

The flipped Classrooms: Effects on student performance across disciplines and education levels

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ABSTRACT

The Flipped Classroom design has arguably revolutionized teaching across the globe. In this article the author has learned about the Flipped Classroom and its impacts on understudy execution, comparative with customary showing models, across orders and instruction level. To learn whenever Flipped showing improved understudy execution, scores from the tests and tests of a completely flipped study hall with recovery practices are concentrated with those semesters of customary talk based educating. Supplanting of instructive talk with substitute understudy focused exercises is a progressing venture in advanced education that has been remunerated with sped up understudy learning. One worldview, nonetheless, is that some other instructing techniques present restrictions in satisfactory substance inclusion. Flipped instructing (FT) is one type of dynamic discovering that offers an answer for the worry of sufficient substance inclusion since it shifts address out of the homeroom as doled out schoolwork, and class time is spent executing and preparing the substance. Despite the fact that FT has been polished by instructors, the expression "flipped" was not instituted up to this point. Proof recommends that this strategy is especially valuable for showing troublesome ideas that require huge chance to decipher and dominate.

Keywords: Higher education, Flipped classroom, Educational outcomes, Face to face teaching, Engagement.

INTRODUCTION

Over the past decades higher education principles have accentuated the likely estimation of understudy focused learning conditions in which understudies are effectively occupied with higher-request assignments and assuming responsibility for their own learning. Understudy focused learning conditions require applying more dynamic learning procedures to classroom teaching that, for instance, include understudy introductions, little gathering critical thinking, self and friend assessment, and gathering conversations. However establishing such conditions stays a test. Educators are not really set up to apply new instructional methods or to help the extended jobs and obligations related with understudy focused learning.

This is confirmed by difficulties experienced in planning and supporting understudy focused learning. For instance, instructors frequently experience issues dealing with their limited classroom time and predetermined number of face-to-face classroom gatherings to accomplish a compelling harmony among talks and dynamic learning methodologies. Instructors who are executing understudy focused taking in would profit by a bunch of teaching methodologies and tools to facilitate the pressure among these exercises.

Flipped classroom models have endeavored to address these difficulties by assigning more class time for dynamic learning draws near and by utilizing openness to trend setting innovations to help a mixed learning approach. A commonplace flipped classroom approach gives understudies admittance to online video addresses preceding in-class meetings with the goal that understudies are set up to partake in more intelligent and higher-request exercises, for example, critical thinking, conversations, and discussions.

Studies have shown that understudies are more arranged and drawn in while in a FT classroom setting than in a conventional classroom. It isn't astonishing that FT is being adjusted by numerous educators, maybe because of two key reasons: it replaces the inactive instructional teaching and furthermore permits understudies self-guided readiness. Day and Foley (6) thought about understudy execution between a FT and an unflipped (UF) class over a whole semester.

Evaluations from the FT class were higher than from the conventional talk class, and the understudies from the FT class detailed progressively solid inspirational mentalities about the FT approach. In spite of the fact that there is solid proof on the side of FT in the spot of educational customary talk, there are contradictory discoveries. Blair et al. (1) detailed a critical drop in most elevated accomplishment with FT contrasted and a customary talk (UF) approach. One more investigation tracked down no huge distinction in scholarly execution between understudies in the FT versus UF. Analysts in this investigation clarified that an absence of preclass readiness responsibility for a troublesome topic gave off an impression of being the reason for such terrible showing with FT.

TECHNOLOGIES USED IN THE FLIPPED CLASSROOM

The articles in this scoping review, which enveloped a wide scope of controls both undergrad, post-graduate and work power; including STEM disciplines (for example science, innovation, designing, and math) humanities, law and financial matters and in the emergency clinic setting, propose the real idea of offloading content and connecting with understudies in the F2F class exercises is a higher priority than the particular assets utilized for flipping. For instance, the checking survey traces that a wide cluster of techniques can be utilized for pre-class planning, which understudies can embrace their learning in an intelligent and self-guided way.

