



# An Innovative Method for Effective Teaching-Learning Process in the Flipped Classroom

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**Abstract:** This study looked into flipped classrooms as an innovative teaching-learning technique. The concept of flipped classroom was justified as a student-centered and activities-based educational learning model that aims to replace the traditional mode of teaching and learning and why it is necessary to incorporate such into our teaching methodology, as well as the importance and effective ways of implementing flipped classroom. It was clear that the flipped classroom is more activity-based learning; it is friendlier to both students and instructors, and students were actively participated in the session. To summarise, the flipped classroom is a contemporary way of instruction that allows for active engagement of both the learner and the instructor in the teaching and learning process, making learning more practical and aiding student retention. Based on the foregoing, it was recommended that flipped classrooms be implemented in schools to allow students to benefit from technological advancements around the world in order to learn and be better informed; it will also provide students with ample opportunities to compete with their counterparts in other parts of the world; and instructors should be provided with adequate and required training in order for them to perform in accordance with the norms and standards.

**Keywords:** Flipped classroom, flipped learning, smart learning.

## I. INTRODUCTION

According to Jonathan and Aaron [1], there are several reasons why teachers should consider flipping their classrooms. It speaks today's students' language: It is evident that we are in the jet age, and the languages of yesteryear are becoming barbarous, thus in order to keep the kids engaged, you must speak the language they comprehend. It benefits busy students: Because students may study depending on their abilities and strengths, busy students have more opportunities to do more. The flipped classroom layout enabled struggling students to engage in and contribute to class discussions, allowing them to deal with their classmates. It allows kids of all levels to excel: Because all students were actively participating in classroom discussion, all students had the potential to do very well due to the tagline "what I do, I remember." It enables pupils to rewind and pause their teacher: The flipped classroom allows students to ask questions at any moment for a better comprehension of the idea, and the recorded charts, videos, or slides can be repeated or replayed as needed to get positive outcomes.

Increasing student-teacher engagement through flipping: There is no fear of intimidation or harassment in the conversation. It allowed teachers to get to know their students better: Students are well known to the teacher since they are all actively participating in the class, and there is opportunity for accurate identification because it embraces the differentiation technique. Increased student-student interaction: It fosters friendly and reciprocal interactions among pupils. They regard themselves as colleagues rather than rivals. Flipping allows for true differentiation: students study at their own pace, which the instructor values more. It alters classroom management: Unlike the old way, the classroom becomes an activity-based setting. Alters the manner of communication with parents: Because of the use of flipped classrooms, students are more mature in their thinking and reasoning, and thus more constructive in their interactions with individuals outside of school, including their parents. It informs parents: It informs and synthesises parents about current events in and around our immediate surroundings. Transparent classrooms: The classroom becomes more transparent when subjects are discussed openly and in the presence of all students who have the freedom to share their thoughts.

## II. HOW TO IMPLEMENT A FLIPPED CLASSROOM

### A. Plan

Decide which lesson you'd want to flip. Outline the main learning objectives as well as a lesson plan. This indicates that there must be an appropriate guideline for the presentation's style and method. It must meet the requirements of the standard and the educational objectives.



#### B. Record

Make a video instead of presenting this topic in person. A screencast is effective. Make sure it includes all of the major points you'd discuss in class. To minimise unwanted dissent and distortion in the classroom, the film must be topical, brief, and self-explanatory.

#### C. Share

Please share the video with your pupils. Make it interesting and easy to understand. Explain that the subject of the video will be thoroughly explored in class. This must be done in order to avoid any mistakes; ensure that you transmit only what you plan to at a certain time.

#### D. Change

Your pupils are ready to delve deeper than ever before now that they've seen your lesson.

#### E. Group

Separating students into groups and assigning them a work to do is an excellent technique to debate the issue. Write a poetry, a drama, or a movie, for example. The students must be correctly managed throughout their presentation of what they know or learned, otherwise the teacher will have classroom management failures.

### III. INNOVATIVENESS OF THE WORK

Unlike traditional classrooms, professional educators in a Flipped Classroom continuously watch their students during class time, giving them with appropriate comments and assessing their work.

Three important stages are outlined here. The flipped classroom paradigm is discussed.

- The Pre-Class Period
- The in-class discussion
- The post-class period

These could be expressed graphically as follows (Fig.1):

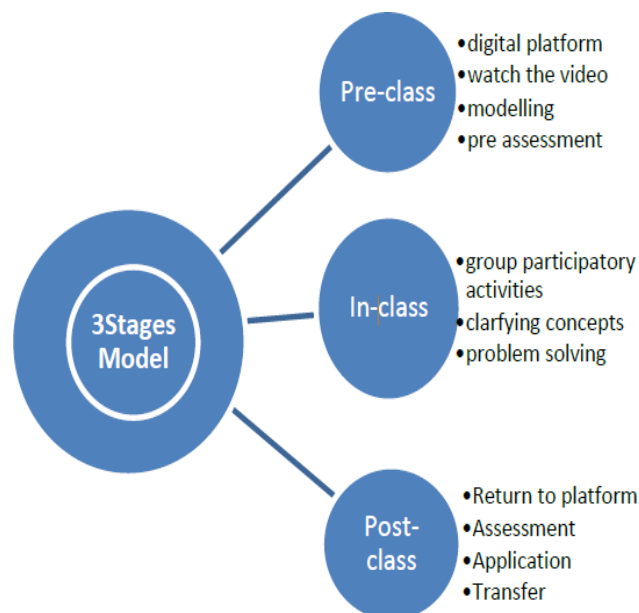


Fig. 1 Proposed 3 stage model

As a result, proper pre-class preparations for the flipped classroom will be made, allowing the instructor to acquire the necessary resources and technological know-how for an efficient delivery of the subject matter. Teachers may need to master new technical skills to generate video lectures by generating lectures and in-class tasks or resources. As a result, in order to properly manage flipped classes, the instructor must gain sufficient information.

The second stage is all about the students' actions; flipped classroom is activity-based learning in which students are completely involved in solving problems, clarifying topics, and manipulating pertinent devices while being closely supervised by the instructors



[2,3].

The model's last step addresses the application of the subject matter in real-life situations with the goal of resolving economic and social-political difficulties in our local area and beyond.

#### **IV. CONCLUSION**

The flipped classroom is clearly gaining popularity, especially in this era of pandemic, when physical contact in classroom activities is limited and the conventional methods of education in our schools have been replaced by a more pragmatic and modern way that allows for root learning. In contrast to the traditional teacher-centered mode of education, the flipped classroom is more student-centered. Students stand to benefit more since they are completely engaged in all aspects of the teaching-learning process, which follows the "do it yourself" philosophy. Based on the foregoing, it was suggested that flipped classrooms be used to allow students to benefit from global technological advancements in order to study and become more educated.

#### **REFERENCES**

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