

Flipped Learning: Innovation in Education

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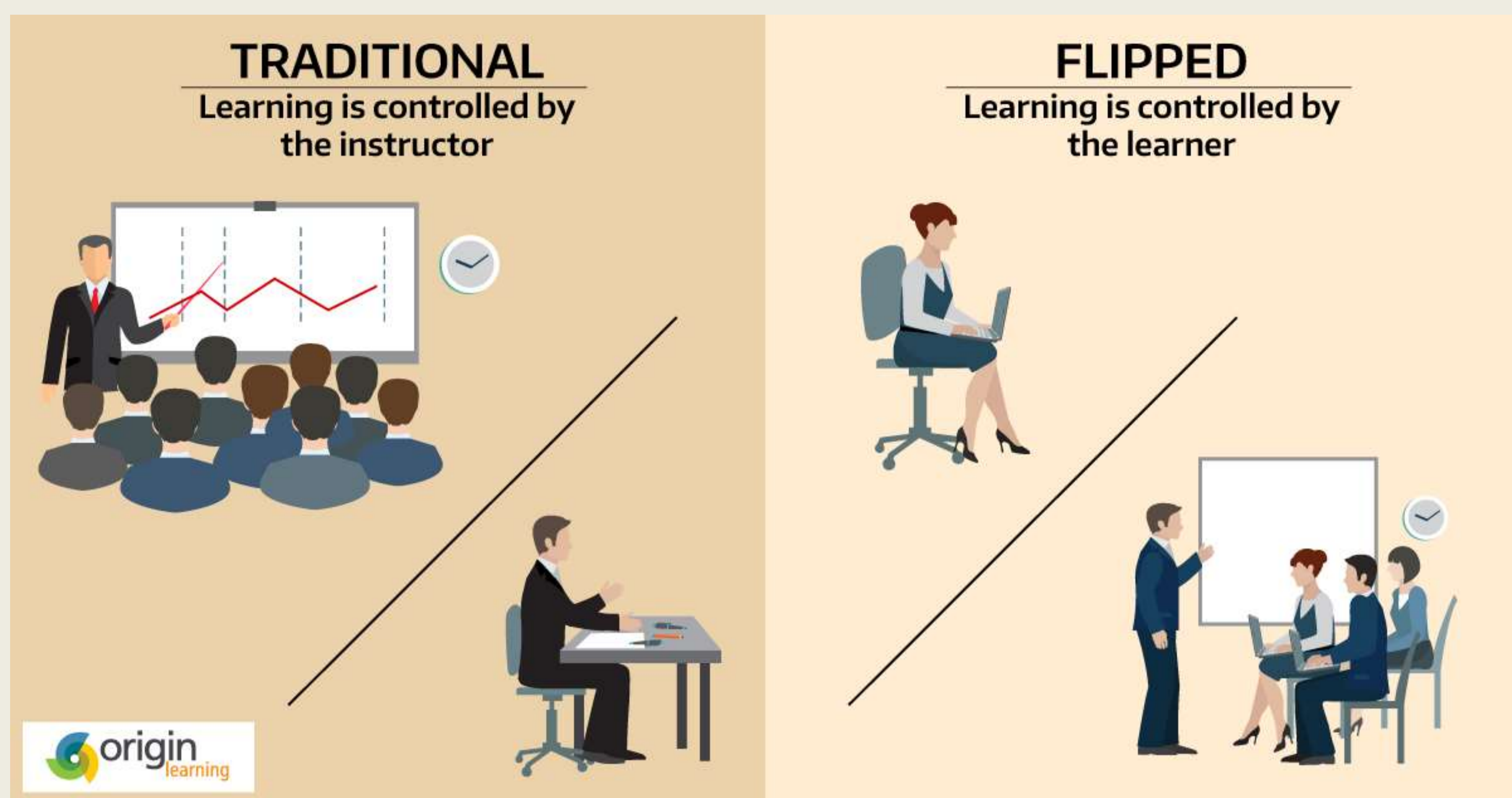
Introduction:

In normal conditions, any nation needs an education system that excites and stimulates children, providing them with the learning they need to fulfill their potential. This means providing a curriculum of practical and vocational learning alongside theoretical study.

Unfortunately, now, due to Corona virus pandemic, we are facing abnormal conditions in many aspects in the society, including health, common activities and education. The dominant traditional education system is not working so we have to innovate new types of learning to keep our societies growing and developing.