Pre-class asynchronous exercises

Countless articles focussed on the sorts of assets used in differing disciplines for pre-class flipped classroom planning. These assets included; pre-recorded talks as webcasts/vodcasts, screen projects, clarified notes and caught recordings. Extra assets noted were the utilization of prereadings, automated tutoring frameworks and study guides intelligent recordings from an online repository for example the Khan Academy set-up of assets, case-based introductions and reproductions.

Face to face synchronous exercises

Exercises used inside F2F flipped class included; case-based introductions, group based conversations, board conversations, master drove conversations, pretends and understudy introductions, conversations and discussions. A significant number of these exercises used cell phone applications, tablets, think pair-and-offer exercises and clicker inquiries to empower continuous developmental evaluations (individual or combined tests of understudy learning), with the goal of giving prompt input concerning misguided judgments or holes in understudies' information engaging understudies to arrive at higher degrees of Blooms scientific classification. This was commended by miniature talks to help information holes. One examination used summative evaluation as an impetus to urge understudies to go to class.

Time, Cost and Staffing Required Flipping a Class

Articles in the checking audit recognize that lead on schedule for staff was extraordinary. Planning and carrying out off-stacked substance like improvement of talks, readings and test banks requires smart arranging and preparatory work. For instance there is a need to revamp existing assets as well as grow new assets especially pre-recorded talks. There is an expense and time to build up a library of recordings over the long run until the "best" recordings arise which would really at that time limit time, as then choice of center substance would have withstood the trial of logical approval. Some foundation assets were autonomously financed (6).

There is a power and exertion needed to build up the intuitive materials. Some higher education (HE) establishments are creating support staff (counting expert educational designers), who will go into the classroom and help staff plan meetings and assisting them with figuring out how to utilize various types of teaching techniques. Also, a few foundations are building up an innovative group to help instructors in the advancement of their electronic auxiliary materials. For certain investigations the lead in time was short initiating toward the start of the course, contingent upon whether this was an introductory or establishment course with enormous talk substance to be introduced as webcasts. In any case, the more prominent greater part recognized arise which would really at that time limit time, as then determination of center substance would have withstood the trial of logical approval . Some establishment assets were autonomously subsidized.

There is a power and exertion needed to build up the intelligent materials. Some higher education (HE) organizations are creating support staff (counting expert educational designers), who will go into the classroom and help staff plan meetings and assisting them with figuring out how to utilize various types of teaching techniques. Furthermore, a few foundations are building up an innovative group to help instructors in the advancement of their electronic subordinate materials. For certain investigations the lead in time was short initiating toward the start of the course contingent upon whether this was an introductory or establishment course with huge talk substance to be introduced as digital broadcasts. Be that as it may, the more noteworthy greater part recognized.

Indirect and direct educational outcomes from a flipped classroom

Most of articles assessed understudy outcomes by contrasting a current course educated in a conventional way with a course imbedding a flipped class. Countless articles, utilizing overviews with Likert scale and free content reactions, detailed an expanded understudy fulfillment with the flipped approach and the dynamic learning strategies utilized. Additionally the flipped approach showed expanded scholastic execution as estimated by improved assessment results or potentially generally speaking improvement in pre-test to post-test scores, and additionally course reviews contrasted and historical controls just as expanded participation from 30 to 80% when the flipped classroom model was utilized .

Subjective input from understudy course assessments recommended improved freedoms for creating relational abilities, inclinations for working in groups in the flipped model and expanded educator consolation of dynamic understudy engagement and learning contrasted and a conventional class. Anyway similar investigations, regardless of an improvement in understudy grades, discovered that understudies were very negative towards the presentation of flipped class.

