methods while also recommending an inclusive learning approach.

## Keywords

Flipped Learning, Traditional Learning, Content delivery, Learning Mechanism, Collaborative Learning.

## Introduction

The needs of the students have changed significantly in recent years, and teachers must adjust their teaching strategies to match these needs. Modern classrooms are incorporating modern technologies to enhance teaching and learning. Academic success is highly influenced by the teacher's pedagogical approach, which also has a big influence on how a student perceives a subject and even education. Flipped Classroom has grown in popularity among professors and administrators at universities all around the world in recent years. The flipped classroom approach has gained popularity in a variety of courses in higher

education institutions. Information technology has become a crucial component of the teaching and learning process in academic courses at higher education institutions, paving the way for the birth of several pedagogical models including e-Learning, Blended Learning, and the Flipped Classroom.

The flipped classroom is one of the most innovative developments in contemporary education. It is predicated on the notion that giving individual and small group instruction during class will help pupils learn more efficiently. Then,



with an emphasis on active learning, teachers give their students lectures and presentations to view at home or outside of class.

The teacher is the barrier to knowledge in the conventional approach. When they arrive for class, students have little to no prior knowledge of the topic. All the knowledge, which frequently consists of the fundamental information about a subject, is imparted to them in class. Homework is the more in-depth study that students are required to complete at home. Thought processes are often assessed following the completion of an exam.

Less “sit and listen” equals more “do and learn,” and the flipped paradigm is making class time more pleasurable, fruitful, and engaging for teachers and students alike.

– The Flipped Institute. Since they are already familiar with the subject matter when class begins, students can use this time to work individually or in small groups with their teacher and classmates to further their comprehension of the subject.

Less “sit and listen” equals more “do and learn,” and the flipped classroom model is improving how much fun, how much learning gets done, and how much teachers and students are engaged in the material. In flip teaching, direct instruction is moved from the group learning space to the individual learning space. The resulting group learning space is then transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Talbert, 2014).

The flip teaching method is a reversal of conventional instruction in which students are first exposed to new material outside of class through lecture videos, and then class time is used to complete the more difficult task of integrating the knowledge through techniques like problem-solving, discussion, or debates. It is a method that enables educators to use one or more approaches in their classrooms. (Brame, 2013).

Flipped learning is all about providing opportunities for active interaction, according to Kari M. Arfstrom, cofounder of the Flipped Learning Network. A flipped classroom is a teaching method and form of blended learning that tries to boost student engagement and learning by having students read at home and work on real-world problems in the classroom.

Students in flipped classrooms learn by doing and by asking questions. The process of students helping one another benefits both more advanced and less advanced students. The distribution of instructor time is altered through flipping. Traditionally, teachers interact with the students who ask questions, but it's usually the students who don't ask that need the greatest help. By flipping the classroom, a teacher can focus on students who most need assistance rather than those who are most self-assured. Flipping shifts teachers' roles from “sage on the stage” to “guide on the side,” enabling them to work with certain students or groups of students at various times throughout the lesson. Other names for this include the Thayer Method, inverted classroom, backward classroom, and reverse instruction. (Lage, Platt & Treglia, 2000).

By making the teaching and learning process more student-centered rather than heavily teacher-dominated, flipping the classroom can empower both teachers and students. This will increase learning gains for students by giving them more opportunities to use their creativity, problem-solving skills, informational reasoning, communication, and other higher-order thinking skills. (Topp, 2011).

Since they are so important in carrying out the curriculum, teachers have a responsibility to ensure sure every student in their class succeeds in achieving the goals.

The students anticipate that the teaching materials and delivery method will be easy for them to understand. The teacher's responsibility is to provide the required materials and experiences in order to promote learning and meet the



expectations of the student. (Thomas & Israel, 2014).

### **Pillars of Flip Teaching**

Each letter of FLIP in flip teaching represents its four pillars.

**Flexible environment** - The flexible learning environments that educators have established allow students to choose when and where to learn. (Lynch, 2015).

Numerous techniques of learning and assessment are available for students to employ.

In addition to the scheduling, maintaining the physical atmosphere in the classroom aids in fostering discussion and contemplation. The best action that can be taken for children to promote flexibility and diversity in both learning and exhibiting mastery is ongoing observation and adaptation taking place in a suitable setting. (Moore, 2016).

**Learning culture** - Class time is set aside for in-depth discussion of various subjects in order to foster a rich learning environment. So that they can engage in and evaluate their learning in a way that is personally meaningful, students are actively involved in knowledge production (Sams et al., 2014). Meaningful student-centered activities as opposed to teacher-centered lectures, scaffolding support that enables student access with differentiation and feedback (i.e., the learning component is what they needed is through feedback, interaction and engagement which best deliver at the best moment), (Moore, 2016).

**Intentional content** - Essentially, this entails putting content in the most appropriate context, providing direct instruction that is independently accessible prior to class for all students, and making accessible relevant content that the teacher has created or gathered for the students. It also entails differentiating content for teaching to the level of the students in order to meet their needs at the appropriate time. Depending on the grade level and subject, teachers employ purposeful content to

optimise the amount of time students spend using active learning techniques. (Sams et al., 2016).

**Professional educator** - Compared to a regular classroom, a flipped classroom places a greater emphasis on the role of the professional educator. In order for flip teaching to be successful, instructors must keep an eye on the students during class and provide them feedback and evaluations right away. (Lynch, 2015) Being a reflective, approachable teacher who collaborates and reflects with other educators, takes ownership of improving one's craft as one's students advance and one's level advances, and who is helpful to all students by providing individual, small-group, and class feedback in real-time as required (Moore, 2016).

