Impact Factor : 1.021 Peer-Reviewed Journal ISSN : 2278 – 5639
Global Online Electronic International Interdisciplinary Research Journal (GOEIIRJ)
{Bi-Monthly} Volume – III, Issue - V February 2015
Theme - " Pedagogy And Teaching Learning "

RECENT PEDAGOGICAL TRENDS : BLENDED LEARNING, FLIPPED CLASS

Prof. Jayshri Keshavrao Deshmukh,
Matoshri Parvatibai Kote College of Education,
Akole ,Dist. – Ahmednagar

Abstract

Due to rapid development in information and technology the traditional pedagogical approaches have been changed into different new trends. These recent pedagogical trends are Blended Learning, Flipped Classroom, Reflective Teaching, Online Learning, Jerk Technology, Distance Education etc. Blended Learning is defined as an integration of online learning with traditional face to face class activities in a planned, pedagogically valuable manner. It is a student centered approach that integrates learning experiences of online and face to face environment thoughtfully. Due to integration of online learning and face to face class activities the aims and objectives of curriculum can be achieved more effectively Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions.

In the 21st century scenario ,due to global education reforms ,the use of ICT in education ,the changing scenario of schools , expectations from schools , various acts passed by government ,India has been shifted from traditional methods of teaching to modern methods of teaching-learning. The main aim of education has become to produce skilled, productive and cultured youth for nation building. To fulfill this aim, teacher has to change his role. For doing this it is necessary for him to study and understand Advanced Pedagogy and Recent Pedagogical Trends. Pedagogy is the discipline that deals with the theory and practice of education; or the study and practice of 'how best to teach'. Its aims range from the general (full development of the human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Due to rapid development in information and technology the traditional pedagogical approaches have been changed into different new trends. Today everyone in the field of education is welcoming these recent trends in pedagogy because they are helpful to fulfill our

aims and objectives as well as to reduce the drawbacks of present teaching learning methods. These recent pedagogical trends are Blended Learning, Flipped Classroom, Reflective Teaching, Online Learning, Jerk Technology, Distance Education etc.

Blended Learning-

The term "blended learning" is being used with increased frequency in both academic and corporate circles. In 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry .The first question asked by most people when hearing about blended learning, of course, is just "What is blended learning?" Even though blended learning has become somewhat of a buzzword in corporate and higher education settings, there is still quite a bit of ambiguity about what is meant when the term is used. How is blended learning different than that other terms used in learning? Blended Learning is defined as an integration of online learning with traditional face to face class activities in a planned, pedagogically valuable manner. It is a student centered approach that integrates learning experiences of online and face to face environment thoughtfully.

What is being blended?

One frequent question asked when one hears about blended learning is "What is being blended?" While there are a wide variety of responses to this question, most of the definitions are just variations of a few common themes. The three most commonly mentioned definitions documented by Graham, Allen, and Ure (2003)are:

1) BL = combining instructional modalities
2) BL = combining instructional methods
3) BL = combining online and face-to-face instruction

Blending is part of the ongoing convergence of two archetypal learning environments. On the one hand, we have the traditional face to face learning environment that has been around for centuries. On the other hand, we have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction. In the past, these two archetypal learning environments have remained largely separate because they have used different media/method combinations and have addressed the needs of different audiences. For example, traditional face to face learning typically occurred in a teacher-directed environment with person-to-person interaction in a live

synchronous, high fidelity environment. On the other hand, distance learning systems emphasized self-paced learning and learning-materials interactions that typically occurred in an asynchronous environment.

Why blend?

There are many reasons why an instructor, trainer, or learner might pick blended learning over other learning options. Osguthorpe and Graham (2003) identified six reasons why one might chose to design or use a blended learning system: (1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost effectiveness, and (6) ease of revision.

In the Blended learning concept the most common reason provided is that Blending combines "the best of both worlds. It is rarely acknowledged that a blended learning environment can also mix the least effective elements of both worlds if it is not designed well.

Requirement of Blended Learning

The technology of online learning must be available in schools. The schools and colleges should develop the culture of online learning. It is the challenge for teachers. Teachers' effective planning and implementation is the most important thing to achieve success in blended learning. The teachers and students should be given training of online technology.

Advantages of Blended Learning-

Due to integration of online learning and face to face class activities the aims and objectives of curriculum can be achieved more effectively. In blended learning we can get opportunity to include interactive as well as individual activities which is not possible in traditional teaching. Teachers and students can interact in both ways by online as well as face to face. The communication process between teachers and students does not remain one way. The new pedagogical attitude develops among the teachers. The teacher can plan his work to fulfill the needs of different kinds of students. Blended Learning enables us to step towards c**onstructivism** which is the key concept in today's education system.

