Experiencing the Flipped Model in a Blended Learning Classroom

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BACKGROUND PROBLEMS:
TERMS AND DEFINITIONS:

- Online - Blended – Ubiquitous Learning
- Flipped classroom - Flipped learning
RESEARCH OBJECTIVES

- To create a **checklist** and a set of **syllabus templates** for Blended Learning course based on Flipped Learning Model.
- To study the **students' opinions** on the Blended Learning course based on Flipped Learning Model.
DOCUMENT REVIEWS:
Four Important Models of Blended Learning (Clayton M. Christensen, Michael B. Horn, Heather Staker (2013))
Four Pillars of F-L-I-P and 11 indicators

- **Flexible Environment**
- **Learning Culture**
- **Intentional Content**
- **Professional Educator**.
RESEARCH METHODOLOGY
SAMPLE

- **Five experts on ICT**, purposively selected from the following institutes: 1) Public university 2) Private university 3) State academic units for ICT in Higher Education.
- **Thirteen Ph.D. students** that registered in the Blended Learning course of the academic year 2014, “01162661 ICT in Curriculum and Instruction”.

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RESEARCH TOOLS

• Documents and Web Resources
• Analysis Tables for the Development of Flipped Learning Syllabus Template
• Flipped Learning Checklists based on 4 Pillars: F-L-I-P
• Questionnaire for the Experts
• Questionnaire for the Ph.D. Students’ opinions
• A set of syllabus templates for blended learning course redesign
PROCEDURE:

I. Products and Tools Creation

- Conduct the documental research on the theories, the concepts and the How to of Flipped Learning, Blended Learning and U-Learning using the Analysis Tables.

- Develop the following tools: Flipped Learning
  - Checklists based on the 4 Pillars: F-L-I-P
  - Syllabus templates for Blended Learning course
  - Questionnaire for the 5 experts on ICT

- Distribute the tools to the experts and gather back their evaluation and suggestions.
2. Products and Tools Redesign:

- Analyze the data using the descriptive analysis, then redesign the syllabus templates into *Blended Learning Syllabus based on Flipped Learning Model*.
- Prepare all the materials and resources. Run the course for 8 weeks using the redesigned Blended Learning Syllabus.
- Create the questionnaires for the Ph.D. students’ opinions on the redesigned *Blended Learning course based on Flipped Learning Model*.
- Distribute the questionnaires to the students and collect the data back.
DATA COLLECTION - ANALYSIS

- The data collection were done in 2 phases by the researcher:
  - From the 5 experts on ICT
  - From the 13 Ph.D. students

- The data were analyzed using the data distribution and the descriptive analysis.
RESEARCH FINDINGS
The opinions of the 5 experts:

On the Flipped Model Checklist, and the Syllabus Templates for Blended Learning Course using Flipped Learning Model.

- All 5 experts were agreed with the Time and Space frame of the model
- They were also agreed with the details to specify for each pillar and gave some suggestions to add to the Time and Space frame of the model.
A Set of Syllabus Templates for Blended Learning Course Based on Flipped Learning Model

Course Blueprint - Syllabus and Modules

Syllabus Template:
Contains:
- Course Overview
- Schedule
- Grading and Scoring Rubrics
- Protocols
  - What instructor expects from students
  - What student can expect from Instructor
    - Communication Expectations

Module 1 - 0
(Naming Options: Module, Unit, Chapter, Topic, Course Content, Course Materials)
Contains:
- Module Objectives/Goals/Outcomes
- Activities/Interaction/Assignments
  - Student-to-Student
    - Examples:
  - Student-to-Content
    - Examples:
  - Student-to-Instructor
    - Examples:
  - Student-to-Other
    - Examples:
- Assessment
  - Formative
  - Summative
Ph.D. Students’ Opinions

Part 1 Engagement Activities:
Most of the students had the engagement activities at the high level (3 to 5 times).

Part 2 Cognitive Skills:
Most of the students believed that the coursework emphasized the cognitive skills processes such as memorizing, analyzing, synthesizing, making judgment and the theory application.
Ph.D. Students’ Opinions

Part 3 Other Educational Practices:
Most of the students had committed educational practices like written report, course preparation, regular face-to-face and online sessions, attendances, participation in the study and review works of classmates and interesting use of course materials.
Ph.D. Students’ Opinions

Part 4 Class Atmosphere:
Most of the students found that communicating with course instructor was comfortable; working with the classmates was enjoying; the coursework was very challenging and the course presentation was easy to follow.
Ph.D. Students’ Opinions

Part 5 Lecturer’s Opinion on the Course:
The blended course(s) of this semester reflected the lecturer’s Blended Learning approach in every way and provided a 'high - touch’ experiences for the most part.
CONCLUSION
The 3 terms: flipped learning – blended learning – ubiquitous learning, can be all considered as learning approaches that based on the ICT, with the following different focus:

**The flipped learning** focuses on the reversal components of teaching and learning like:

- **Online and Face-to-Face**
- **Teacher and Facilitator**
- **Passive and Active students**
The blended learning focuses on *the two modes: online and face-to-face* and the time of instruction that must be *seamlessly blended in learning activities*.

The ubiquitous learning focuses on the *flexibility of learning environment: to learn anywhere, anytime, anyhow and the turning into lifelong learning*. 

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The disruptive models of blended learning that will substantially replace the traditional classrooms:

- These 4 pillars reflected the background theories and concepts: constructivism, social cognitive theory and social constructivism:

- Students: individualism, meaningful active learning, motivation and responsibility for learning

- Teachers: changing roles as facilitator, dynamic interaction between task, instructor and learner.
As said Clayton Christensen Institute (2013) and Ally (2008)
“… recognizes that the world has changed and become more networked, so learning theories developed prior to these global changes are less relevant… What is needed is not a new stand-alone theory for the digital age, but a model that integrates the different theories to guide the design of online learning materials.“

I do believe in “Blended Learning Course Based on Flipped Learning Model“.