In spite of affirmation of these positive flipped classroom ascribes, not very many articles utilized a hearty logical way to deal with assess educational outcomes as it identifies with improved understudy adapting especially of higher request thinking intellectual abilities, for example, improved critical thinking, request and basic or inventive reasoning. In any case, as brought up in Gilboy, Heinerichs, and Pazzaglia (in press), referring to Goodwin and Miller (2013) 'the shortfall of proof doesn't mean there is proof of nonattendance.

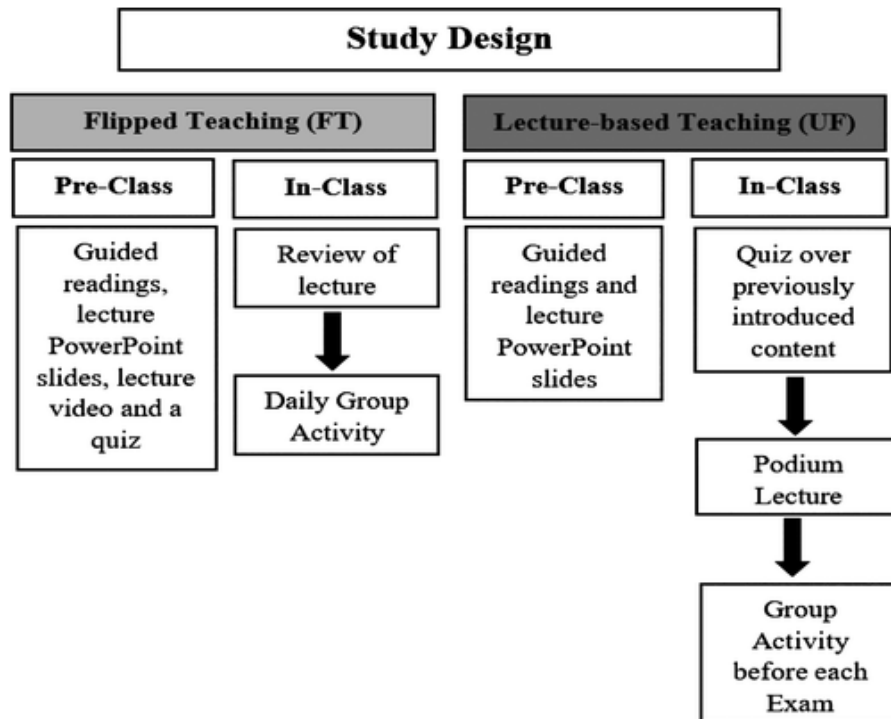


Fig. 1. Study design of flipped and unflipped teaching methods.

IMPACTS OF THE FLIPPED CLASSROOM ON STUDENT'S PERFORMANCE

In recent studies, the effects of the FC Model on understudy execution, engagement, learning outcomes, and inspiration have been explored. Studies have shown that the FC approach improves understudy's learning execution, produces upgraded learning outcomes and builds understudy inspiration.

Albeit the majority of the exploration recommends that the FC Model emphatically impacts understudies' learning, there are additionally considers which have not uncovered expected beneficial outcomes. For instance, Smallhorn (2017) didn't track down a perceptible expansion in understudies' scholastic accomplishment. In another examination directed by Kim et al. (2014), they expressed that there was no proof that the FC Model added to expanded understudy grades. Likewise, in an investigation by Sun and Wu (2016), the utilization of the FC Model didn't affect educator understudies cooperation and learning fulfillment.

Flipped Classroom and Students' Academic Achievement

As of late, a few examination contemplates have zeroed in on the effects of FC learning conditions on understudies' scholastic accomplishments, one of which was directed by Zengin (2017). In this investigation, the learning climate was planned utilizing the FC Model close by Khan Academy and free open source programming. The point of this exploration was to examine the effect of the FC Model on understudies' scholarly accomplishment and uncover their suppositions about this model. The members of the examination remembered 28 understudies for the Mathematics Teaching Program at a state college in Turkey, and the consequences of the investigation uncovered that the FC learning climate, planned utilizing both Khan Academy and math programming, multiplied the understudies' scholastic achievement. Besides, it was discovered that this learning approach worked with understudy learning, empowered perception in math teaching, and added to lasting learning.

