



## FLIPPED CLASSROOM AND LEARNING

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### **Meaning of Flipped Classroom:**

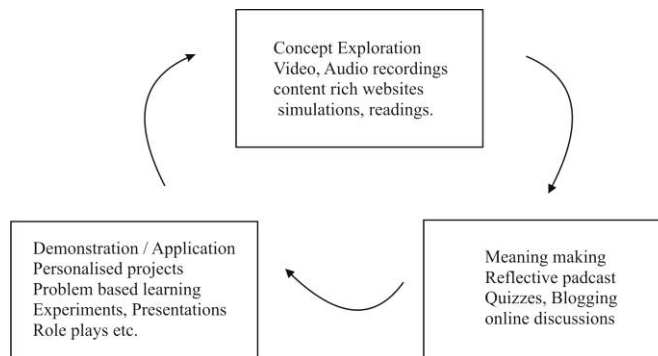
The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class usually via reading or lecture videos and then class time is used to do harder work of assimilating that knowledge through strategies such as problem solving, discussion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

The term flipped classroom was popularized by teachers Bergmann and Sams at Woodland park High school, Colorado in 2007 where they adopted a strategy to reverse the timing of home work and lectures, video lectures were provided for students before class and then exercises was done in classroom under supervision.

A flipped classroom is one where students are introduced to the content at home and practice working through it at school. Use of flipped learning in education is a new pedagogy which gives so many things to educational system and educational improvement of the students. The flipped classroom is a pedagogical model in which the typical lecture and home work elements of a course are reversed.

The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design and course podcasting. The value of flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge and interact with one another in hands on activities. During class sessions instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

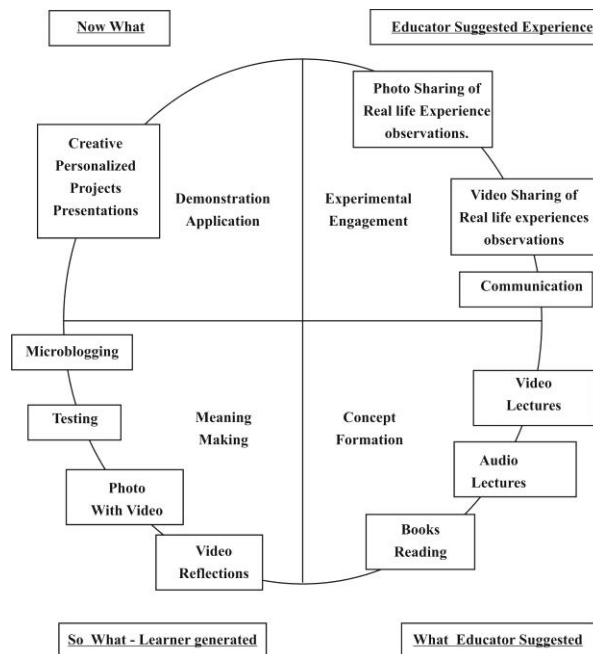
There is no set formula for the flipped classroom. Each implementation will differ because of wide variables such as class size, discipline, teaching style, technology and resources. A common theme is that there is a greater focus on students concept exploration, meaning making and demonstration with more opportunities for discussion, formative assessment and feedback.



**Model of flipped classroom learning in Education**

While using flipped learning in education you need to create a classroom model. It will help students in learning, concept exploration, making meaning, demonstration, application and Experimental engagement.

**Learner Generated**



**Characteristics of flipped Classroom :**

1. Create a real world environment.
2. Focus on realistic approaches
3. Solving real world problem.
4. Evaluation should serve as a self analysis tool
5. Provide tools for experiences.
6. Provide tools for concept exploration.
7. Learning should be internally controlled by the learner.
8. Instructional goals and objectives should be negotiated and not imposed.

**Activities to be use in flipped learning :**

The activities that take place after the learning has been flipped should link deeply with the content of the video that the students have watched before class and success in these classroom activities should build upon and reinforce the learning that students have done at home some activities are as follows :-

1. Online quizzes
2. Class discussion
3. Project base learning
4. Collaborative group projects
5. Practical task
6. Student created content
7. Personalized learning
8. Reflecting on learning
9. Teacher Circulations
10. Watching videos, leactures, demonstrations.
11. Acting learning
12. Problem based learning
13. Peer assisted learning
14. Peer tutoring
15. collaborative earning
16. case studies
17. Enquiry based learning
18. Online engagement.

**Role of a teacher in flipped learning :**

1. Improve students critical thinking, creative problem solving, higher order thinking, 21st century professional skills.
2. Increase student participation, engagement and motivation.
3. Improve students team based skills and peer to peer interactions.
4. Customize / differentiate learning.
5. Make students the center of learning.
6. Encourage student ownership of learning
7. Better teacher to student interaction.
8. Increase faculty freedom and enjoyment.
9. Improve learning outcomes.
10. Encourage teacher collaboration.

**Role of a student in flipped learning:**

1. Watching video lectures.
2. Listen audio lectures.
3. Reading books
4. Giving tests
5. Write their blogs
6. Demonstrate and apply their thoughts through creative projects and presentations.
7. They should share photos, videos, audios of their experiences.
8. They should use phone casting, books on mobile devices for learning.
9. They should communicate with their classmate and teacher finish their home work.

**Advantages of flipped classroom :**

1. It allows students to learn on their own time and at their own place. This allows you to give them more one - on - one instruction as well as give your students the opportunity to ask question about the subject matter that they find confusing or difficult.

2. A flipped classroom allows students to have more time for collaborating with other students which can be great learning experience for the students and as a way for them to build their team work abilities.
3. Students watch video lectures whenever they want.
4. At the time examination they able to review a previous lectures.
5. A student coming to the class prepared with ideas and questions is a great way to jumpstart the class.
6. After students engage with a digital lesson on watch a video at home, they can brainstorm question to ask you who can open the floor for a discussion about they may have unclear or confusing.

**Disadvantages of flipped classroom:**

1. The set up of colleges don't have access to technologies that can really work for this method.
2. Students from lower income areas and lower income families may not have access to the computer and internet technologies that the flipped classroom requires.
3. The students really hinges on every student having personal access to her or his personal device.
4. Internet access is not the case for every student and every college.
5. Students who do not have personal home computers or access to the internet would be focused to use public computer at a library or at the college.

**Conclusions:**

In traditional lectures, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said and they may miss significant points because they are trying to transcribe the instructor's words. By contrast the use of video and other pre-recorded media puts lectures under the control of the students they can watch, rewind and fast. Forward as needed. This ability may be of particular value to students with accessibility concerns, especially where captions are provided for those with hearing impairments. Lectures that can be viewed more than once may also help for whom English is not their first language. Devoting class time to application of concepts might give instructors better opportunity to detect errors in thinking particularly those that are widespread in a class. At the same time collaborative projects can encourage social interaction among students, making it easier for them to learn from one another and for those of varying skill levels to support their peers.

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*foundations of flipped learning a professional development course  
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