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RESEARCH ARTICLE

FLIPPED LEARNING: FLIP THE ROLE TO GET THE RESULTS

Dr. Nahar Singh¹ and Geeta²

1. Associate Professor, SCERT, Delhi.
2. Assistant Professor, SCERT.

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Abstract

The ultimate aim of education is not to stuff the mind of child with information but to prepare him/her to assimilate knowledge, establish the link between previous and existing knowledge, to become constructive in generation of knowledge by collaborative exercises, projects, activities, discussions etc. Flipped learning approach challenges the traditional methods of teaching by modifying the role of teacher and students. It makes the students more active in the teaching learning process and helps them to understand and analyse concepts instead of passively receiving information and producing the same in exams. The present paper highlights the effectiveness of flipped learning in teaching of English. Some poems from class (My Mother at Sixty Six, Keeping Quiet, A Thing of Beauty) were selected and taught using flipped learning approach and analysis of the data revealed quantitative as well as qualitative improvement in the performance of students. The study can motivate the stakeholders to apply innovative pedagogical practices and has reasonable implications for concerned stakeholders.

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Introduction:-

The conventional 'Lecture Method' was once considered the only teaching method the teachers were most familiar with. But in this era of technological advancement, the teachers have started recognising the need for a more active learning environment wherein the passive conveyance of the basic knowledge is replaced with the active application of the knowledge inside the classroom. To make the learning more effective, flexible and delightful to the students is the need of the hour. Educational institutions are continually struggling to build a strong conceptual foundation for the students in various subjects and arouse their interest in learning at the same time. Educator is not the sole source on whom the learner depends in the present time. The flipped learning has come to rescue and revolutionize the teaching learning process.

The flipped learning is an innovative teaching model, facilitated by recent technological advancement when internet is within the reach of almost every student.

How To Choose A Particular Method Of Teaching?

Selection of appropriate method is one of the most important factors for ensuring and enhancing the learning of learners. It is imperative to consider following factors while selecting method of teaching:

1. Before choosing a method a teacher is supposed to know about background his/her students.

2. Try to understand about needs of his/her students, understand their socio-economic as well as cultural backgrounds and educational experiences and select the method which caters to their needs.
3. Students' social and emotional needs must be considered.
4. Should work on all the skills in classroom i.e. give equal importance to all the skills and ensure students exercise LSRW classroom-The domains of language acquisition are equally important and none can be ignored in a second language classroom, listening, speaking, reading and writing need to be equally emphasized during teaching learning process and classroom activities should be planned to facilitate them .Make sure that learners are working and practicing all domains of language acquisition to support their English language development.
5. Rational use of audio visual aids (There should not be over- or under-utilization of teaching aids , they are supposed to facilitate teaching learning not to dominate the classroom situation . Teacher should encourage use of authentic resources like menus, railway schedules, post-cards, photographs and video clips to enhance students comprehension of real life situations and complex content concepts.
6. **Collaborate to stimulate learning:** A good teacher never hesitates to seek support from other teachers, Other educators, beginners and experienced, all may have suggestions and innovations that support second language development and content oriented teaching approaches .Always strive to create and sustain professional learning communities that support learning of second language. These little efforts are of vital importance for students' success.

What Is Flipped Learning?

As the name suggests, this new model of teaching- learning inverts or flips the usual classroom pattern wherein the students learn initial course concepts outside the classroom, while the class time is reserved for more productive activities and problem- based learning. Students can view the available online materials according to their own pace, schedule and requirements at homes. The knowledge, thus acquired, can be applied to solve more relevant problems in the classroom where the teachers are available as a focused instructional support. This self-directed technique known as "Flipped- Learning " can prove to be a boon for the students as well as for the teachers , who because of time constraints are in a rush to complete the syllabus in time, usually have to skip elaborating some topics of utter importance. This model is based on the idea that the conventional teaching is flipped so that what is normally taken up by the educator in the class is done by the students out of the classrooms. This way, both the students as well as the teachers get ample time for more creative, effective and active learning activities.

