
FLIPPED LEARNING AND PERCEPTION OF STUDENTS OF NATIONAL UNIVERSITY OF MODERN LANGUAGES

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ABSTRACT

This study aims to explore the perception of the students of English department at NUML Hyderabad campus. The qualitative research method was used in this study to investigate the flipped learning outcome. Purposive sampling technique was used to select the participants in this study. Forty Participant selected for this study from the English department BS-II, BS-III and BS- VIII students were selected. The researcher conducted interviews from the participants or students. The study findings shows that the positive attitudes of the students towards flipped learning method. Further, the students were agreed that flipped method much more interesting and perceived it better over traditional methods. This study also recommends some suggestions to the university teachers and higher education commission of Pakistan.

KEYWORDS

Flipped learning, Students, Mentor, Hyderabad, Campus

INTRODUCTION

Flipped classroom or flipped learning is the teaching method where students are assigned to work at home or practice at institutions and the assignments or projected to be completed by learner independently, (teachthought, 2022). Flipped learning method use for students where students are engaged in collaborative activities, says, (Ilgü, Cherrez & Jahren, 2018). Students are assigned to read textbooks and solve problems at their homes or outside the classroom in teaching through traditional

method and delivering the lectures and conducting tests are done in the classroom. In Flipped classroom, the students are instructed first to study the topics at their homes by themselves normally providing them a video recorded lecture or downloaded video prepared by the teacher or third parties. In the classroom, students typically apply the insights by solving problems and having practical work (Shaffer, 2015). The job of a teacher is to guide the students when they have any problem in the classroom rather than first give the lectures. The notion of flipped learning is not new though it goes in the past. In 1990s, a model of “peer instruction” was developed. Harvard Professor Eric Mazur elaborated and provided comprehend information for students to make and reflect with participation and discussion on before class. The class time was then used to promote deeper cognitive thinking and learning skills via peer collaboration and mentor challenge. He called this “just in time teaching” CH Crouch, [E Mazur](#) (2001).

Allocation of the teacher time is also changed in Flipped classroom because the teacher spends much time with those students who frequently ask questions. However, those students who do not ask questions, they need more attention because it is believed in this method that silent students are failures (Rupley, Blair, & Nichols, 2009). Moreover, in this method, students are given attention to those who need most help rather than those who are confident ones. Flipping allows teacher to work with individuals or groups of students throughout the session. Flipped classroom is believed to be the classroom where a teacher leads the classroom through meaningful interactions of teacher-students and a teacher becomes guide of students. It is fair to say that this is a hands-on approach in teaching context where students take charge of their own learning (Kim, Khera, & Getman, 2014). Moreover, this study was conducted at NUML Hyderabad and NUML (National University of Modern Languages) has 9 campuses. The main campus is in Islamabad and the other eight ones are in Lahore, Peshawar, Quetta, Gwadar, Multan, Faisalabad, Karachi and Hyderabad.

It has been observed in almost all kinds of educational institutions that traditional methods are used to teach to all level of students where students typically get bored or take no interest in listening lectures of their teachers. The problem is that, in this context, only rote learning is promoted in the educational institutions whereas the purpose of education is to develop creativity and critical thinking among students. Likewise, it has been observed in National University of Modern Languages (NUML) Hyderabad campus that in this modern era there is still traditional method is used in teaching whereas students take not much interest in sitting silent and listening to their teachers and only lecture slides all the time. The method needs to be changed in order to create much interest in teaching and making the students more involved in learning. Therefore, the researcher has conducted this study to find out the effects of Flipped learning and perception of students at National University of Moderna Languages (NMUL) at Sindh, Hyderabad, Campus.

This study explores the students' perceptions about flipped learning. The insights of the study can help teachers to have the idea about Flipped classroom which is believed to be newer method in teaching field. It can also help teachers to teach meaningfully where students can be active participants of learning rather than sitting passively in the classroom. It will be more beneficial to the students as well where they can learn that active participation during classes more meaningful as compared to passive learner. Moreover, at first time this study have been conducted at National University of Modern Languages (NUML) Sindh, Hyderabad campus.

LITERATURE REVIEW

Several studies have been conducted on Flipped learning students expressed positive perceptions towards flipped classroom. Prior to entering the classroom, pupils are assigned homework, which clarifies their understanding of the subject matter. In this method students can study at their own pace and at any time when they want and videos/lectures can be downloaded, paused and replayed, (Gilboy et al., 2014). This learning style can help students enhance and develop their communication skills, (Wilson, 2013). Steen-Utheim and Foldnes (2017) conducted study in Norwegian higher education as an alternative to traditional teaching methodologies. The study showed that students were found very active in learning and the teachers viewed that it was beneficial for their students. Stone (2012) significantly approached that educators need to make elaborately and prominent efforts in order to meet the expected objectives and goals of the flipped classroom. Students' opinions and learning status can be widely accepted by educators through flipped learning.

