FLIPPED CLASSROOM APPROACH: OPPORTUNITIES AND CHALLENGES

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ABSTRACT: There are many discussions and debates on the flipped classroom concepts in the contemporary teaching approaches. Flipped classrooms are student-centered, short tutorials and a few similar techniques that are spent for saving time. It gives massive scope for active learning through other event participation and prioritizes the learners' interest. It provides an enormous range for interactions among students, like the face-to-face discussion between the students and student teachers interventions. It also initiates the pre-prepared videos by the teachers and also by the experts in the content, keeping in mind the satisfaction of the learner. Naturally, the teachers face initial problems in preparing the content and using technology. The present paper discusses the pros and cons of the flipped classroom approach and its need of the hour. It also pays attention to throw light on the challenges and prospects while introducing it in the classroom. However, this study hopes to enhance the learner's involvement in the classroom activities.
KEYWORDS: Challenges, Education, Flipped Classrooms, Students, Teaching and Learning

INTRODUCTION:

In contemporary teaching situations, the impact of COVID-19 brought numerous variations in the process of instructional methodologies. The educational institutions and organizations try to find new avenues to find out the ways and means to come over the situation to continue the process without any interruption. Rapid development in technology helped this covid-19 pandemic situation and prevented it from getting worse in the field of education and the teaching-learning process. Improvement in the field of technology influenced the educational sector and stimulated greater imprints among the masses. Generally, in conventional classrooms, the teacher-centric approach is maintained to deliver the teaching schedule as per the curriculum. The teacher used to follow the class time by assigning some class work during a teaching in the classroom and gives homework to complete after the class.

In the flipped classroom, the teacher takes the class through a pre-recorded video and engages the class with certain real-life situational activities. Such activities attract the attention of the learner and enhance the interactive learning atmosphere. Ozdamli, F. & Asiksoy, G. (2016, p. 103) quoted in (Fulton, 2012) regarding the learning outcome of the flipped classroom as, "The advantages that Fulton (2012) expressed are; students can access lecture videos whenever and wherever they want, and it provides students to learn at their own speed".

In his research paper, Fuat Serkan Say (2020, p. 607) mentions the pioneers who coined the word in the field of the flipped classroom, which is worth mentioning here.

In the year 2006, chemistry teachers Bergman and Sams from Woodland Park High School in Colorado, United States of America, coined the word "flipped classroom."

Many institutions, colleges, companies, and non-profit organizations around the world have now recognized the method of flipping the classroom. In this method of flipping the class, both the traditional techniques and the homework are also reversed. The essential requirements in flipping the classroom are:

- ❖ Healthy environment
- ❖ A change in learning culture
- ❖ Planned content
- ❖ Skilled educators

Zamzami Zainuddin and Siti Hajar Halili (2016, P. 315) quoted in (Sams& Bergmann, 2012) regarding the concept of the flipped classroom,

> *A flipped classroom is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance.*

Flipped classroom promotes the following insights in the field of the learning process:

a. An idea for the learning community to gain experience in advance before the beginning of the class.
b. It aids in kindling reassurance in the field of education.
c. It enhances the method to evaluate the students' cognitive ability
d. HOT (Higher Order Thinking) throwing focus on creation and application, including peer learning.

ACTIVE LEARNING THROUGH FLIPPED CLASSROOM:

A Student-centric Approach which flips the conventional classroom method into an interactive teaching method using technology into web-based classrooms constructs instructional foundations from teacher-centric to learner-centric. In this regard, Christopher Nwosisi and et al. (2016, p. 348) opine as,

> *The philosophy behind the flip is that teachers can spend time working with students who need their help in the classroom. Students can work together to solve problems rather than sitting home alone with work they might not understand without anybody to ask for help.*

The flipped classroom approach cultivates active learning to improve the efficiency and authenticity of the teaching and learning process. The recent development in technology has enhanced the power of the relationship between teachers and students. It stimulates the learning environment towards fin-filled active learning. It also promotes collaborative learning with their peers and enriches their ability to use technological development in education. Further, in the flipped classroom, technology endorses the principles of healthy learning wherein the students can acquire the qualities of helping, monitoring, role-taking, problem-solving, etc. Technology becomes handy for the teachers in creating exhilarating

materials towards a healthy learning atmosphere. Teachers can make use of countless online sources for enriching the teaching-learning process with the help of technology.