Flipped Learning is a new method of teaching, that is changing the traditional classroom system on its head. In traditional learning, every day in the schools and study institutions, teachers deliver to their students, information needed for learning in the classes, every night, almost all students are occupied with solving their homework's, first try to figure out the lessons, then to solve it. The Flipped Classroom is turning that traditional educational system upside down.

Traditionally, students take their lessons and solve their tests in the class, and retake the texts and solve their problems at home. On the other hand, in Flipped Learning, students typically study lessons by themselves, typically they use video lessons available on YouTube, and then apply the new knowledge by solving the problems and doing practical working digital class.



Benefits obtained from Flipped learning:

First, it allows all students to learn on their own places, and videos can be played again.

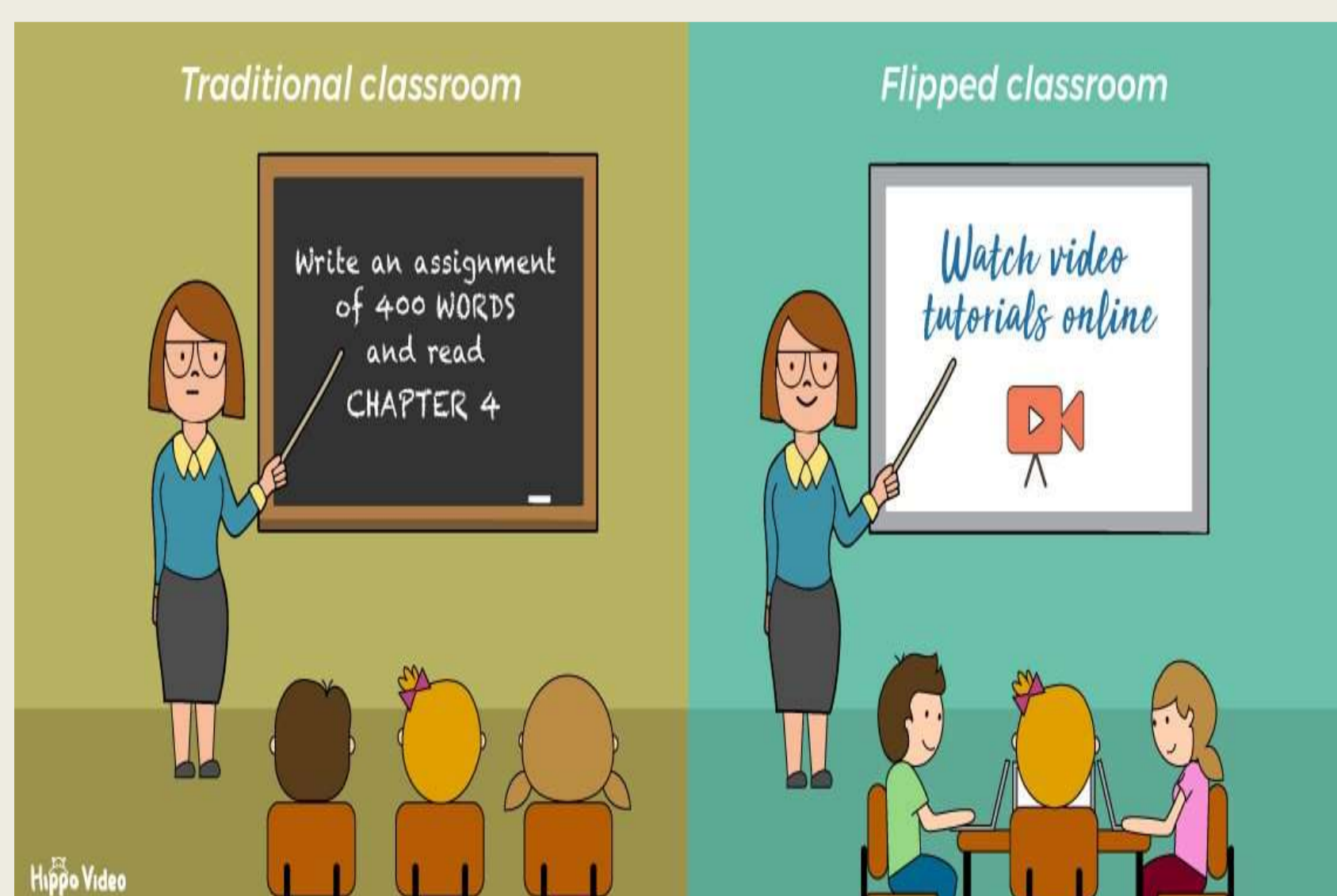
Second, it is more efficient, as students enters their classrooms prepared to contribute, now, in this pandemic situation, classrooms can be digital classrooms.

