

An Empirical study on impact of flipped learning approach among postgraduate students

Mr. R.V.AjayRaj, Mr Prithwiraj Das,

MBA Student

An Educator & Author

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ABSTRACT: The study examines the impact of flipped classrooms (FC) in enhancing of learning's among postgraduate students. A flipped classroom flips, or reverses, traditional teaching methods. Traditionally, the teacher talks about a topic at school and assigns homework that reinforces that day's material. In a flipped classroom, the instruction is delivered online, outside of class. Additionally, there is a study that how FC shows an impact on postgraduate students if it is implemented and their positives and obstacles of using it. Theoretically, the study supports the FC strategy by highlighting its role in enhancing students' learning and in helping students overcome obstacles faced during their academic studies, such as getting enough practice, teacher supervision, and feedback. This article is about that how the skills are being developed and what are the steps to be followed to develop these skills by providing good technological tools to students and for teachers about this gradually getting popular approach of learning. A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having students complete readings at their home and work on live problem-solving during class time.

KEYWORDS: Flipped Classrooms, Flipped Learning, Academic Studies, Students, teachers

I. INTRODUCTION:

In recent years, the international educational system has witnessed rapid and chronological changes. Effects of such changes are reflected on to what extent the developed and developing countries are interested in reforming and using new strategies in learning and teaching processes. Accordingly, many countries attempted to make structural modifications on teaching methods in order to face the acceleration resulted from the huge changes in knowledge and informational fields. Such challenges require doing

a comprehensive review of the educational system in most countries in the world. This leads to find out new approaches to develop and update teaching processes. These approaches focus on the role of learner and make him/her the center of learning process. They assert that each student can learn and reach the expertise level, if teaching and learning environments and teaching methods are suitable to his/her abilities and needs. One of such modern methods and strategies is the flipped classroom model. Tully pointed out that flipped classroom is one of the teaching and learning patterns and strategies that aid student-teacher interaction by using technology tools. Flipped classroom method has the potential to create fundamental changes in the educational context and institutions. According to Bergmann and Sams the concept of flipped classroom means what is done at home as a traditional learning is done during the classroom period, and what is done during the classroom period as a traditional learning, is done at home. In addition, the information of content is presented to the student outside the classroom period through technology tools such as video, which created by teacher to explain a certain lesson or information related to the lesson. Alzwekh mentioned that flipped classroom is a form of modern teaching methods that uses the advanced techniques smartly and funnily in order to meet the needs of students at the present time. In addition, the idea of flipped classroom is based upon flipping learning assignments between classroom and home by increasing the role of efficiency of modern technological tools in teaching and learning processes. DeLozier and Rhodes defined the flipped classroom as the teaching practice of professors occurs by assigning lectures outside of class and devoting class time to a variety of learning activities. In this practice, students are responsible for reviewing all prepared materials. In this model professors prepare lessons through videos or any multimedia that the students can view at homes or in any other places by using their

tablets or smart phones before attending the class, while the time of lecture is advocated for exercises, activities, practices and helping solve home assignments. The previous definitions point out that the concept of flipped classroom means flipping the processes of teaching and learning in the classroom and home by activating the role of modern technological tools in preparing and presenting lessons. That is, the teacher prepares the material in which he/she explains the new information by using modern audio and visual multimedia, and reactive evaluation in order to be available for the student before starting the lesson. The role of teacher in this strategy is a arbitrator and a motivator of students to learn through the prepared materials before class time.

II. IMPLEMENTING FLIPPED CLASSROOM:

The flipped classroom method focused on flipping or inverting the teaching and learning processes. That is, in a traditional teaching environment learning of new knowledge occurs in classroom. Then, the student returns to his or her home and completes home assignments. However, implementing flipped classroom method enables students to learn new information ahead of time at home through several technology tools and educational websites prepared and shared by professors. For example, professors prepare and share a video representing the topic. In addition, he or she can use other technological tools to promote flipped classroom such as multimedia, social media websites, educational games, YouTube for Educational purposes or other educational websites. Some of the colleges demonstrated that flipped classroom approach is a type of student-centred approach i.e., students could actively learn information of new lessons at any time at home by using smart phones or computer devices. Those technology tools enable students to play back educational videos several times in order to understand the new information. In addition, it is possible to accelerate the educational videos to skip the parts that they are mastered in. In addition, it is possible to take notes. By implementing flipped classroom strategy, the individual differences of students can be considered, performance can be improved, boredom will decrease, and excitement and learning enjoyment will increase. After reviewing learning materials, students attend the physical environment of classroom readily to apply what they have learned before at home. The teacher starts with evaluating levels of students' understanding and revising what has been learned at home, then he/she presents the activities, and

group problem-based projects to be performed in the classroom instead of prioritizing classroom time in passive listening to the teacher's explanation. Home assignments do not exist in the flipped classroom as students administer activities that are home assignments in the classroom. This showed that blending such technologies in its nature does not achieve strategy of flipped classroom. Therefore, it is necessary to know the fundamentals or criteria on which the effective flipped classroom is built. Such criteria include: **1)** Culture of learning is centered on the student who becomes the center of teaching and learning processes. **2)** The teacher identifies the content that students will learn outside of the classroom in order to invest the time in classroom in applying what is prepared by students. **3)** The role of teacher in the flipped classroom is greater than his/her role in the traditional learning. In classroom, the teacher provides immediate feedback for students, facilitates further activities and evaluates their works.

