

COMPARING STUDENT ACHIEVEMENT IN TRADITIONAL LEARNING WITH A COMBINATION OF BLENDED LEARNING AND FLIPPED LEARNING

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ABSTRACT

Technological changes have become the most stable factor and blended learning and flipped learning has intertwined with knowledge, making it dependent upon technology. Through this alliance, abstract knowledge has become the center of the world replacing traditional concrete products. The aim of this study was to investigate the effectiveness of blended learning with a flipped classroom design on students' academic achievement. This method is used in a Quasiexperimental study. In this students were split into two parts that are in experimental blended learning and flipped learning classroom and a design group and control group by using a traditional, teacher-centric learning method. The result showed better achievement of learning outcomes if a blending learning with flipped classroom design is continued to be used in the future.

Keywords: Blending learning, Flipped learning, Traditional learning, Achievement

INTRODUCTION

With the advancement of technology and the enrichments of online educational resources, educational institutions worldwide are witnessing a massive trend towards the integration of technology within their education and learning methodology. The centre of the learning process is being changed from teacher-centered, direct instruction to student-centered learning. One way to achieve student-centered learning is to make use of technology by incorporating interactive learning, video lessons and online interaction, where students can take the initiative in the learning process. Student-centered learning can be achieved by either fully online courses or blended learning courses; the choice primarily depends on the institutions goals. CBSE has recently created a paradigm shift in the teaching-learning process from one based on teacher-led instruction to one based on student-centred learning, whereby the instructor's role is as an expert in the field who guides and facilitates students' active engagement in their own learning process. Towards this goal, the school has adopted a flipped learning/classroom approach combined with blended learning in a 2-to-1 ratio (2 hr per week in class and 1 hr per week at home) in several courses offered as a pilot study. In such a design, students learn the material they are assigned, at home, via video lessons, online interactions and/ or web-based material, before being presented with applications of what they learned during face-to-face class meetings.

Blended Learning

Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the

student and the teacher should physically located in the same space. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focussing on learning outcomes and the learnercentred instructional environment.

Flipped learning

Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class. One of the most exciting advancements in the modern classroom is flipped learning. flipped learning is a “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

THE STUDY

This study aimed to test the differences in the effectiveness of blended learning combined with flipped classrooms on the one hand, with traditional, face-to-face learning without a flipped classroom design. This research is also concerned with how reliable a predictor; the results obtained for future achievement of students if blended learning with flipped classrooms were to continue to be implemented.

METHODS

For the purposes of this study, A quasi-experimental method was used with an experimental and control group in the post-test only. The first group was the control group, where the students studied the material through traditional learning. Students studied the material via blended learning combined with a flipped classroom design and were tested with the same examinations.

RESULT

Flipped classroom was implemented in classroom. Students were informed about this new methodology and what they were expected to do. Their works were collected after class discussions and activities ,critical thinking and cooperative learning. All the results indicate that this blended methodology had several potential benefits. Flipped classroom helped the access to technologies and resources which are useful for the different learning style and experience of each student. Furthermore learners became active in the productions of videos and Power Point presentations . The results of this study that blended learning and flipped classroom strategies can be used as effective tools to move from the traditional educational systems to more recent educational models. Such models encourage the adoption of student-centered learning, which fosters students’ analytical and critical thinking skills and encourages them to work interactively and acquire knowledge in a way that suits their interests and learning styles. Such a form of implementation allows the role of the teacher to shift from a source of information to a facilitator.

CONCLUSION

As far as the integration of technology, particularly the use of an e-learning platform, in learning contexts is concerned, the results of the study that successful use of technology for classroom learning necessitates carefully choosing the tasks and activities (visual and textual) that attract students and

increase their willingness to learn. Besides, this methodology enhances students' interest and provides them with learning autonomy; it enables students to learn at their own pace and prepare them for the future. Even though online and face-to face interactions are used alongside each other in Blended Learning and are more differentiated in a Flipped classroom, they both aim at developing foundational literacy, competencies and character qualities which are required by the 21st century students.

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