TO FLIP OR NOT TO FLIP? EXPLORING THE EFFECTIVENESS OF FLIPPED CLASSROOM APPROACHES DURING THE COVID-19 PANDEMIC

Malathi Selvanathan, Fatimah Sakeenah Anuar, Siew Li Ling
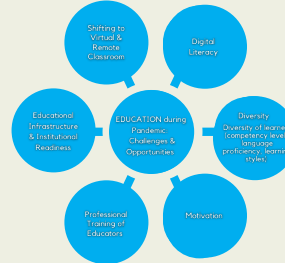Sunway Diploma Studies, Sunway College.

INTRODUCTION

With the rise of digitization and the new normal in response to the Covid-19 pandemic, the global educational landscape has evolved to acclimatize to the new realities by experimenting and utilizing "active" learning tools in addition to the traditional teacher-centered, lecture-based methods in higher education settings. Educational technology has transformed the teaching and learning paradigm in the post-pandemic educational landscape. Educators are expected to acquire new digital literacy and adopt remote but interactive pedagogical approaches while recalibrating their practices with the changing demands of the profession. This experimental study is situated in such a challenging time to explore student and teachers' experience with using flipped classroom models in addition to the conventional pedagogical approaches. Specifically, the model was adopted in the teaching and learning of selected courses from the Diploma in Business Administration program for two semesters at Sunway College.
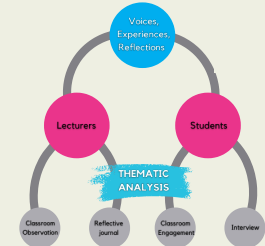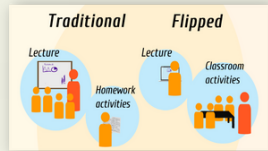
OBJECTIVE

To explore whether it is possible for students to learn effectively by integrating an active learning, student-centered approach through the flipped classroom model.

- Shifting to Virtual & Remote Classroom
- Digital Literacy
- Educational Infrastructure & Institutional Readiness
- EDUCATION during Pandemic: Challenges & Opportunities
- Diversity: Diversity of learners (competency level, language proficiency, learning styles)
- Professional Training of Educators
- Motivation

METHODOLOGY

- Voices, Experiences, Reflections
- Lecturers
- Students
- THEMATIC ANALYSIS
- Classroom Observation
- Reflective journal
- Classroom Engagement
- Interview

FINDINGS

Traditional | Flipped
Lecture → Homework activities
Lecture → Classroom activities

Teacher A
- ✔ Enhances visual learning
- ✔ Promotes autonomous learning
- ✔ Professional development for educators
- ✘ Time-consuming to acquire digital literacy
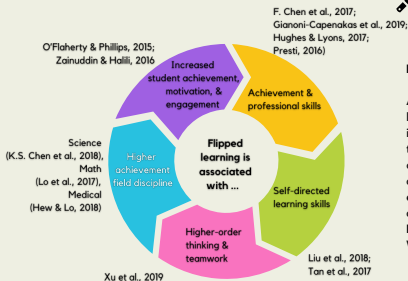- ✘ Students' discipline & motivation for learning
- ✘ Digital fatigue

Teacher B
- ✔ Promotes independent learning
- ✔ Flexibility - learn anytime & anywhere
- ✔ Learning beyond Classroom
- ✘ Tricky to set the perfect time for releasing flipped materials
- ✘ Students are not fond of doing "homework"

Teacher C
- ✔ Stimulates collaborative learning
- ✔ Encourages student-centred learning
- ✔ More interactive lessons
- ✔ Consistency
- ✘ Extensive preparation of lessons for lecturers to motivate students
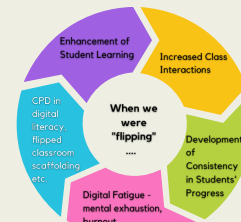- ✘ New approaches for different types of learners.

LITERATURE REVIEW

Flipped learning is associated with ...
- Increased student achievement, motivation, & engagement
- Achievement & professional skills
- Self-directed learning skills
- Higher-order thinking & teamwork
- Higher achievement field discipline

O'Flaherty & Phillips, 2015; Zainuddin & Halili, 2016

F. Chen et al., 2017; Gianoni-Capenakas et al., 2019; Hughes & Lyons, 2017; Presti, 2016

Science (K.S. Chen et al., 2018), Math (Lo et al., 2017), Medical (Hew & Lo, 2018)

Xu et al., 2019

Liu et al., 2018; Tan et al., 2017

Defining the Flipped Classroom

An integrated approach that could foster deeper learning through collaborative processes where individual students take charge of the learning activities to establish foundational knowledge outside the classroom via diverse forms of pre-class material delivery and are supported by scaffolding, reflection, and engagement in interactive learning environment through active learning strategies (The Flipped Learning Network, 2014; Moran & Milsom, 2015; Mutch et al., 2017; Walker et al., 2020).

DISCUSSION

When we were "flipping" ....
- Enhancement of Student Learning
- Increased Class Interactions
- Development of Consistency in Students' Progress
- Digital Fatigue - mental exhaustion, burnout
- CPD in digital literacy, flipped classroom scaffolding etc

CONCLUSION & RECOMMENDATION

To Flip or Not To Flip?
- Simplicity
- Timing
- Feedback
- Discipline
- Incentives

Simple & accessible flipped materials are significant to encourage total commitment from learners.

Since flipped tasks are materials given outside the classroom, it is best to give ample time for students to complete the tasks.

Incentives such as attendance or marks shall be tied to the flipped tasks as a form of encouragement to increase students' engagement with the learning activities.

New learning routine will require consistent incentive & monitoring to be easily adopted.

Ensure timely feedback to be given; flipped materials without any feedback given intrinsically mean the tasks are 'not compulsory.'