III. LITERATURE REVIEW:

In an article "Effects of a Flipped Classroom Approach" Shereen A. Elian, University of Jordan, the author conveys the importance and impact on flipped classrooms and flipped learning's in classes. This study aimed at investigating the effect of flipped classroom strategy on the academic achievement in the subject of science among fourth grade students in Jordan. The study population consists of all fourth grade students in the Directorate of Private Education in Amman area, totaling 2134 students during the second semester of the academic year 2015-2016. The study sample consists of 44 male and female students who were chosen purposely from the study population

3.1. Impact of flipped classrooms:

This is to show the positives of flipped classroom if we implement it in the colleges of post graduate students and obstacles which are faced if this applied and executed in places which the technologies are not still improved and with the lecturers who follow the traditional type learning.

3.1.1. Positives of Flipped classroom:

Applying flipped classroom strategy achieves many benefits. These benefits include that flipped classroom: 1) guarantees for teacher making good use of classroom period; so, he/she makes use of time in guiding and helping, 2) enhance the critical thinking, self-learning, building experience and cooperation among

students, 3) provides a technique to evaluate the students' understanding because tests and short tasks that students perform are indicators of fragility and strengths in their understanding of content. Some other positives of flipped classroom that include: 1) developing the role of teacher as a lecturer to become a guide and supervisor, and developing the role of student to become a researcher participating in the teaching and learning processes, 2) helping students' self-learning according to their abilities and individual differences, 3) providing students with excited educational environment, and improving high thinking skills such as critical thinking skills. The flipped classroom is a modern technological solution for treating academic weaknesses of students and developing levels of their skills of thinking. To add that the flipped classroom strategy provides professor with enough time to converse and discuss with students in classroom instead of memorization. Additionally, through applying the model of flipped classroom the intellectual abilities of learners can grow up. By utilizing this method learners can develop their knowledge in scientific, practical and behavioural sides. This is an active practices that enable the learner to link between what is learned and his/her personal life and experiences. In such process, learner will be able to link what he/she learns with his/her intellectual behaviours, until it becomes a part of his/her personality.

3.2. Obstacles of flipped learning:

Although flipped classroom model has many advantages, mentioned some issues related to applying flipped classroom strategy. These issues include that this teaching strategy depends on using internet and technological devices at students' homes. Therefore, it is difficult for students who have not such devices to benefit from this strategy. Further, it requires a motivated teacher who has the will to follow-up students' progress. This requires providing additional working hours and effort from professors. Furthermore, professors should be professional in integrating modern technological in education. Therefore, implementing this strategy could be difficult for educators who are not qualified in using technology or communication skills. Some obstacles may face the educational and learning process while applying technology tools in the classroom. These include: **1)** the lack of devices and software used in recording and preparing lessons, **2)** the lack of professors' skills in using the technology tools skill-fully to develop teaching methods, motivation and communicating with students, **3)** the insistence of professors to follow

the traditional method in their teaching process. However, those professors can be convinced through presenting successful practices of applying technology in the classroom comparing with the traditional method.

IV. DEVELOPMENT IN PROCESS:

Due to the importance of this educational and learning strategy, the Ministry of Education in India takes into account keeping up with educational developments in various fields. It provides sufficient training for professors to use new and modern teaching methods. The training aims at helping and participating in raising the level of information delivery to students and developing their motivation to convey this easily. There is a focus on the necessity of using communication and information technology into teaching and learning processes. This focus can enable students to build required skills such as scientific thinking and critical thinking skills that allow them to be long life learners by using various teaching methods such as flipped classroom. Therefore, this research study attempts to shed the light on the effect of using the flipped classroom model on the academic achievement among postgraduate students.

V. CONCLUSION:

Thus the flipped classroom and flipped learning's will improve the technical skills, presentation skills of post graduate students in their academic studies and in their professional carrier. This also describes that how students will approach this new method and how teachers react to this approach by changing their teaching skills from traditional teaching skills into flipped learnings skills. That what are the problems which are faced by students if they are aware of modern technologies and they are out of stations. But the Flipped learnings will be helpful in postgraduate students in their carrier. This shows some knowledge to some institutions to improve their traditional teaching skills into modern flipped learning teaching skills. If this skill implemented, educational system of the schools and colleges will be improved and the learnings of the students will be improved according to the new technology.



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Email id: ijaem.paper@gmail.com