



Flipped Classroom as a New Promoting Class Management Technique

By: Asst. Prof. Rana H. Al-Bahrani (PhD)
Specialist in Linguistic Theory / Cognitive Linguistics
Department of English
College of Education for Women
University of Baghdad
E-mail: prof.rana.albahrani@gmail.com

Abstract

The present paper is a small-scale study that involves the application of the flipped classroom model in teaching conversation. The model has been applied to first year university level students at the Department of English/ College of Education for Women/University of Baghdad. The flipping technique has been applied using a close Facebook page that involves only the professor and her students. Results have shown that such a model helps university professors to prepare and announce the readiness of their lectures to be read and visited by students. Such a technique fits the new semester policy to be adopted by the college soon. This is because in case there is more than one professor at the same department who teaches a given subject, students will choose the one who is known by her/his announcement of attractive and comprehensible teaching materials. Accordingly, the early announcement about a given teaching material functions as an act or an invitation for students to attend a professor's classes. Further, such a model highly suits the situations whereby students cannot access the classes face-to-face due to lack of security issues, or natural disasters, etc.

Keywords: flipped classrooms, traditional classrooms, promote, conversation, class management, Iraq.

الصف المعكوس كاستراتيجية ترويجية جديدة في ادارة صف

المستخلص

الدراسة الحالية عبارة عن دراسة صغيرة الحجم تتضمن تطبيق نموذج الصف المعكوس او المقلوب في تدريس مادة المحادثة. تم تطبيق هذا النموذج على طلاب المستوى الأول الجامعي في قسم اللغة الإنجليزية/ كلية التربية للبنات/ جامعة بغداد في العراق باستخدام صف كوكل وصفحة الفيسبوك المغلقة والتي تتضمن فقط الأستاذة وطالباتها. أظهرت النتائج أن هذا النموذج يساعد أساتذة الجامعات على تحضير المحاضرات والواجبات والإعلان عن جهوزيتها للقراءة من قبل الطلاب. مثل هذا الأسلوب يناسب سياسة نظام المقررات الجديد التي ستعتمدها الجامعة قريباً. هذا لأنه في حالة وجود أكثر من أستاذ في نفس القسم يقوم بتدريس مادة معينة، سيختار الطلاب الأفضل بناءً على المواد التعليمية المعلنة. وفقاً لذلك، فإن الإعلان المبكر حول مواد تعليمية معينة يعمل بمثابة دعوة للطلاب لحضور دروس ذلك الأستاذ. علاوة على ذلك، يتناسب هذا النموذج مع المواقف التي لا يمكن للطلاب من خلالها حضور المحاضرات نتيجة لوجود مشكلات أمنية أو كوارث طبيعية، إلخ.

الكلمات الرئيسية: الصف المعكوس، الصفوف التقليدية، ترويج، محادثة، ادارة الصف، العراق.



1. Concept of Flipped Classroom

As a concept, flipped classroom has been used in mid of (2000); however, it has been made popular by two chemistry teachers, Jon Bergman and Aaron Sams together with the founder of the Khan Academy, Salman Khan (as cited in Ted, 2011).

Historically speaking, in the (1900s), the Harvard professor, Eric Mazur suggested a model called "peer instruction", in which he prepared materials for his students to read before the time of the lecture. He wanted to invest the lecture time to do more practice and enhance deep cognitive thinking (Crouch and Mazur, 2001). In (2000), during an international conference, particularly in a presentation entitled "The Classroom Flip: Using Web Course Management Tools to Become a Guide by the Side" by Baker (2000), the concept of "flip" was developed to include "the learning management system of materials" (Lage, Platt and Treglia, 2000)

