

Significance and Drawbacks of Flipped Classroom: An Analytical Review

Hafiz Abdul Quadir

PhD Candidate, Banasthali Vidyapith, Rajasthan

Abstract—In spite of the fact that it is an instructional paradigm, the flipped classroom has appeared frequently recently. Undergraduates are given low-level 'information securing' competence in this model. Under the guidance of a teacher, such exercises that need undeniable skills such as application and critical thinking are carried out. There have been several inquiries into the model's definition, advantages and weaknesses, as well as exploratory evaluations and examples of its use. Despite this, the flipped classroom concept can be made appealing and overcome drawbacks by utilizing such assets assembling and familiarizing tools. The ongoing assessment gives data on the gadgets that can be utilized at any phase of the flipped classroom model and presents these instruments that have not set in stone to fill the holes. Beside this, the instruments chose are assessed regarding their likeness with adaptable advancements. The survey utilized the composing review method.

Index Terms—English Language Teaching, Education Technology, Effective teaching, Flipped Classroom, Teaching method.

I. INTRODUCTION

By having students' total readings at home, as well as take part in decisive reasoning during class time, a flipped classroom means to increment understudy commitment and progress. It's a type of instructing that integrates classroom works out, even ones that might have recently been viewed as homework (Ash, 2012). In a flipped classroom, understudies view addresses on the web, take an interest in internet based conversations, or direct examination at home while a coach guides them through the course of successfully catching thoughts in the classroom. Students are first introduced to new concepts outside of the classroom in a flipped classroom format, which frees up classroom time for more in-depth study of the subject matter, creating considerable learning opportunities. It is possible for "content conveyance" in a flipped classroom to be accomplished by a

variety of means, including videos created by the teacher or others, as well as online group discussions, automated exams, and text readings (Fassbinder, 2014).

Because of the changing needs of people in the 21st century, traditional learning has become a waste of time and money. People's educational needs have nearly necessitated the incorporation of innovation into educational frameworks. One of these approaches, the flipped classroom, has been developed as new strategies have been expected to meet the needs of kids who demand more in their life (Gülbahar, 2009). Students are responsible for learning lower-level skills, such as reading and writing, while the instructor is responsible for teaching them higher-level skills, such as critical thinking and practice.

II. THE CURRENT STUDY

According to the literature, the flipped classroom concept has some drawbacks, and this study's goal is to address those drawbacks. The flipped classroom paradigm, in contrast to many other pedagogical approaches, necessitates the incorporation of newer media, particularly video. The content analysis method used in the flipped classroom research between 2010 and 2015 has discovered several tools.

A. Content analysis method: Tools used in flipped classroom model

- Source searching process: TED Talks, Khan Academy, Teacher Tube, Bright Storm.
- Content Preparation process: Camtasia Studio, PowerPoint, Screencast-O Matic, PDF Converters, Prezi, Smart Recorder, ShowMe, Educreations, GoAnimate.
- Content Sharing process: YouTube, Podcast & Vodcast, Google Docs, Blackboard, Moodle, Dropbox, Sakai, Schoology, Canvas, Edmodo, Google Hangout.

- Providing Interaction process: Quiz Applications, MyMathLab.

It includes all of the tools that were discovered to be relevant for the model. There have been recommendations for process-driven research projects.

III. IMPORTANCE OF FLIPPED CLASSROOM

Teaching is a form of art. Incorporation of technology into a teaching method is becoming increasingly popular. The educational environment of the twenty-first century encourages student-centered teaching and learning practices (Herreid, 2013). The flipped classroom is a teaching strategy that can be used.

The flipped classroom encourages students to participate in their own learning. It is important to break away from the standard pedagogical pattern in order to provide adequate learning exposure in the classroom through lecture methods and the sharing of other learning materials in the classroom at the conclusion of each lesson. Teachers used to be the master of the class, passing out instructions to a group of students in the olden days (Kharat, 2015). The flipped classroom is a method of teaching and learning that changes the focus from the group to the individual.

1. The flipped classroom gives enough exposure to students by sharing learning resources with them in advance, prior to the actual classroom teaching and learning process.
2. The flipped classroom method gives students plenty of time to prepare for the topics that will be covered in the real class.
3. The flipped classroom allows students to have enough time and space to explore and experiment, to practice and analyze, and to gain a comprehensive understanding of a given topic. Flipped classrooms assist pupils in developing higher order thinking skills and critical thinking abilities (HOTS).
4. The flipped classroom method offers better tools for students to use in order to increase their knowledge and understanding.
5. The flipped classroom gives possibilities for teachers to plan appropriate learning activities that will help students gain comprehensive knowledge and achieve the best possible learning outcomes.

IV. STUDENT PERCEPTIONS

Students might be bound to incline toward the flipped classroom approach whenever they have found opportunity to partake in this particular kind of advancing course actually. The flipped classroom, which deviates from the traditional lecture learning style, is sure to be beneficial to students who prefer a more critical thinking and hands-on approach to learning (Rivera, 2015). In the beginning, understudies may have certain reservations or anxieties about using flipped classroom, such as:

- The worry about having to "show oneself", as in, having a shortfall of suitable heading from an appointed educator, inciting more conspicuous burden on the student to focus on the substance completely to have a successful performance in the class.
- Obtaining a more noticeable proportion of insightful work in order to make up lost distance within the course as a direct result of irrelevant bearing from an instructor.
- The worry that students will have a more fundamental sense of perplexity about the topics that are being examined, which could be a contributing factor to the intense concentration on group discussion and deductive reasoning activities that a flipped classroom invigorates.