Journey Of Flipped Learning

The invention of flipped learning dates back to 1990s , when a Harvard Professor Eric Mazur developed a model of "peer instruction" in which he asked his students to reflect on the material he had provided them before the class and used the class time for the students interaction and promoting deeper comprehension of the content. This technique was called, just in time teaching by him.

The term" flipped learning "was first used at the beginning of 21st century when it was used by Bergman and Sams who were science teachers at Woodland Park High School. To help their students who were out due to illness , they started recording their lectures and developed those into a video presentation which was called" pre-broadcasting ". This presentation was viewed by the students before the class and it was discussed extensively in the classroom through interaction with the teacher and the fellow students.

Later at the Vanderbilt University in the US, an unimaginable improvement in test scores was registered when this flipped learning was applied in a Physics class in 2011. In 2012-13 this model was adopted by the University of Queensland, Australia. The University of Manchester has also successfully experimented with the flipped learning by providing videos to watch before the classes and using the class time for problem- based learning.

Lage, Platt and Traglia who are considered as the first to implement this approach in their classrooms reported that the students learned better in flipped environment than in a lecture course. Kaner and Fiedler hailed this technique which they used in a software testing program. They found the students to be more independent and active learners when this approach was implemented.

Carlisle also made use of this approach in an introductory computer programming class. The videos he had developed for the course were found to be more helpful by the students and they liked having more time to do the hands on / practical programming tasks in class.

Hence, Flipped Learning May be contemplated as an innovative approach priming students for active and effective student-centred learning. Some teachers may find the shift in their roles from “sage “ to “guides” a little challenging as it requires the development of new competencies but it will only help them in their professional growth.

Advantages Of Flipped Learning In Teaching

The main advantage of flipped learning over the other traditional methods of learning is that it bridges the gap between teachers’ teaching and learner’s learning. This model pushes passive learning out of classroom while pulls in active learning during the same tutorial which earlier was used for dull and monotonous lectures. The concept of students viewing lectures at home and gearing up for homework together in class supported and assisted by teacher is a welcome movement in 21st century. The teacher’s role has been shifted from a “sage on the stage” to a “guide by the side”. With the implementation of flipped learning, students may become self-driven with the teachers helping them to reach the sources of knowledge in their own way. As technology is getting cheaper and more accessible, the path to flipped learning is sure to become more appealing. The use of technology is sure to promote the skills required for 21st century learning.

Benefits of flipped learning

1. Child centred approach and develops critical thinking and problem solving abilities of students.
2. Focuses on overall development of students and attainment of overall goals.
3. Students are active and they construct knowledge.
4. Helps in integration of various subjects.
5. Provides a platform to teachers and students to be creative, authentic and original.
6. Promotes cooperative and collaborative learning.
7. Draws connections from the real world and helps students to understand connections and draw conclusions from them.
8. Brings variety within learning and uses different learning activities.

Teaching Of Poetry

Coleridge defined poetry as “the best words in their best order.”

Poetry has beauty of form, thoughts and feelings. Poetry has a special appeal and one of the best ways to develop love for any language. It develops the ability to appreciate others feelings ,enhances and nurtures creativity, it leads to development of holistic personality of an individual mainly by stimulating linguistic, emotional, imaginative as well as aesthetic and spiritual development.

Objectives Of Teaching Poetry At Senior Secondary Level

1. To enable learners to develop love for English poetry.
2. To make learners to appreciate the poem.
3. To train students to appreciate the rhyme, rhythm and style of the poem.
4. To develop aesthetic sense.
5. To nurture creativity and imagination.
6. To enable learners to recite a poem with proper rhyme and rhythm.
7. To help learners to understand the central idea/theme of the poem.
8. To enable them to understand the exclusive message of the poem.
9. To help them to understand and appreciate the literary devices in the poem.

Objectives Of The Present Study

The present study attempts to find out:

1. Qualitative impact of flipped learning in teaching of poetry.
2. The challenges of using flipped learning in teaching of poetry.

Methodology:-

Design Of The Study

The present study is qualitative in nature.

Sample

Purposive sampling technique was used to select the sample as the focus was on students who were being taught by the researcher herself. The objective for doing so was to avoid administrative constraints like getting permission to conduct research.