Drawbacks of Blended Learning-

Blended learning has a strong dependence on the technical resources with which the

blended learning experience is delivered. These tools need to be reliable, easy to use, and up to date in order for the use of the Internet to have a meaningful impact on the learning experience. Additionally, IT literacy can serve as a significant barrier for students attempting to get access to the course materials.

Flipped Classroom-

Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized - guidance instead of lecturing. This is also known as backward classroom, inverted classroom, reverse teaching, and the Thayers Method. The traditional pattern of teaching has been to give students the task of reading textbooks and work on problem sets outside school, while listening to lectures and taking tests in class. In flip teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher or third parties. In class students apply the knowledge by solving problems and doing practical work. The teacher tutors the students when they become stuck, rather than imparting the initial lesson in person. Complementary techniques include differentiated instruction and project-based learning. Flipped classrooms free class time for hands-on work. Students learn by doing and asking questions. Students can also help each other. It is a process that benefits both the advanced and less advanced learners. Flipping also changes the allocation of teacher time. Traditionally, the teacher engages with the students who ask questions but those who don't ask tend to need the most attention. Flipping allows targeting those who need the most help rather than the most confident. Flipping changes teachers from "sage on the stage" to "guide on the side", allowing them to work with individuals or groups of students throughout the session.

1.What is it?

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and

viewed today has made it so ubiquitous that the flipped model has come to be identified with it. The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

2. How does it work?

There is no single model for the flipped classroom—the term is widely used to describe almost any class structure that provides prerecorded lectures followed by in-class exercises. In one common model, students might view multiple lectures of five to seven minutes each. Online quizzes or activities can be interspersed to test what students have learned. Immediate quiz feedback and the ability to rerun lecture segments may help clarify points of confusion. Instructors might lead in-class discussions or turn the classroom into a studio where students create, collaborate, and put into practice what they learned from the lectures they view outside class. As on-site experts, instructors suggest various approaches, clarify content, and monitor progress. They might organize students into an ad hoc workgroup to solve a problem that several are struggling to understand. Because this approach represents a comprehensive change in the class dynamic, some instructors have chosen to implement only a few elements of the flipped model or to flip only a few selected class sessions during a term.

3. Who's doing it?

A growing number of higher education individual faculties have begun using the flipped model in their courses. At Algonquin College, a video production class has been using this model to explain the workings of editing software, a procedure that is notoriously difficult to explain in a standard lecture. Short tutorial video lectures let students move at their own pace, rewind to review portions, and skip through sections they already understand. A particularly successful example of a blended and flipped class in accounting at Penn State accommodates 1,300 students. In-class time is used for open discussion, a featured guest speaker, or hands-on problem solving where instructor support is supplemented by student assistants. At Harvard University, one physics professor not only employs the flipped model but has also developed a correlative site, Learning Catalytic that

provides instructors with free interactive software enabling students to discuss, apply, and get feedback from what they hear in lecture.

4.Where is it going?

As the flipped class becomes more popular, new tools may emerge to support the out-of-class portion of the curriculum. In particular, the ongoing development of powerful mobile devices will put a wider range of rich, educational resources into the hands of students, at times and places that are most convenient for them. Greater numbers of courses will likely employ elements of the flipped classroom, supplementing traditional out-of-class work with video presentations and supporting project-based and lab-style efforts during regular class times. At a certain level of adoption, colleges and universities may need to take a hard look at class spaces to ensure they support the kinds of active and collaborative work common in flipped classes.

Advantages –

In a traditional lecture, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to transcribe the instructor's words. By contrast, the use of video and other prerecorded media puts lectures under the control of the students: they can watch, rewind, and fast-forward as needed. This ability may be of particular value to students with accessibility concerns, especially where captions are provided for those with hearing impairments. Lectures that can be viewed more than once may also help those for whom English is not their first language. Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking, particularly those that are widespread in a class. At the same time, collaborative projects can encourage social interaction among students, making it easier for them to learn from one another and for those of varying skill levels to support their peers. The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work.

What the flip does particularly well is to bring about a distinctive shift in priorities— from merely covering material to working toward mastery of it.

Drawbacks-

The flipped classroom is an easy model to get wrong. Although the idea is straightforward, an effective flip requires careful preparation. Recording lectures requires effort and time on the part of faculty, and out-of-class and in-class elements must be carefully integrated for students to understand the model and be motivated to prepare for class. As a result, introducing a flip can mean additional work and may require new skills for the instructor, although this learning curve could be mitigated by entering the model slowly.

Among the recent pedagogical practices Blended Learning and Flipped Class are student centered and interesting teaching learning strategies. Still they are in the infant stage but once the teachers will come to know their benefits over other methods they will definitely play vital role in education.

References-

1. Watson J. Blended Learning
2. Lae Chapuis Pedagogy
3. www.education.voc.gov.au/research innovation
4. www.adobe.com
5. www.educause.edu