NEED OF THE STUDY:

The usage of increasing technology and the impact of globalization made revolutionary changes in the educational system to deliver the content and prepare the wards for the challenges of better prospects. The current educational scenario applies technology tremendously in the process of effective teaching and learning. Flipped classroom along with technology helps the teaching community to achieve or experience an effective teaching atmosphere. Jeremy F. Strayer (2012, p. 171) puts forth his opinion on the concept of the flipped classroom is worth mentioning here,

> *Recent technological developments have given rise to blended learning classrooms. An inverted (or flipped) classroom is a specific type of blended learning design that uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts.*

The implementation of flipped classroom techniques enables learning both inside and outside the classroom atmosphere, promoting responsibility among the students' community for their progress. The previous studies on flipped classrooms disclose that the flipped class can minimize the time of the teacher, class, and learner. It also improves the higher-order thinking of the learner by upholding group activities, time sense, and problem-solving skills. It also makes use of technology to increase student-teacher interaction. However, the practice of flipped classrooms is practically limited in the Indian context as there are large classrooms, and the usage of technology is also significantly less. Moreover, the initiation of the flipped classroom is also very weak in the Indian context because of many reasons.

Though the pedagogy in the prestigious educational institutions in most places in India continues their traditional teaching style, its employees also follow the teacher-centric approach. They generally give priority to the theories, remembering, and rewriting. Such an approach may improve language skills among the learners and keep them away from essential creative and innovative techniques. The motivation of using web technology in the contemporary teaching environment emerged as a critical teaching approach. Thus, it has become a big challenging task for the teachers and the learners in developing countries like in using technology in every corner of life. Under these circumstances, flipped classroom integrated new teaching methods addressed to change the conventional pattern of classroom instruction and makes the learners face the challenges of their bright careers.

THE VALIDITY OF FLIPPED CLASSROOMS:

The technical born Flipped Classroom approach varies significantly in classroom teaching methodology and in backing up the instructive system. Despite many differences, flipped classrooms appear reliably positive and highly motivated the learners to perform better by using technical advancement. It has also been discovered that flipped classrooms are relatively small, assisting slow learners by providing instructional videos prior to or even after the class. The researchers make two essential propositions:

An innovative strategy in the process of knowing the levels of understanding

An insightful initiative approach for pre-preparation

It is also assessed that these two are highly helpful in integrating summative assessment and Continuous Comprehensive Evaluation through a flipped classroom. In brief, teachers are with various reasons to decide to initiate a flipped classroom as a part of their curriculum.

POSITIVE APPROACHES FOR FLIPPED CLASSROOMS:

Ozdamli, F. and Asiksoy, G. (2016, p. 103) express their opinion on the advantages of following flipped classroom approach as, "There are many advantages of flipped classroom approach. The most important one is it increases the interactive period within the class". The flipped classroom — a student-centric approach— increases the quality of time spent in the school. It results in an end number of progressive results. The students can experience a more profound knowledge of understanding the concepts and ideas when they get support from their facilitator during the need of the hour. By implementing flipped classroom techniques, the teacher can effectively connect to the students inside and outside the classroom situation. Many educationalists stress the need for implementing active learning methodologies in the teaching-learning process. Flipped classroom model seems to fit seemingly for implementing the dynamic learning process.

By following the Flipped Classroom, the students can;

1. Think critically and ask the questions because they are already provided with content video. They are pre-prepared for the class. They are also suggested immediately soon after the class about the lapses and strengths. So it can be concluded that Flipped classroom approach helps in increasing teacher-student and student-student interaction.

2. Bridge a platform to practice the content, work, and improve their skill. Freedom is given to the students to think from conventional patterns to contemporary patterns through technology. They can watch the content at any time as the teacher provides it. The thus Flipped classroom allows the learner to pause and rewind their teachers.

3. Allows the teacher to know their student better and create real differentiation. Flipping also helps in changing the way a teacher talks to a student.

4. Provides an opportunity to create their propositions, improves the continuous assistance for skill development as lifelong learners. Thus they learn the language of the current educational atmosphere.

5. Increases team-building skills and time sense for solving problems. They are at liberty to ask questions, to seek explanation on what they listen through the video. Thus the learning through flipped classroom improves skills in solving conflicts, managing the teams, and collaborating with similar ideas.

6. Changes the classroom management and the way the students interact with the teacher.

7. By flipping the class, teachers can better understand the students in terms of knowledge, understanding, leadership quality, sharing ideas, etc.