Murray et al. (2015) investigated the perceptions of students in an Information Technology (IT) class and pointed out that pupils liked the video lecture materials and felt they had a little face to face interaction. Moreover, they were benefitted with high quality videos and lectures. Hutchings and Quinney (2015) investigated pupils' responses to flipped learning in the United Kingdom, they found out welcoming attitude by the students towards flipped learning. The students felt difficulty at the initial time but gradually they improved.

Organizing the flipped learning environment, the centre of the teacher's attention on the relationships between the learning content and sources of the learning with application of the particular software, and the real-world contexts, meaning that the provision of the additional sources of learning or application of that particular software can help students acquire comprehensive and extensive knowledge of the course content which connect the information and knowledge to real-world contexts. In this way, students are able to apply and extend their information and knowledge in the class with practical deeds, (Zurita et al. 2003).

Flexibility is among the main commonly acknowledged benefits of flipped learning in the setting (Buechler et al., 2014; Kiat & Kwot, 2014; Mok, 2014; Simpson, Evans, Eley, & Stiles, 2003; Velegol et al., 2015). The flipped technique had the extra benefit of allowing students to review educational recordings. Students could pause and rewind the lecture films, take notes, and solve sample problems while watching them. Access to course materials 24 hours a day, seven days a week benefited students with a variety of different learning styles and practical demands. This dynamic learning space also allows for increased subject covering and more time for complex problem solving (Ankeny & Krause, 2014; Mok, 2014, Mason, Shuman, & Cook, 2013a, 2013b).

This synthesis also indicated another benefit: constant engagement (Lavelle et al., 2013). Students arrived to classroom more prepared (Chetcuti et al., 2014; Jungic, Kaur, Mulholland, & Xin, 2015; Mok, 2014; Papadopoulos & Roman, 2010) and committed more hours and created effective study habits (Chetcuti et al., 2014; Jungic, Kaur, Mulholland, & Xin, 2015; Mok, 2014; Papadopoulos & Roman (Papadopoulos & Roman, 2010). Several studies found that the flipped format improved absenteeism (Chen et al., 2014; Rutkowski, 2014) and retention rate (Chen et al., 2014; Rutkowski, 2014). Moreover, Love et al., 2014; Kim, Patrick, et al., 2014, and Rutkowski (2014) discovered that when a course was converted to a flipped format, regular lecture attendance increased from 55 percent to 70 percent.

Similarly, Chen et al. (2014) found that the students connected into the education system more regularly to receive course materials than in prior editions of the course. According to the Naseem, Huma and Khan (2021), videos are considered as a tool to help mentors in the classes and videos as a tool help instructors to interact with classroom students and students attentions towards video is better than only listing lectures , content related videos enhance students more capability towards learning.

Theoretical Frameworks for Flipped Learning

According to Bishop and Verleger (2013), the flipped learning can be applied in higher education because of its possibility to associate learning theories which were once mismatched, for instance, instructional lectures based on direct instruction methods consisting of behaviorist principles and problem-based learning which is based upon constructivist ideology. Flipped learning suggests the distinct pattern of learning theories: active learning, social constructivism, cooperative, collaborative and problem-based learning. The following diagram shows flipped learning as a compilation of manifold student-centered learning theories.

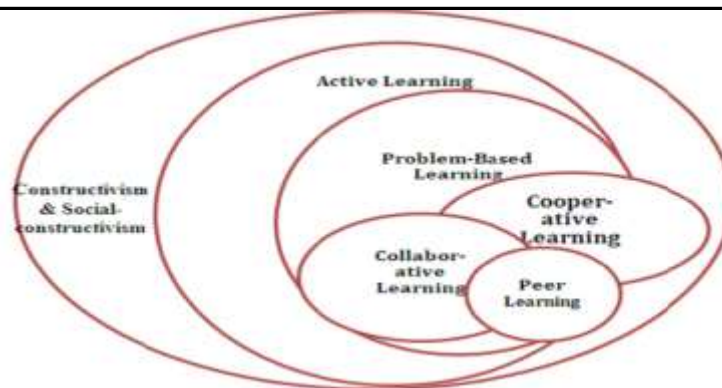


Figure 1: student-centered learning theories (Verleger and Bishop, 2013)

Prior to studying in class, students are usually assigned homework based on constructivist philosophy of student-centered learning. In this approach, students also use their earlier experiences and understanding to shape a thoughtful of the new material that is based on socio-constructivist approach. By applying both the theories – constructivist and socio-constructivist, students dynamically construct knowledge guided by platform and mutual talk with students (Chen.et.al, 2015). The flipped learning, specifically examined in a number of studies, compared with traditional learning methods. However, the effects of the flipped learning were generally mixed and inconclusive. The flipped learning considered to be future framework of the study as well, the factor that might need to be taken into account in future research in this area is students' compliance with the flipped learning requirements (i.e. did the students complete the assigned preparatory work before the in-class session).