The sample of the study constitutes of 55 students studying in one of the Government schools run by Directorate of Education (DoE) Delhi .

All the students were from same class and were studying English as a Second language.

Procedure

1. The study was conducted on 55 students studying in one of the Government schools run by Directorate of Education (DoE) Delhi. The researchers used to spend one hour daily with the students. The roles were flipped and students were involved in discussions, group presentations during classroom time.
2. The present study brings into light the qualitative enrichment in teaching of poetry by use of flipped learning. The researcher used integration of following methods and flipped the roles i.e. after discussing important points of the poem students were assigned the task to read, discuss and present the poem before the class.
3. Mind mapping strategy- it was used to explain the important points of the poem during pre-reading phase.
4. Students were divided into groups and they did the task assigned to them and presented following things after working on the main domains at home - background of the poem, poet, central idea/theme, new words, poetic devices etc.
5. They were motivated to note down important points, issues, and new words.

After the intervention the target group was given open ended questionnaire and focus group discussions were also held to substantiate the findings of the questionnaire.

Analysis Of The Data And Findings

Analysis of the data was done by content analysis of the responses and the findings are summarised below:

1. Most of the students liked working on the task assigned to them, they liked discussing and working in groups as it provided them a joyful learning environment.
2. Almost all the students accepted that working by flipped learning helped them to learn from others and they also learnt to present their own thoughts in an organized way.
3. Most of the students were of the view that working by flipped learning helped to appreciate others perceptions and they felt motivated to give inputs though sometimes they had the fear of rejection.
4. Students opined that flipped learning helped them to nurture their creativity and originality. They accepted that it provided them an opportunity to provide their inputs on a topic and to convince other members of the group.
5. All most all the students accepted that flipped learning made them more receptive and they learnt to tolerate others views because they had to discuss topics with their friends and peers so it helped them in their social development.

Thus the findings revealed that most of the students liked flipped learning in teaching of poetry and it lead to qualitative enrichment i.e. creation of joyful learning environment, developing inter personal and intra personal skills, fostering creative and critical faculties and developing positive motivational level as well as an urge to learn.

Challenges Of Using Flipped Learning

Though the findings of the study revealed that most of the students liked flipped learning in teaching of poetry as it helped in creation of joyful learning environment, developing inter personal and intra personal skills, fostering creative and critical faculties and developing positive motivational level as well as an urge to learn but there were certain limitations like lack of involvement by some students, time consuming , requires lots of planning, not possible to cover all the topics by this method, over domination by certain students during group activities etc.

Conclusion:-

Thus it can be stated that teachers, teaching English as second language need to focus on integration of various methods for qualitative as well as quantitative enrichment. There are various methods of teaching apart from traditional methods and these methods are more scientific and psychological and result in qualitative and quantitative improvement. If flipped learning is used effectively with proper planning it can prove to be a powerful pedagogic tool

in learners' linguistic development as well as development of personality of the learners' because this approach brings a shift from reception to construction and develop critical thinking, problem solving ability and transform them into lifelong learners who strive to solve problems scientifically and analyse things rationally.

The present study revealed the usefulness of flipped learning to enhance and develop various skills like linguistic skills, organizational skills and presentation skills of students. If used properly, flipped learning can help to facilitate and nurture learning abilities of students as it helps them to be more aware, informed and confident by harnessing their multiple faculties pertaining to cognitive, social, emotional, mental needs.

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23. Young, M. S., Robinson, S., & Alberts, P. (2009). Students pay attention! Combating the vigilance decrement to improve learning during lectures. *Active Learning in Higher Education*, 10(1), 41–55. CrossRefGoogle Scholar to the fact that the majority of the student's surveyed have not experienced flipped classroom before, thus the results may partly reflect the influence of a new approach of learning and teaching and not necessary the influence of the flipped classroom approach. It also should be noted that all results related to improved learning and effectiveness of learning is based on students self-declared perceptions and not on independent measures. Future studies on the effects of flipped classroom should address these limitations and in particular explore the extent to which the actual performance of students is or is not affected by the flipped classroom approach moving beyond just student perceptions.