

THE FLIPPED CLASSROOM MODEL OF TEACHING

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The flipped classroom model of teaching is spreading across more and more educational institutions, as it seems to better respond to the learning needs of children living in today's ever more connected world. Flipping the classroom is a win-win situation for both students and teachers. The flipped classroom is a blended learning strategy with the aim to improve student engagement and outcomes. It is not a new concept and can be equated with pedagogies such as active learning, peer instruction, case-based or problem-based learning, or, any blended learning strategy that requires students to prepare learning before they meet and engage with peers in purposeful activities. The flipped classroom has grown in popularity in higher education as a potential model to increase student engagement, leverage technology and provide greater opportunities for active learning in class.

The growing accessibility and sophistication of educational technologies opens up increasing possibilities for students to explore, share and create content. Technology can support flipped classrooms through the following affordances: **capture content** for students to access at their own convenience and to suit their pace of learning (e.g. lecture material, readings, interactive multimedia), **curate content** for students to gather their own resources. **Present learning materials** in a variety of formats to suit different learner styles and multimodal learning (e.g. text, videos, audio, multimedia), **provide opportunities for discourse** and interaction in and out of class (e.g. polling tools, discussion tools, content creation tools), **convey timely information**, updates and reminders for students (e.g. micro-blogging, announcement tools), **provide immediate and anonymous feedback** for teachers and students (e.g. quizzes, polls) to signal revision points, **capture data** about students to analyse their progress and identify 'at risk' students (e.g. analytics) [1].

It's funny how some things in our present days seem to be stuck in the past. Take the classroom for example. The place where students spend most of their

time preparing to become successful citizens in our ever more connected modern world hasn't evolved much since the pre-industrial era. Markers and whiteboards have replaced chalk and blackboards, the furniture is nicer, and maybe there's a projector in each classroom. But the setting is the same as always. The teacher has a defined space –usually in front of the classroom– where he/she makes use of markers, whiteboards, projectors, and other tools to hold a lecture. All the while, students –who sit in their own part of the classroom, neatly aligned in rows, with equal distance between them– are supposed to pay attention to that lecture, do their homework, and later reproduce most of the new information in a standardized test. You'll argue that nobody is glued to the floor, and teachers can walk around the classroom and interact with students freely. But a lot of class time is allocated to keeping students attentive to what the teacher is lecturing.

Physically, flipped classroom is the same as a normal classroom. But instead of paying attention to lectures while in class and applying the new knowledge in their homework after school, students will watch or listen to the lectures at home, before the class starts, and use the time in the classroom to do their homework. Instead of telling students what to learn, how to learn, when to learn and how to prove that they learned, teachers support them in becoming self-directed learners. While there are plenty of concerns regarding the success of a flipped classroom – how to ensure all students have access to the lectures at any time, how to create the best lectures, and even trust students to come prepared to class [2].

The classical setting of a classroom is all about the teacher and the teacher's needs. All the tools are the teacher's to use, for the best delivery of instruction. The students are merely passive receivers of information. But whoever entered a classroom knows that students are anything but passive. Their natural curiosity makes them actively seek new knowledge, and when they're passionate about a subject they try to learn all there is to be learned about it. A student-centered approach to teaching shifts the focus from the teacher's needs to the student's. And this is what the flipped classroom model supports: when students watch or listen to lectures at home, and then solve problems and apply the new knowledge in the

classroom, they get less frustration with their homework. When they don't understand a new concept, they can ask questions and get immediate targeted answers. The time spent in the classroom becomes not enough for all the conversations and collaboration that inevitably spur from exploring subjects in a deeper manner. Last but not least, students who are absent due to illness, too long a commute, or any other reason, can catch up with their peers faster and easier with the flipped classroom model than with the standard one [3].

With a ton of information available at the fingertips of whoever cares to search for it, teachers are no longer the only source of knowledge for students. But they aren't obsolete either. In fact, they are more important than ever. A flipped classroom is more demanding than the traditional one. Teachers need to identify the individual learning needs of students, making sure they all use the class time engaged with the learning process. The flipped classroom inspires teachers to offer a versatile and engaging way to share learning content, while putting more control into students' hands regarding their own learning processes.

References:

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2. Flipped Classroom Benefits for students and teachers [Электронный ресурс] – Режим доступа: <https://elearningindustry.com/8-flipped-classroom-benefits-students-teachers>.
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