It is also highlighted that the non-compliant group in their study was quite substantial (31%) estimated. Ultimately, students' compliance with flipped learning requirements and approach might drastically affect and influence; differential gains in knowledge and skill sets compared with the traditional study and teaching practices in classroom. (C. Heitz, M Prusakowski, G Willis, 2015). Constructivism and collaborative learning are based on Piaget's theory of Cognitive Development, whereas Cooperative learning is based on Vygotsky's Zone of Proximal Development (ZPD) (Pritchard and Woollard, 2010). Vygotsky described ZPD as learning as problem solving under the guidance of an experienced/adult in collaboration with more competent peers. Following figure shows the components of social constructivist theory.

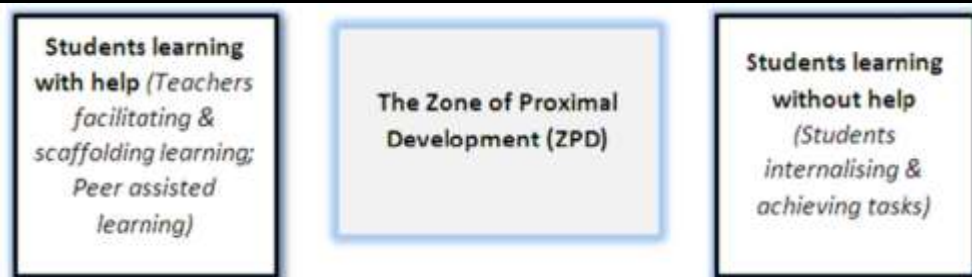


Figure 2. Elements of Social Constructivist Theory

RESEARCH OBJECTIVE

1. To find out the perception of students towards the effectiveness of Flipped method in teaching context

RESEARCH QUESTIONS

1. What are the outcomes of Flipped learning when it is applied in comparison to traditional approach in the classroom?
2. How do students perceive Flipped learning?

RESEARCH METHODOLOGY

In this study, qualitative method was used to determine the efficiency of flipped learning and to examine students’ perceptions regarding Flipped learning by semi-structured interviews. Purposive sampling technique was used to select the participants in this study. BS-II, BS-III and BS- VIII students were selected. 40 participants were selected both male and female. The researcher provided video lectures to students and assigned them to watch the videos and note down the concepts from the videos at home. Similarly, Researcher provided some study material and assigned the task to the students that what you have learned in the class through lecture and study material on the same topic collect different material from different sources also write a reflection of the lecture and make a portfolio. After completing the task, the researcher conducted interviews from the students and analyzed through thematic analysis.

FINDINGS

Following themes were generated form the interview.

Table 1: Gender wise Distribution

Students	No
Male Students	20
Female Students	20
Total	40

Theme#1. Interesting class

Theme#2. Active Participation

Theme#3. Easy to study at home

Theme#4. Easy to solve problems in the classroom

Theme#5. Better than traditional method

Theme#6. Independent Learner

Interesting class

In the response to the question that how they perceived Flipped learning method, almost all of the students responded positively that it was so interesting because the traditional method was changed. One participant said: *"We have been taught through this method. It was very interesting"*. The other one viewed that *"It is a great experience to have Flipped classes, it was like we had to do the things on our own"*. Whereas there was another response from one of the participants which was quite interesting. *"We used to get bored from listening only to the teacher and sometimes do not pick up the ideas, but now we understood everything by ourselves and enjoyed learning"*. According to another response, *"the portfolio activity it is better than just spoon feeding lectures and this method is not only interesting, but it will help us regarding our own creativity"*.

Active participation

Students responded to the question how they perceived classroom participation of your other fellow students. They responded that all of them were actively participating through Flipped method because those students who used to sit silent in the classroom they had to talk when they were assigned to solve the problems. One of the students said, *"I have not seen my class fellows actively participating in the typical classroom"*. Another student gave his opinion that *"Normally, students do not take participation in the classroom, but in this method, everyone has to actively participate and everyone loved to participate"*. According to one respondent said that, *"As Pakistan studies we have already studies in our previous classes very dry subject for me but through lecture and then to make portfolio it enhance students active participation towards learning"*.

