

USE OF FLIPPED CLASSROOM: A REVIEW OF STUDENT ENGAGEMENT IN ONLINE TEACHING

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The Pandemic of 2020 came with a lot of surprises that affected almost every sector of our society. This pandemic creates chaos which disturbs every individual in the world. After the announcement of the Lockdown, the situation became pathetic, since most of the educational institutions were shut down for an uncertain period. As a result of lockdown, all the physical activities in educational institutions were suspended. There was a need for an emergency response to resolve academic activities. Suddenly every stakeholder of the Educational system was in search of a solution to restart education. In the period of crisis, many EdTech companies have stepped forward to help educators to reach students in virtual ways. Somehow schools, colleges, and other educational institutions encouraged all the stakeholders of education to practice it in ICT-based blended learning.

After the outbreak of Covid-19, most of the educational institutions were shut down for several months and suddenly every teacher and student needed a platform where we could start virtual education. As per the need of the time, we also started online teaching in our college. Our college is situated in the rural area and from the first day of e-learning, we faced many challenges. Very few teachers and students were trained to use ICT tools. So, the traditional set-up of a classroom needs to be deconstructed and redesigned to cope up with the needs of the present day.

Then, we all the teachers started searching for a new methodology of teaching which would be helpful for online teaching. Before lockdown, Educational Technologies and ICT became hot topics in seminars and conferences. In reality, nobody takes it seriously because actual teaching was going on in the classrooms before worldwide lockdown, but afterward online teaching became the only option in the teaching-learning process. In online teaching students could not clear the ideas and miss some basics while learning. So, after reading many teaching methods we decided to use Blended Learning and flipped classroom methodology. In this research paper, an attempt has been made to analyze the flipped and blended teaching methods in online teaching. The paper also discusses how students could effectively involve in flipped classroom teaching in online classroom teaching.

Before the discussion of our experiences of online teaching and blended learning it is important to know the concept of Blended Learning and Flipped Classroom.

Blended learning:-

Blended learning is a combination of traditional and digital learning techniques we can say it is a combination of online and face-to-face interaction also. It helps us broaden our

concept of confined classroom teaching. Such methods are helpful to maximize learning for all students. The basic concept of blended learning is to involve the student in the learning process with experience. Blended learning enables the student to attend knowledge that helps them digest slowly and apply the concept more feasibly wherever and whenever needed. Blended learning focuses on learning aspects, which is possible when the online and traditional methods complement each other.

Flipped learning:-

Now a day's flipped learning is getting popular globally in higher education. The Flipped Classroom was developed by Jon Bergmann and Aaron Sams.

Flipped learning 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 homes and work on live problem-solving during class time. In simple words, in the flipped learning students do their homework in the live class and learn and understand the concept at home by watching prescribed videos or PPT. "Flipped learning is a pedagogical approach in which direct instructions moves from the group learning space to the individual learning space, and the result group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply the concept and engage creativity creatively in the subject matter" (flipped learning network)

There are four pillars of flipped learning according to Bauer- Ramazani.

1. Flexible environment- flip learning gives more liberty to students where a student can choose when and where they can learn. Additionally, teachers who flip their class are flexible in their expectations of student timeline for learning and assignments of the student.
2. Learning culture- according to Honeycutt and Garrett (2014), "the true essence of the flip is really to focus on the student". The teacher needs to consider the type of learners present in the classroom and their socio-economic status, personalities, cognitive abilities, and language proficiency, as well as facilities available in/ outside the classroom in choosing an instructional methodology.
3. Intentional Content- here teacher must be confident and must be aware of which material should be given to students for the study and what materials students should handle on their own. Teachers use intentional content to maximize classroom time to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.
4. Professional educator- Teacher should know the teaching material and their students to develop a plan to move learner's forward, scaffold activities and facilitate rather than control learning. Thus, they must be confident planners, managers, guides, facilitators, mentors, coaches, teachers, problem solvers, researchers and practitioners. (Bauer-Ramazani Jan, 20, 2018)
 - a. Although, both the learning strategies are different they are two sides of one coin. Blended learning is a combination of traditional and online material for effective

learning. At the same time, blended learning makes clear that there is no substitute for face-to-face teaching. It only adds support to the teaching-learning process. On the other hand, its application is visible in a flipped classroom. So flipped learning is in a way a part of blended learning where the classroom time is repurposed for the acquisition of skills and competence.

Use of flipped classroom in online teaching:-

When we had started online teaching there was only one-way interaction. Students in the classroom were silent and it seems only a teacher-centered classroom. Students were used to with traditional method of teaching they came with the attitude of 'teach me'. As a result, online teaching became useless and found tedious for teachers and students. After observation of a week, we decided to involve students in Blended and Flipped Learning.

At the initial stage, we had organized few orientation classes for students to understand the concept of Blended and Flipped Learning. Significantly, the modern generation is very much acquainted with all the e-gadgets. Students can access any information or knowledge at any time. We may consider them as native in the age of information technology and we as emigrants. The new generation is more comfortable in watching videos than reading a text.

So, we slowly introduced blended learning in online teaching. Though, the concept of Blended and Flipped learning is different but we mould it as per our convenience. Before the use of Flipped classroom, we clearly explain what the expectations of teachers from students are. This will help students in understanding their online content. Then as an out-of-class activity, we as teachers or facilitators share some relevant online content in the form of YouTube videos to understand the topic from that. For example, we instructed students to watch related videos and PPT before the online teaching. When students join the online class at the beginning of the class students are instructed to solve MCQ based on videos and given PPT to check previous knowledge of the concerned topic. We observed that students were now become more familiar with the new topic and understand the key objective of the lesson.

After that, the teacher should assess that learning through online means which will help and prepare both the teacher and the student for the following in-class activity. Such a pre-class assessment will help the teacher to begin the in-class activity with the formative feedback of the given content and questions. As learning and assessment are directly related, the use of formative assessment connects the student to the teacher in the class. The teacher should use a problem-solving approach that will create scope for active learning, peer tutoring and interaction. The teacher should design some challenging activities so that the student can come to terms with that challenge and get rewarded by feeling more confident by the application of that learning. It can also be followed by a post-class activity of assigning some group projects which can practically connect them to the application of the learning.

In brief, with the online pre-class stage the in-class activities will result in clarifying concepts and problem-solving activities by sharpening the judging, analyzing and capacity

building of the students which leads to the post-class stage of self-evaluation and practical knowledge application of the content. In the words of Dr. Barbi Honeycutt, "Flip is focusing on your learners by involving them in the process." (July 2014:13)

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