



Yıl: 6, Sayı: 20, Haziran 2019, s. 92-96

INESJOURNAL

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ
THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

Fahritdin ŞANAL¹

WHAT IS FLIPPED LEARNING?

Abstract

As a result of the improvements in the technology used in the classrooms, there has been a new method called "Flipped Learning". In this method, teachers record the lesson whenever and wherever they want. Students are free to watch it before they come to the classroom. In the classroom they are ready to share the learning responsibility with their teachers and friends. The teacher is there to facilitate this procedure and reflect on the learning process.

Key words: flipped learning, foreign language teaching, language teaching methods

INTRODUCTION

Any of our habits change throughout our lives. Sometimes it is because of discovering new things from the location. As a result of the observations we have gained, this procedure is natural. Technology in this change requires the speed for developing. All these changes affect our learning habits, too. We cannot meet the demands and needs of the new generation with traditional methods as they are intertwined with technology. Keeping up with the developing technology, we can meet their learning and teaching needs more easily. As Durak Üğüten and Balcı stated (2017;p.2)

However, with the advent of new technology and new approaches, there has been a need for a new trend and change in the field of second/foreign language teaching and learning. The main focus has become the learners and providing them a relaxed, motivating and enjoyable learning atmosphere

Continuously developing technology, educational environments, methods and tools make educators find new ways to help the learners with different options. "Flipped Learning" is one of these solutions which makes everything turned upside down. In traditional teaching methods, teachers are the information givers. However, in flipped classrooms, learners are the teachers' priority and ready to share their responsibilities (Durak Üğüten, 2015).

FLIPPED LEARNING

Flipped learning has been the subject of debate over recent years. Some researchers support this idea while the others insist on the disadvantages of this learning type. So, what is flipped learning? In explaining the basic assumptions about this subject, Harvard University Physics Professor Eric Mazur (in Kardaş and Yeşilyaprak, 2015) should not be ignored as he indicated

¹ Asst. Prof. Dr., Necmettin Erbakan University, Faculty of Education, Department of English Language Teaching, fhsanal@gmail.com

What is flipped learning?

two steps to learning in the idea of the definition which is insightful: the first of these steps is the transfer of knowledge (from the source of information through academics, teachers or different sources) and the second one is to student's assimilating the knowledge. It's relatively easy in the traditional education system to transfer the knowledge to the student in the classroom by teacher or academician. The process of absorbing this knowledge is more difficult and students are left alone with homework and projects after class. However, in flipped learning process, the transfer of knowledge to the student is also done with the help of lecture videos prepared by academicians. The real need of the student to absorb the new information and infer or transfer this information is done during the course, in the classroom with teachers and friends.

Başal (2015:p. 1) indicated that in flipped learning or a flipped classroom, students watch instructional videos outside the classroom and do assignments or engage in activities inside the classroom. Language teachers are one group of ducators exploring the flipped classroom. In foreign language classes, such an approach may offer great benefits for both the teachers and students since classroom time can be applied to more interactive tasks.

According to Sams & Bergmann (2012), flipped classroom is also known as a student-centred approach to learning. The students are not passive, instead they are more active than the teacher in the classroom activity. In this case, the role of the teacher changes from being a direct information giver to facilitator.

Wiley and Gardner (in Ahmed 2016) stated that flipped learning is a mode of blended learning that involves any employment of technology to influence the learning in a classroom, so a teacher can have more time to interact with students instead of lecturing, thus there is an opportunity to provide more personal feedback and assistance to students, and in addition to receive feedback from their peers about the activities that they are performing and what they don't yet understand. Another definition comes from Karlsson and Janson (2016). They talked about the basic idea in flipped classroom teaching as to reverse the traditional order of instruction where lectures precede student activities: students are instead given homework as preparation for class, and classroom time is then spent on active learning under the guidance of the teacher (p.1).

The study of flipped classrooms was based on the theory of Bloom's revised taxonomy of cognitive domain. This taxonomy provides six levels of learning. The explanation is arranged from the lowest level to the highest level (in Zainuddin & Halili, 2016: p. 2):

1. Remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.
2. Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned.
3. Applying: the students practice what they have learned or apply knowledge to the actual situation.
4. Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking.

5. Evaluating: assessment or established peer-review knowledge, judge in relational terms; in this stage, students are evaluating the whole learning concepts and they could evaluate or make judgment on how far they successfully learned.
6. Creating: the students are able to design, construct and produce something new from what they have learned (Bloom, 1969).

They also illustrated the level of students' learning in the flipped learning according to Bloom's revised taxonomy as follows (2016; p.2):

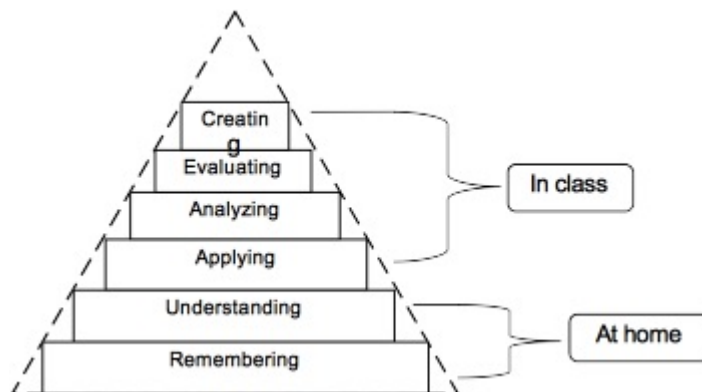


Figure 1. Bloom's revised taxonomy in the flipped classroom

They compared traditional classroom and flipped classroom in the following table. As shown in Table 1, if the students spend more time with the flipped learning, they spend more time supporting higher-level learning tasks such as a group discussion, while lower-level tasks such as knowledge and comprehension are completed independently outside the class (p.2).