V. ADVANTAGES OF FLIPPED CLASSROOM

In a flipped classroom, students are encouraged to break away from traditional methods of learning. It brings them closer to a dynamic, one-of-a-kind learning environment where professors and students can work together productively on projects (Thoms, 2012). Flipped Classroom also benefits teachers because it allows them to switch from traditional teaching to serving as a mentor or guide.

A. Benefits for Students

- A lower rate of dissatisfaction with homework as a result of understudies having the opportunity to see or listen to lectures at home and then attend to other responsibilities.
- At the point when understudies have issues understanding another idea, they can quickly get things cleared up by responding with the designated responses.

- Sufficient time in the classroom to investigate novel ideas and topics through group work and dialogue with one's classmates.
- Students are able to more quickly and easily make up for lost ground with their peer group in terms of missed lectures.

B. Benefits for Teachers

- Because the pupils have gained sufficient familiarity with the topic by this point, the instructor is in almost no need to separate them according to anything and everything.
- When an exchange of ideas has been concluded, it will typically be recycled a few times, depending on the circumstances and requirements of the situation.
- A better opportunity for educators to determine how much time should be spent on each student for each point.
- A more direct approach was taken with the security guards, and efforts were made to improve communication between the watchmen and the instructors.

V. DISADVANTAGES OF FLIPPED CLASSROOM

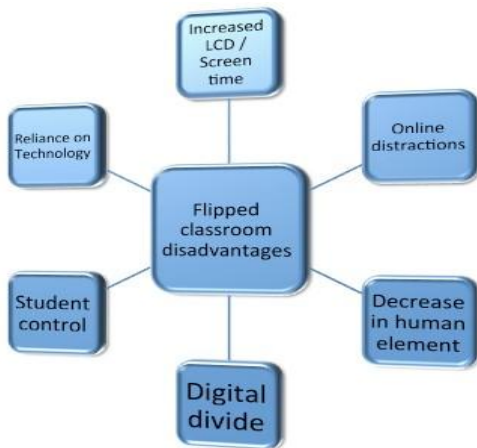


Figure 1: Disadvantages of Flipped Classroom

1. *It can make or intensify a computerized partition:* One of the most conspicuous issues is the need for understudies to approach a PC and Internet to see the talks. This is especially severe with understudies from low-pay regions who as of now have restricted admittance to assets.

2. *It depends on readiness and trust:* There is likewise the worry that since flipped classrooms are subject to

understudy cooperation, one should trust understudies to watch the talks at home (Wiginton, 2013). Sadly, it is basically impossible to ensure understudies will oblige or help out the flipped model.

3. *There is critical work toward the front:* Flipped classrooms are also thought to place an additional burden on teachers, as there are a number of components that must be carefully implemented to ensure the class succeeds.

4. *Not normally a test-prep type of realizing:* If you think this is a good or bad thing, it's important to remember that classroom teachers don't "teach to the exam." State-mandated exam scores aren't a factor in a flipped classroom's instructional style.

5. *Time before screens-rather than individuals and spots is expanded:* There are some who trust that assuming each educator begins flipping their classrooms, understudies will go through hours before a PC watching the talks (Zhonggen, 2016). One might contend that this can possibly create major issues to understudy's ways of learning, as not every person might be as skilled to learning through a PC.

VI. COMPARISON BETWEEN TRADITIONAL AND FLIPPED CLASSROOM

- Traditional element: In-class instruction (addresses) and homework (tasks) are completed outside of class time.
- Flipped classroom: Pre-class lectures (Videos), in-class assignments, and post-class evaluations all benefit from the usage of software and online test devices.

	Traditional classroom	flipped classroom
Teachers' role	Transmitting knowledge, mainly lecturing	Coach, mentor, facilitator
Learner	Passive listener and receiver	Active participant
Instructional mode	Training lectures + homework after class	Learning before class + in-class inquiry
Learning content in class	knowledge	Q&A, discussion
Technology application	Tools mainly for content show	Tools for self-study, communication, cooperation and discussion
Evaluation	Exam	Multiple, various ways of evaluation

Figure 2: Differences between the flipped classroom and the traditional classroom.

VII. CONCLUSION

With the use of the flipped classroom approach, time may be allocated for in-class critical thinking, collaboration, and tasks that enhance comprehensive learning. Using this instructive model, pupils are able to form their own understanding. This model's execution interaction necessitates a greater mix of innovation than does any of the other instructive models (Zengin, 2017). There are a plethora of opportunities for dynamic learning activities to be implemented into the model's interaction because of the findings from writing audits. There are instruments that can be used to avoid the limitations of the flipped classroom approach. For each stage of the model, it has been suggested which instrument would be most beneficial.

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