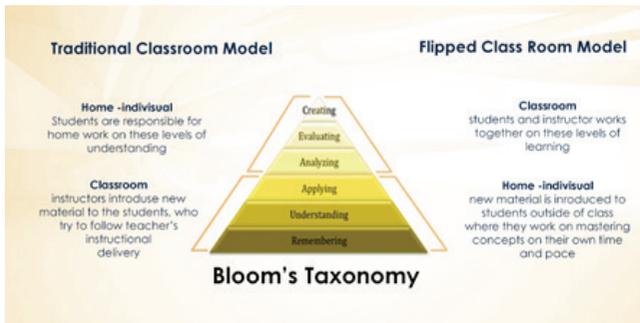
Through in-class discussions and enrichment activities, flip teaching helps to move subject delivery outside of the classroom, giving students the chance to develop critical thinking, creativity, communication, and teamwork skills. When lectures are given outside of class, students are better able to interact with their classmates during in-class activities like group discussions and problem-solving. Students can enhance their learning and classroom engagement with this strategy. (Aaronson & Intern, 2013).

According to Restad (2013), Higher-order thinking, problem-solving creativity, and critical thinking are all enhanced by flip teaching. Students are more engaged, motivated, and inclined to participate. Additionally, it enhances peer interaction, differentiated learning, and students' team-based skills.

### **Objectives**

- To investigate the differences between traditional and flipped classroom learning.
- To make a suggestion for a powerful student-centered learning mechanism

### **Traditional vs Flipped Classroom learning**



In a Flipped Classroom method, instructors play a significant role as facilitators, guiding their students to deeper levels of thinking and learning. A Flipped Classroom is a teaching-learning method that focuses on the student. Flipping the classroom allows instructors to improve the teaching experience in the following ways.:

- Dive deeper into subject – The learning material can be explored in further depth once students have a fundamental understanding of a particular subject. As a result, teachers may provide students who want to explore a subject in greater depth with more comprehensive learning materials.
- Faculty can work more closely with students inside the classroom – The teachers can devote more time to working closely with students in the classroom, monitoring their progress by responding to specific questions and assisting them in understanding themes covered in the readings or videos.
- Students can share their understanding of the concepts with peers – There is frequently little to no peer interaction in the typical classroom model because students come to class for lectures but do their homework at home. The “flipped classroom” allows students to learn the material at home and then work on projects with their classmates in the classroom. The ability to collaborate and understand peers is also improved. The students work together and put course material to use while being supervised by the teacher. The more interaction there is, the easier it is to create a learning environment where students are encouraged to share their

knowledge both inside and outside of the classroom.

- Students actively participate in learning – By giving them opportunity to practice and apply using the disciplinary knowledge's intellectual tools, students' roles change from passive recipients of knowledge to active creators of it.
- Constructive feedback – More opportunities for students to utilize their information and show that they can use it lead to gaps in their understanding becoming apparent to both themselves and the faculty.

#### Thinking of Bloom's Taxonomy

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

#### Recommendations

The standard educational structure is reversed by the flipped classroom, a sort of blended learning, which delivers instructional content—often online—outside of the usual classroom setting. Activities that could have previously been regarded as homework are moved into the classroom. In the traditional model, student interaction may be confined to tasks that require students to work alone or in small groups to complete an application task created by the teacher. In class debates, the teacher usually takes Centre stage and steers the conversation. This kind of instruction frequently includes assigning students reading assignments from textbooks or homework assignments that require them to apply a concept.

The typical classroom learning method, known as the “flipped classroom,” has the students listen to lectures in class and then complete assignments or practice exercises at home. In a flipped classroom, the study materials are handed to the students to read at home. The students then return to the



classroom to enhance their grasp of the content by discussing it with the teacher and other students. As a result, the flipped classroom method uses classroom time to discuss the subject and engage in additional learning activities that help students comprehend the subject matter better. The students continue to absorb the lessons after the lecture through further online discussions, experiments, or practical applications.

In this educational strategy, we employ both electronic media and customary instructor-led face-to-face instructional techniques as part of a blended learning approach. Students are offered online digital content in the form of online lectures and videos prior to the start of class. Students engage in peer-to-peer learning discussions or complete additional learning tasks while asking the teacher questions and receiving feedback in the classroom.

The instructor controls the learning environment in a traditional classroom setting by delivering the prepared lecture in class and assigning assignments for practice. The flipped classroom approach, on the other hand, has the students study the material independently and engage in additional learning tasks with their peers, such as group discussions, role-playing, experiments, real-world applications,

etc. The teacher provides guidance as needed. In contrast to the typical classroom, where learning is linear, the learning in a flipped classroom is non-linear. The one-way, linear learning process is mostly guided by the instructor. Lesson plans and the order outlined in the learning programme are followed by the students. The learners do not adhere to a predetermined learning order in the non-linear learning programme. They can select their learning milestones to complete the learning programme based on their preferred learning styles and newly acquired knowledge. The lesson plan or programme structure are less important in the flipped classroom method because the students are under more control.

### Conclusion

The attention spans of today's pupils are shorter than ever before, making it difficult for teachers to convey information in a way that immediately holds their attention. Teachers must recognize that today's kids are products of the most technologically stimulated period in history. A Flipped Classroom There are statistically substantial improvements in engagement, test scores, and general long-term learning when topics are reviewed beforehand and lectures are turned into interactive working sessions.

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