8. The flipped classroom also increases the interactive cognitive ability of the students.

9. Flipped classroom techniques reverse the traditional classroom methodology or the teaching model wherein it enhances the students' understanding by enhancing their focussing power.
10. Flipped classroom atmosphere enhances the increased interactive space between the teacher and the students.

CHALLENGES IN FLIPPED CLASSROOM APPROACH:

In this context, it is worth referring to Betul Aydın and Veysel Demirer (2016, p. 34), who have quoted in (Thoms 2012) who stated many of the problems that teachers usually encounter in implementing flipped classroom model,

Teachers may be sceptical that their students are watching the videos, and they may believe that contact during individual learning processes is insufficient. Furthermore, students who arrive at school without having watched the course material while others participate in in-class activities, as well as students' varying speed levels, can be a source of frustration for teachers. Those who finish first may become bored, while those who finish later may become irritated. Aside from that, teachers may be concerned about whether students gained additional knowledge during the video sessions due to insufficient input.

Being a new educational methodology, it may not be easy to apply it for the first time, and everybody may not find it easy to use it in their classroom situation. It becomes a challenging task for the novices to implement effectively. This seems to be a first and significant hurdle in experiencing the technique of flipped classrooms.

The significant challenges in implementing Flipped classrooms are :

1. It may not suit the traditional pattern of teaching and deviates from the cultural and linguistic atmosphere. It can be overcome naturally as the learner comes close to the explanations given on the board.
2. The classroom needs knowledge of technology. This approach requires personal competence and sufficient technical knowledge.
3. The course design, course units, and students' attributes are considered par with the stakeholders. The organizations play a critical role in the plan because the graduates play a central role in their business and communication.
4. Though it is an active learning process, all the students are not engaged, and they do not attend class with pre-preparedness. The major drawback is students who attend classes without preparation may fail to understand the content delivery and drop in the struggle. So the teacher should inspire flipped classroom learners to be in advance.
5. There is a wrong notion that the flipped classroom is a kind of homework for the learners, and it is an extra workload. But the objective of the flipped class is to assign fewer tasks and encourage thinking creatively. Mere uploading the lessons on the website is not enough; an initiation must be taken for preparedness to the learners before attending the flipped classroom.
6. One may create a flipped classroom through the assistance of a website, but it required sufficient knowledge on handling the class, spent the time to develop correctly, and at last to create the content before starting the class.

7. In the flipped classroom, all the topics of the units may not be covered during the period of exams.

8. When considering the preparation for the classrooms, teachers need to look for extra materials for effective implementation effectively. Unfamiliarity becomes an impediment to locating compelling and exciting materials for handling classroom situations.

Through this study, the researcher wants to say that the teacher spent time preparing the content and uploading it to the website. It makes the efficiency of the teacher not only in the development of the content but also in proper using technology. Sometimes, the students may be reluctant to pay attention and fail to maintain decency and decorum while the classwork is going on. The study suggests that the students need training for attending the class to promote flipped classrooms, and at the same time, the teachers are also trained in using technology. When the researcher surveyed an initiated flipped classroom, most experienced teachers opine that the present prevailing situation may encourage such an approach. Still, it may not be possible at all times.

The students learning qualities and abilities may improve when the teachers adopt flipped classroom approach based on a theoretical point of view. The application of CCE during the flipped class may have its result. These facets appear to strengthen the flipped classroom approach, which succeeds in achieving the learning outcomes appropriately. To conclude the argument, the following challenges are observed;

Students' perspicacity and contentment play a significant role in the journey of assessment regarding the concept of the flipped classroom.

It may also stimulate the assessment factor in terms of courses and the teaching pattern on the whole.

This factor seems to alarm the teaching community, and it acts as a hurdle in implementing or stepping into the adaptation of this new methodology. Though the flipped classroom shows a tremendously positive outlook, the challenges mentioned above prevent the teaching community from transforming this method.

Despite the potential benefits for student learning, this issue has the potential to discourage academics from adopting a flipped-classroom approach.

CONCLUSION:

The present study concludes that a teacher should contemplate assimilating a hypothetical viewpoint into their flipped-classroom approach to improve student engagement. Teachers should design content based on the assessment criteria and flip the evaluation process to reach the outcomes expected. However, because of the originality of the learner-centered approach, the students may be unwilling to the flipped classroom as they are given in the class many tasks to complete. It may impact the weakness of the course content developed through a lot of hard work. The literature review suggests that the participation of the students in the flipped class is more active and dynamic because of the pre content delivery through technology. Supporters of the flipped classroom model claim that the success of the model is due to its fundamentals in active learning pedagogy.

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