Easy to study at home

Under this category, students responded that when they were assigned to read the text in the classroom, it was so hard to comprehend at their pace. However, it was much easier to comprehend the text at home and prepared for the classroom activities. On student's response is worth presenting: *"In the classroom, we cannot understand the text because of the shortage of time, because the language which is written in the articles is very hard to understand"*. Another student responded that *"I studied the text at home and when I got bored, I played Pubg video game and resumed reading the text when I found interest"*. On the other side, one student responded that *"first it was*

difficult to comprehend the text without the assistance of the teacher, but when I tried it started to make sense to me”.

Easy to solve problems in the classroom

Students found easier to solve problems in the classroom rather than at their homes as it used to be in traditional method. When they were asked that how they perceived doing homework in the classroom, one of the students responded: *“It was a lot easier to do the home work through the guidance of our teacher in the classroom”*. Another student’s response is: *“I felt very easy to understand by doing assignment in the classroom because my fellows helped me as well as the teacher was always there to guide me”*. Almost all the students responded positively to the question that how they perceived doing homework in the classroom.

Better than traditional method

When they asked to view that which method was better, traditional or Flipped. The majority students responded that flipped learning was much better because they found it very interesting and new. They did not expect to do the homework in the classroom and studying at home. One of the participants responded: *“Flipped learning shall be implemented for all of the subjects because we have found it very interesting and helpful”*. Another student responded that *“we have studied a lot through the traditional method but flipped method develops creativity among us”*. Another response was that *“the best thing in this method is that you have to study at your own pace”*.

Independent Learner

When researcher asked how was your experience to make portfolio, researcher received positive responses, such as, *“Portfolio activity was new for me, and my fellows and this teaching method makes me or my fellows as independent learner, and this is very positive outcome throughout the semester for me in human rights and citizenship subject. I want other teachers also include this strategy in their classes. Moreover, in previous classes teachers provide us just lecture and slides it seems like spoon feeding and very limited knowledge but now it was good activity to make portfolio this activity give us chance to explore our knowledge in our own pace”*, says one respondent. This activity to make a portfolio was new for the students of NUML Hyderabad campus.

DISCUSSION

This study to find students’ perception regarding to Flipped learning method. The study found out positive attitude of the students towards flipped method. Almost all of the students responded that they enjoyed through flipped method. They have found this method newer over the traditional ones. According to (Gilboy et al., 2014) students can study at their own pace and at any time and this learning style can help students enhance and develop their communication skills says, (Wilson, 2013). It is evident in

the findings that students were actively involved in participating classroom assignments rather than doing at homes. It may be because they had prior knowledge of the subject matter when they were assigned to study the text at their homes and after that they had done the assignments in the classroom.

Flipped learning instructors had to deal with was student resistance. After having encountered a traditional approach throughout their academic lives, students felt confused when faced with a new method that required them to proactively read and study (Amresh et al., 2013) but this study also found out that in first class students were complexed studying through newer method but in the next two classes they gripped over subject quickly. The study also found out that students found easier to study at homes. It may be because of they could take a lot of time to study the text rather than having limited time for comprehending the text in the classroom. Further to support this argument (Ilgu, et al , 2018) writes in their research findings that in many cases the flipped learning was more effective as compared to traditional lecture method.

In flipped classes, learners who had higher cognitive and presentation skills suffered, assuming that they were educating themselves rather than being taught (Margoniner, 2014). Therefore, in this study it was found and observed by the researchers that students interestingly did homework in the classroom under the guidance of the teacher. The social constructive approach suggested by Lev Vygotsky worked better though the implementation of the flipped method. Moreover, the role of teacher was found very passive in the classroom because all of the things were being done by the students themselves and this teaching method makes students as an independent learner. Additionally, the use of videos or other study material in the classroom are very effective tool almost in all subjects, says (Naseem, et al, 2021).

This research conclude that filliped learning method is more interesting, active participation of the students, easy to study at home, easy to solve problems in the classrooms, better than traditional method and it makes students as an independent learner. Therefore, this study shows that the perceptions of the students of National University of Modern Languages (NUML) positive outcomes about the filliped learning method and students are agree and satisfied with this teaching method.

This study found the perceptions of the students were very positive regarding to flipped learning method and students found it better than traditional approaches used to teach in the classroom. Moreover, the study was conducted at only one Hyderabad campus of NUML. Therefore, the results cannot be generalized. More work is needed to be done to know the perceptions of students on flipped learning method in different NUML campus or other universities as well.

RECOMMENDATIONS

This study recommends that university teachers should adopt flipped learning method during classes. This method makes interesting classes and students' active participation towards learning. University authorities and higher education commission should check and balance the transparency towards course learning objective and this method should be compulsory for university teaching staff to use flipped learning method in their classes.

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