Third, It enriches the class work, as more time can be used in group works and projects.

Fourth, doing homework's in the class, allows the students to help each another, which is good for both types of students, advanced type and less advanced type of learners.

Fifth, flipped learning give also changes for teachers, traditionally, in the traditional learning schools, teachers are occupied most with confident students, those students who ask frequently questions, flipping allows teachers to target those students, who really needs help, instead only those students, who are confident. Also, in Flipped Learning, teacher is not standing as used to be in traditional learning, in the front of the class, Flipped Learning allows teachers to object the whole class, from all dimensions, this allows them to work more closely, as with individuals or as with small groups.

Teachers, who are not great presenters, can use videos to present the concepts and better focus on the methods, that support the style, such as project work and experiments. Once video lectures are made available on-line, teachers are not obliged to give the same lecture over and over again, they can gain more



It is big issue to discuss, in the traditional education system, how to achieve responsible growing expectations toward the teachers, to reach particular innovations in education, some studies started discussing these issues. In some studies, we can observe this tendency, for example, in Hungary, study was published in 2018, with the topic, Innovative Teachers in Hungarian Schools, applying this importance “

There is a growing expectation toward the teachers to regularly renew their practice and to share their acquired knowledge or renewed practice with their colleagues. However, studies concerning these factors have revealed that numerous factors within the institution may support or hinder innovative ambitions and the quality of knowledge sharing within the organization. Taking these considerations into account and exploring the aspects of teachers who are actively innovating their practice and sharing their knowledge”

Methodology, how to flip a classroom:

In the Flipped Learning model, students working calm when they are at school. When they are at home, content is delivered on-line.

To ease the methodology, which should be used to establish flipped classroom, teacher ha to perform the following steps, one by one:

- (1) Buy in: the teacher has to get the students, the parents and the administrators on board with the Flipped Learning method model.
- (2) Curate sources: Like electronic devices, YouTube videos...etc.
- (3) Classroom management: This should be applied in the first day of Flappy Learning, because it is new model and obscure for the majority of the participants.
- (4) Technology training: teachers has to learn how to create videos, channels for communication and how to ease for the participants to take count in this Floppy Learning new method.
- (5) Assign content for homework: students will access to content through videos, slides, interactive power points and much more.
- (6) Students work problems in class: this, as explained before, is an essential advantage of Flipped Learning method, students, the teacher will have the ability to control all of the individually, evaluate and giving individual requirements to highly improve their level.
- (7) Independent learning: according to the above mentioned point, in the converted classroom, students become independent learners and are able to move on to the curriculum at their own pace.
- (8) Peer tutor: The teacher should pay attention to any pair of advanced students who have mastered the content first hand, and the student will have difficulty solving problems.

Available tools for flipping differ, but all are useful to get the needed information, to improve understanding of the content and to solve the problems, most popular

tools include: YouTube video content, links, reading books if needed, social media, proper devices and slides and sites.

Sociology standards of teaching and learning:

— The social dynamics of the classroom: why and how is it that classes develop a character of their own, which has important consequences for the teaching and learning process?

— The social dynamics of non-classroom-based learning such as Floppy learning, action learning sets and community-based learning.

— The social dynamics of the staff group: what processes go on among staff teams which lead to recurrent practices and regular sets of attitudes and meanings related to the teaching and learning process?

— The interaction between social context and learning environment: what leads certain technologies to be adopted, adapted or ignored to different degrees in different social locales?

— The significance of semiotics: in Floppy learning, how do different «signs» (for example «the lesson», «the exam») come to acquire very different connotations and emotional responses in different social locales?

— The significance of micro-politics: how do subjectivities, power relations, conceptions of role and inter-personal dynamics manifest themselves and impinge on teaching and learning, on curriculum and assessment?

— The significance of organizational context: how does the institutional context, in its cultural and resource dimensions or others, impinge on the learning process?

— The significance of social context for subjectivities: broad question can be identified: «how can the processes of teaching and learning be enhanced? ». While it is true that sociologists rarely like to take questions like these from others, preferring, as points out to make their own questions, such a question is an important and challenging one.

Pedagogical values of Flipped Learning method:

it has the possibility to be accessed any time, also it gives the ability to the teacher to differentiate instructions to their students, depending on the level and requirements of each one of them.

How to implement a Flipped classroom?

Results of previous Flipped learning activities?