



CHANGING TRENDS IN TEACHING METHODOLOGY- DIDACTIC LECTURES REPLACED BY FLIPPED CLASSROOM METHOD

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ABSTRACT

Traditional teaching which is basically of teacher centred model focus primary on the knowledge acquired by the teacher who is the primary source of information. Most of the hours spend involves one way lectures delivered by the teachers. Involvement by the student in the form of active participation, cognitive skills, interaction between peer groups, are lacking in large group teaching. Didactic lectures are perceived as challenging for both facilitators and students now a day's. Hence changing trends in teaching methodology would be an answer for all those negative impacts mentioned above. So this article will describe about flipping the routine classes and converting them into a small group teaching named flipped classroom model. In this method the classroom materials will be delivered prior to the student's by uploading in web and the resource material can be of a simple power point presentation, a video lecture, recorded voice, YouTube online platform or any other similar sources .The classroom allows the students to discuss about the topic in detail with the facilitator and along with their peer groups. It's basically about inverting or flipping the classroom in which the lectures are given prior to the class and discussion with active participation of the students is done during the lecture hours.This article describes in detail about the various aspects involved in it.

KEY WORDS: lectures; facilitators; flipped class; students



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INTRODUCTION

In Didactic lectures teachers are expert and the students are receptors. It is much of about passing knowledge based on the role of recall of facts and absorption of knowledge. It is basically for large group, consisting of a lesson plan, a large group discussion or a project. It is mostly of passive learning and improving only the low level objectives namely knowledge and comprehensive development. Flipped classroom basically allows the student to read the material prior to the classroom. This provides the student to do their lower level cognitive works like gaining the knowledge and comprehension outside the class and concentrating on higher forms of cognitive works like application, analysis, synthesis and evaluation inside the class.¹ It increases learning by active participation by improving attention span and motivation. It allows bidirectional flow of information thereby improving the faculty and students satisfaction level. Finally, the result for best outcome should be what is learned and what is not taught. Hence flipped classroom is considered as a superior mode of teaching methodology than didactic lectures.

The four components of flipped classroom are: F– Flexible environment; L-learning culture; I-intentional content and P-professional educator. Clyde freeman et al; described that it increases the ability to engage students and develop critical thinking skills.²

How does it work?

The key elements of flipped classroom are it provides an opportunity for students to gain first exposure before the class.

Gaining knowledge outside the classroom

This process uses exposure of various sources from simple text book to recorded lectures podcast, journals, and various web materials which allow a platform for evidence based medicine. The resource material which was uploaded can be in any form like a simple power point presentation, a video lecture, recorded voice, YouTube online platform or any similar sources. This pre reads or the pre classroom sessions need not be high tech. The advantage of this is that the students can stop and review the content if they couldn't understand properly or they can speed up the content which they already know³.

Preclass preparations for students

The pre class reads are always provided with various assignments like quizzes, worksheets, online discussions. The students have to complete the task which allows them to finish with preparations. They can be graded for completion rather than making assessments. We have to make sure that students have completed the pre reads before the class hours. Studies showed that students completed the pre reading

materials and assignments prior to the allotted lecture hours.⁴

Team based learning (small group learning)

This element focuses mainly on student centred learning by engaging more students in a meaning full way. The under graduate lectures in a medical school usually covers large group of students about 100-150 in an Indian scenario. This flipped class allows students to be arranged in small group usually 6-7 in a group which form the basis for a team based learning. It provides more room for active involvement among the peer groups increasing the higher order cognitive skills. This allows the teacher to have face to face interaction time in classroom⁵.

Higher level cognitive activities

The teacher allows the student to apply concepts in class by group discussion, debates, presentations, role-play, between them and also with the facilitator. It provides opportunity for collaborative learning, easy of study environment. It deepens the understanding process and increases the skills in a proper way of using the knowledge which they acquire prior to the class. So in class activity means everyone will have to work and no participation is not an option⁶. This model allows each student to meet at his level and gradually bring all students to a shared level of understanding⁷. Hence application, analysis and evaluation skills are completed articulated in a flipped classroom design⁸.

Why flipped classroom?

As curriculum requirements grow, instructors are pressured to make more effective use of class time making more responsibility for students to learn and they must actively involve during classes through a variety of materials⁹. The students can able to enter into a comfort zone of conversation about a subject. This kind of interaction helps the students to fill each other's knowledge gap. It increases the research based learning experiences also. However, the disadvantage of this model is that it would not be beneficial for large group classes and it requires additional teaching assistance¹⁰.

Summary

1. Students learn at their own pace
2. Provides a better insight into student difficulties and learning styles
3. Classes and resource materials are available 24x7
4. Teacher updates the curriculum on regular basis
5. Classrooms are more effective and creative
6. Appropriate use of technology helps in new approaches for learning theory
7. More interest towards the subject and engages whole class rather than one way talking by teacher.

Conflict of interest declared none.

CONFLICT OF INTEREST

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