That is, as students learn the topics at home and spend more time in the classroom by doing more exercises with their teachers and friends, they have the ability to understand, analyze and evaluate the process. They can do activities like group discussion and peer-evaluation.

Table 1. Comparison Between Traditional Classroom and Flipped Classroom in Achieving Higher Order Thinking of Bloom's Taxonomy

Level of learning	Traditional classroom tools	Flipped classroom tools
Remembering	Face-to-face lecture	Pre-recorded lecture, reading material, and watching video lectures independently
Understanding	Question and Answer	Reflection, peer-to-peer discussion and collaboration
Analyzing	Homework	Classroom activities such as a group discussion
Applying, Evaluating, Creating	Homework or nothing	Student projects, presentations, peer-evaluation and instructor-evaluation.

FOUR PILLARS OF FLIPPED LEARNING

Flipped learning has four pillars: flexible environment, learning culture, intentional content and professional educators.

What is flipped learning?

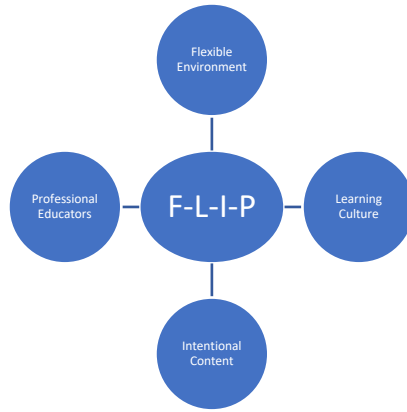


Figure II. The Four Pillars of Flipped Learning

1. Flexible Environment

Having a flexible environment, both the teachers and the students feel free themselves. Teachers are not in a hurry to record the videos. They can record wherever and whenever they want. Students are not in a rush to watch to watch the videos as they have no time and place limitation.

2. Learning Culture

In flipped learning environment, there is a shift between the roles of the teachers and the students. Students are no more passive in the classroom and teachers are not in the position of information giver. Students are actively involved in the learning process.

3. Intentional Content

The teachers have the responsibility to decide on what to teach and what the contents of the videos and extra materials are according to the needs of the students. Chang (2016: p.5) indicated that: in my flipped classroom, a variety of materials are available for students in different formats: textbook, PowerPoint slides, video clips, practice tests, and discussion forum. Students explore the basic concepts on their own before the class by reading the textbook and PowerPoint slides and watching video clips. I design individual and group tasks for students to apply the concepts in real life scenarios.

4. Professional Educator

There is a misunderstanding about the role of the teachers in a flipped classroom. It is different from a traditional one. They are in the role of being facilitators and being reflective. Students watch the videos at home and ready to discuss and do the activities in the classroom with their teachers and friends.

RESULTS

When compared to traditional teaching methods, flipped learning has an advantage as it allows active learning. Students have the responsibility for their own learning and they are in an active learning process which is superior to lecturing in the classroom. They become more autonomous as they have their own responsibilities in their learning process. Because they decide on the time of watching videos, they do the activities in the classroom which allows sharing ideas with others. To sum up, flipped learning is a good way to have autonomous and responsible learners.

REFERENCES

- Ahmed, H. O. K. (2016). "Flipped Learning As A New Educational Paradigm: An Analytical Critical Study". Retrieved on March 28, 2019 from https://www.researchgate.net/publication/312166864_Flipped_Learning_As_A_New_Educational_Paradigm_An_Analytical_Critical_Study
- Başal, A. (2012) "The use of flipped classroom in foreign language teaching," in Proceedings of the 3rd Black Sea ELT Conference Technology: A Bridge to Language Learning, November 15-17, 8-13.
- Chang, S. D. (2016). "The Marriage of Constructivism and Flipped Learning". Retrieved on March 26, 2019 from <http://files.eric.ed.gov/fulltext/ED565608.pdf>
- Durak Üğüten, S. & Balcı, Ö.(2017). BUIU.İBİL PİDDİLİ (FLIPPED LEARNING). Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi Yıl: 2017/1, Sayı:26, s.253-265
- Durak Üğüten, S. (2015). Öğrenen Özerkliği Learner Autonomy. Dıl Öğretimı, Pegem, Editor: BEKLEYEN, Nilüfer, Page number 504, ISBN: 6053182481, (Publish No: 2176284).
- Kardaş, F. & Yeşilyaprak, B. (2015). "Eğitim ve Öğretimde Güncel Bir Yaklaşım: Teknoloji Destekli Esnek Öğrenme (Flipped Learning) Modeli" Retrieved on March 27, 2019 from https://www.researchgate.net/publication/315062427_Egitim_ve_Ogretimde_Guncel_Bir_Yaklasim_Teknoloji_Destekli_Esnek_Ogrenme_Flipped_Learning_Modeli
- Karlsson, G.& Janson, S. (2016). "The flipped classroom: a model for active student learning" Retrieved on March 28, 2019 from http://www.portlandpresspublishing.com/sites/default/files/Editorial/Wenner/PPL_Wenner_Ch11.pdf
- Sams, A., & Bergmann, J. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education (ISTE).
- Zainuddin, Z. & Halili, S. H. (2016). "Flipped Classroom Research and Trends from Different Fields of Study" Retrieved on March 26, 2019 from <http://www.irrodl.org/index.php/irrodl/article/view/2274/3699>