In their blended strategies examination, Zhonggen and Wang (2016) researched the viability of the FC Model on English composing courses. The information of the examination were gathered through a size of fulfillment, a Business English composing test, and an organized meeting. As pre-and post-tests, they managed the size of fulfillment and a Business English composing test. The discoveries showed that individuals from the exploratory gathering, who were encouraged utilizing the FC Model, scored higher on the previously mentioned scales than the benchmark group individuals, who were educated in a conventional learning climate.

To delineate the adequacy of the FC Model, Janotha (2016) analyzed to what degree FC teaching influenced the scholastic accomplishment of nursing understudies. The members in the exploratory showed box FC Model and control bunches instructed through conventional instructional method were managed a public state administered test and Council of Health Education System tests (Janotha, 2016). The grades of the exploratory gathering acquired from the public state administered test were contrasted with those of the benchmark group, and it was seen that the understudies in the test bunch accomplished higher scholarly execution than the understudies in the benchmark group.

FC learning conditions can likewise add to instructors' pre-administration learning, abilities, and full of feeling improvement, explicitly by making a significant and real setting for learning. Graziano (2017), for example, led an investigation to reveal the advantages of the FC Model for pre-administration instructors, its effects on understudies' prosperity, and the troubles of the model. It was seen that students were more gainful and energetic to take an interest in flipped exercises.

Right off the bat, this examination is huge as significant writing uncovers that despite the fact that there is an increment in investigations identified with the FC model all through the world, there are a set number of studies done in Turkey. Also, this examination is huge in light of the fact that to the best of the analyst's information, it is the primary trial learn about the effect of FC Model on understudies' scholarly presentation. Along these lines, it is accepted that it will add to a superior comprehension of the model and its consequences for teaching and learning. Besides, the discoveries of this specific examination can add to create FC Model-situated courses in educational settings.

Albeit this model delivers to the necessities and needs of understudies in the 21st century and offers contemporary answers for flow instructive issues, it is key that more inside and out research be done to examine the adequacy of the FC Model. Notwithstanding the way that numerous investigations have been directed on FC learning conditions, there isn't adequate number of subjective and quantitative examinations in regards to the effects of this new field of study on the understudies' scholastic accomplishments, teaching cycles, and learning measure.

CONCLUSION

It is getting clear that despite the fact that colleges and work places see efficiencies in the flipped classroom during a period of expanding cost-cutting measures, scholastics additionally consider this to be a chance for educational plan reestablishment and building up a more understudy focused methodology.

The flipped model can possibly empower instructors to develop basic and free idea in their understudies, fabricating the limit with regards to deep rooted learning and consequently getting ready future alumni for their working environment settings. In any case, there is a risk that educators recharging their educational plan may not completely comprehend the teaching method of how to adequately make an interpretation of the flipped class into training. In view of this perusing survey, there has all the earmarks of being some misconception of the key components important for effective flipping and the connection between the pre and F2F meetings. It is apparent that there is no single model for the flipped classroom to date however center highlights of the flipped learning approach include: content ahead of time (by and large the pre-recorded talk), educator attention to understudies understanding, and higher request picking up during class time. Outcomes

of executing a fruitful flipped class approach ought to consider successful understudy discovering that works with basic reasoning, and significantly improves understudy engagement, both inside and outside the class.

It is momentous that the understudies' monitoring and assessment through this methodology should not just comprise on discovering what the understudies know, but instead recognize how they can do their insight. All in all, two cases are proposed which may be significant for future examinations, given the potential outcomes of a move in strategy and its effect on the teaching-learning of college understudies. From one perspective, it is critical to concentrate top to bottom the factors that impact understudies' exhibition, just as close to home, social and institutional conditions.

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