
Flip Your Class room

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Abstract

Flipped classroom is a teaching strategy that reserves the traditional learning environment by delivering the instructional content outside the classroom. It moves activities like projects, assignments, homework etc. into the class. Flipping speaks the language of today's students. This paper is an answer to the query that why we should flip our classroom, how to implement the Flipped classroom and a brief discussion on Flipped-Mastery model. This Flipped and Flipped-mastery models have allowed us to empower students to want to learn more content more deeply into an interactive, relationship rich environment. This method gives students a structured environment that ensures success.

Introduction

The flipped classroom is a means to increase interaction and personalized contact time between students and teachers. In simple words flipping the classroom refers to swapping classroom lecture time for hands-on practice time. So the lecture is done for homework usually via a video or audio file and the classroom time is spent clarifying and applying new knowledge gained. It is a blending of direct instruction with constructivist learning.

Why we should flip our classroom

Today's generation grew up with internet access. They are multi taskers, found doing Math homework while posting on Facebook, twitter or listening music. Many students complaint that they dumb down as soon as class bell rang, as they have to switch off their mobile before entering class. The sad thing is that most students

carrying in their pockets a more powerful computing device than the vast majority of antiquated computers in our underfunded colleges – and we don't allow them to use it. Moreover students are over busy now a days, going from one event to the next. Content is delivered via online videos will benefit students who are absent due to illness or extra-curricular or sports activities. Here all students can get a personalized education and the content can be permanently archived for review or remediation.

Misconceptions about the Flipped Classroom

The Flipped classroom is not synonym for online videos. It is not going to replace teachers. Students will work according to fixed structure and will not spend entire time staring at computer screen.

I Review of Literature

A survey of the latest literature indicates that flipping a classroom is not a new idea. It is a decade old practice. Barrett (2012) describes flipping as the inversion of expectations in the traditional college lecture. It takes many forms, including interactive engagement, just-in-time teaching (in which students respond to Web-based questions before class, and the professor uses this feedback to inform his or her teaching), and peer instruction.

Flipping allows colleges with big classes, to make the traditional lecture model more productive, says Harrison Keller, vice provost for higher-education policy at the University of Texas at Austin, which held a recent seminar on course flipping for its faculty. "If you do this well, you can use faculty members' time and expertise more appropriately, and you can also use your facilities more efficiently," he says. More important, "you can get better student-learning outcomes."

Jonathan Bergmann and Aaron Sams of Woodland Park, CO are most often credited with coining the phrase flipped classroom in 2007 (White, 2011), there are other schools and programs that essentially developed the same concept around the same time, albeit after.

Dr. Eric Mazur, a physicist at Harvard University, has been using the method for 21 years. With the addition of assistive technology to allow for student response and feedback during the peer instruction session, attendees saw how this process works to maximize time with the instructor and focus on higher order thinking skills rather than just taking notes and regurgitating facts.

Some of the characteristics of this latest iteration include engaging the students on a higher level and a smaller ratio of students to instructors while working within the economics of education. As Dr. Mazur said: "Once you engaged the students' minds, there's an eagerness to learn, to be right, to master" (Berrett, 2012). According to Bloom (1984), "an average student who receives one-on-one attention is enabled by constant feedback and corrective process, and can jump into the 98th percentile of the student population in academic achievement" (Houston and Lin, 2012). This was stated 24 years ago but most classes are still taught with teacher- centered lectures and only the persistent students seek out one- on-one assistance.

Effectively flipping a classroom brings many benefits. The instructor and students can interact within the newly gained instructional time (Houston and Lin, 2012). The classroom time is used to solve problems and apply to other contexts (the application of higher order thinking skills). The increase of teacher-student interaction during class time is what characterizes its success (White, 2012).

II Transformational Potential Flipped Class rooms

In the flipped classroom, the teacher is available to guide students as they apply what they have learned online. One of the drawbacks of traditional homework is that students don't receive meaningful feedback on their work while they are doing it; they may have no opportunity to relearn concepts they struggled to master. With a teacher present to answer questions and watch over how students are doing, the feedback cycle has greater potential to bolster student learning.

The purpose of flipping the classroom is to shift from passive to active learning to focus on the higher order thinking skills such as analysis, synthesis and evaluation (Bloom). In the flipped classroom, the roles and expectations of students and teachers change, here students take more responsibility for their own learning and study core content either individually or in groups before class and then apply knowledge and skills to a range of activities using higher order thinking, teaching 'one-to-many' focuses more on facilitation and moderation than lecturing, though lecturing is still important. Significant learning opportunities can be gained through facilitating active learning, engaging students, guiding learning, correcting misunderstandings and providing timely feedback using a variety of pedagogical strategies, there is a greater focus on concept exploration, meaning making and demonstration or application of knowledge in the face-to-face setting (see Diagram below).

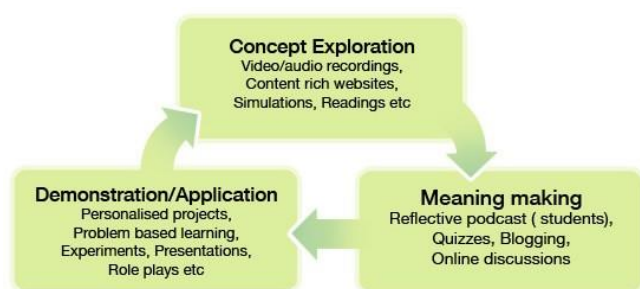


Diagram: Learning Opportunities of the Flipped Classroom (adapted from Gerstein)

Sample Plan for Flipped Instruction

The objective is to understand and apply the scientific method. Students will identify dependent variable, independent variable, control group, hypothesis,

1. Build motivation and create a "hook" for anticipating learning with a Powerpoint presentation or text book reading. Include a

short quiz either online or with pencil/paper. Whatever your level of technology is at this point. Don't worry, there is no need to be a techie to do this. Give points for completing the presentation.

2. Create or import a lesson/lecture on the basics of the scientific method. It's a good beginning. It is best if you make these videos yourself, but it's OK to use other videos Check for understanding with a quiz, online or paper/pencil.
3. Review with questioning at the beginning of class
4. Assign directions for a project:
5. Purpose: Create a lab to demonstrate the scientific method using a simple paper airplane.
6. Make a hypothesis: Decide on a plan and make a prediction based on the procedure you have developed to use the paper airplane.
7. Develop a plan that demonstrates the scientific method. Try to create a table and a graph to record collected data. Have students do 10 trials.
8. Have students write two paragraphs analyzing collected data.

Alvarez, B. (2011). A lot of problems in pronunciation teaching remain unsolved after many years of efforts made by both teachers and researchers. This study is to research into the effectiveness of a comparatively new teaching mode—the flipped classroom—in the English pronunciation course. Mixed methods are adopted in this study in order to seek sufficient evidences for the effectiveness of the flipped classroom teaching mode. The students' final exam scores are

compared with those of the students taught with the traditional teaching mode. And individual face-to-face interviews are carried out to investigate the students' attitudes towards the teaching modes. Finally, the conclusion is made that the flipped classroom mode is more effective than the traditional mode in pronunciation teaching. Each student can move at her own pace and view lessons at home that meet her individual needs rather than those of the entire class,

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