

Flipped Classroom – The Need of the Hour

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Abstract

This paper focuses on the innovative methods to teach in the present day class room. Students nowadays are very much active and need more than the usual lecturing. Some of the methods are discussed in the paper where the students assume the role of the teacher and some activities where they can prepare for the class, be ready with their doubts and get them clarified. The class itself can be conducted using computers and audio video medium.

Introduction

Different modern techniques to teach the students are discussed in the paper. These entertain and keep the students active. They also participate enthusiastically to the newer method than the conventional system where the teacher has to deliver lectures and students follow without involvement. This results in better learning which is desired by all.

Flipped Classroom

The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

The term *flipped classroom* was popularised by teachers Aaron Sams and Jon Bergman from Woodland Park High School, Colorado in 2007 in response to a realisation that class time would be best-spent guiding knowledge and providing feedback rather than delivering direct instruction. Bergman and Sams reasoned that direct instruction could be delivered by recording video content for students to engage with before class, freeing up class time for activities that allow deeper exploration of content.

In terms of Bloom's revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom."

Key Purpose of the Flipped Classroom

The key purpose of the flipped classroom is to engage students in active learning where there is a greater focus on students' application of conceptual knowledge rather than factual recall. It fosters the "guide on the side" mentality and role, rather than that of the "sage of the stage." It helps move a classroom culture towards student construction of knowledge rather than the teacher having to tell the knowledge to students.

As a result of students taking responsibility, interacting meaningfully and often with their instructor and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it.

The student role shifts from passive recipient to active constructor of knowledge, giving them opportunities to practice using the intellectual tools of the discipline. Interaction increases and students learn from one another.

Students work together applying course concepts with guidance from the instructor. This increased interaction helps to create a learning community that encourages them to build knowledge together inside and outside the classroom.

With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the instructor.

Key Elements of the Flipped Classroom

The key elements of the flipped classroom are discussed below:

1. Provide an opportunity for students to gain first exposure prior to class.

The mechanism used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screencasts. For example, a professor can give videos about the topic he or she going to cover in YouTube or through any other modes of videos, prior to class.

2. Provide an incentive for students to prepare for class.

The assignment can vary from online quizzes to worksheets to short writing assignments, but in each case the task provided an incentive for students to come to class prepared by speaking English language.

3. Provide a mechanism to assess student understanding.

The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding. Pre-class online quizzes can allow the instructor to practice Just-in-Time Teaching, which basically means that the instructor tailors class activities to focus on the elements with which students are struggling. If automatically graded, the quizzes can also help students pinpoint areas where they need help. Pre-class worksheets can also help focus student attention on areas with which they are struggling, and can be a departure point for class activities, while pre-class writing assignments help students clarify

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their thinking about a subject, thereby producing richer in-class discussions. Importantly, much of the feedback students need is provided in class, reducing the need for instructors to provide extensive commentary outside of class. In addition, many of the activities used during class time can serve as informal checks of student understanding.

4. Provide in-class activities that focus on higher-level cognitive activities.

If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity will depend on the learning goals of the class and the culture of the discipline. In other contexts, students may spend time in class engaged in debates, data analysis, or synthesis activities. The key is that students are using class time to deepen their understanding and increase their skills at using their new knowledge.

Conclusion

The aim of any teacher is to get the students understand and learn their ideas. Any mode of instruction that aids in this aspect must be welcomed and at least tried. The ideas suggested here create different, novel and creative attempts to get the students get involved. So flipped classrooms concept can be implemented and experimented to take the students to the next era of learning.

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