This type of learning was defined by Abeysekera and Dawson (2015; as cited in Reidsema, Kavanagh, Hadgraft, and Smith, 2017, pp-5-6) as a type of "blended learning". This is because it combines two types of learning modes, the "online" and "face-to-face". This type of learning, as Kaanagh, Reidsema, McCredden and Neville (as cited in Reidsema, Kavanagh, Hadgraft, and Smith, 2017, pp. 15-16) maintain, involves to be competent with "design and implementation". They further maintain that there are two ends: the input and output. That is; what is given to students and what is expected from the students to do. In an internet website entitled: "LMS for Corporate Training", flipped classroom means a classroom where "students are introduced to content at home, and practice working through it at school". That is, students are of two types: dependent students who prefer face-to-face interaction and independent students who study by means of technology. According to this article, students need help when doing the exercises not when understanding theoretical concepts. In another internet website entitled: "Flipped Classroom" (2018), flipped classroom was referred to as a type of classroom "that inverts the typical cycle of content acquisition and application", as illustrated in the following figure:

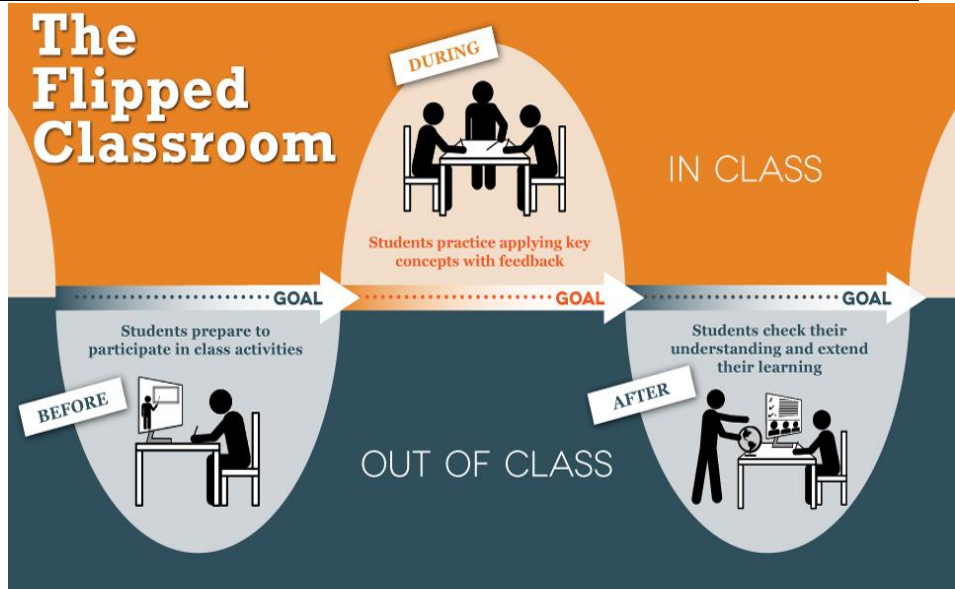


Figure (1): Flipped Classroom (Flipped Classroom, 2018)

2. Differences between Traditional Classes and Flipped Classes

Reidsema et. al. (2017, pp. 5-7, 10) highlight a number of differences between the two types of learning modes:

Table (1): Comparison between Traditional and Flipped Classes

No.	Traditional Classes	Flipped Classes
1.	Students do not need to do an in advance preparation.	Students need to do and complete some reading to be able to practice it inside the class.
2.	Students know about a new topic through the professor first.	Students know about the topic through visiting a pre-determined platform or website.
3.	There is no structural alignment between the reading done during the lecture and after the lecture.	There is a sort of structural alignment between the efforts exerted before class and the activities done during the class.
4.	Attending lectures are compulsory.	Attending lectures are optional.
5.	Teacher-centered learning.	Students-centered learning
6.	Students are passive or somehow passive.	Students are more participative.
7.	Theory is focused on more than practice.	Both theory and practice are emphasized.
8.	Students move on at the teacher own pace.	Students move on at their own pace.

In another internet website entitled: "Flipped Classroom" (2018), other differences have been added as shown below:

Table (2): Comparison between Traditional and Flipped Classes

No.	Traditional Classes	Flipped Classes
1.	The role of instructors as teachers	Instructors' role as mentors and guides
2.	Students build knowledge inside classrooms.	Students build knowledge inside and outside classrooms.

Other differences are illustrated in the following figure:

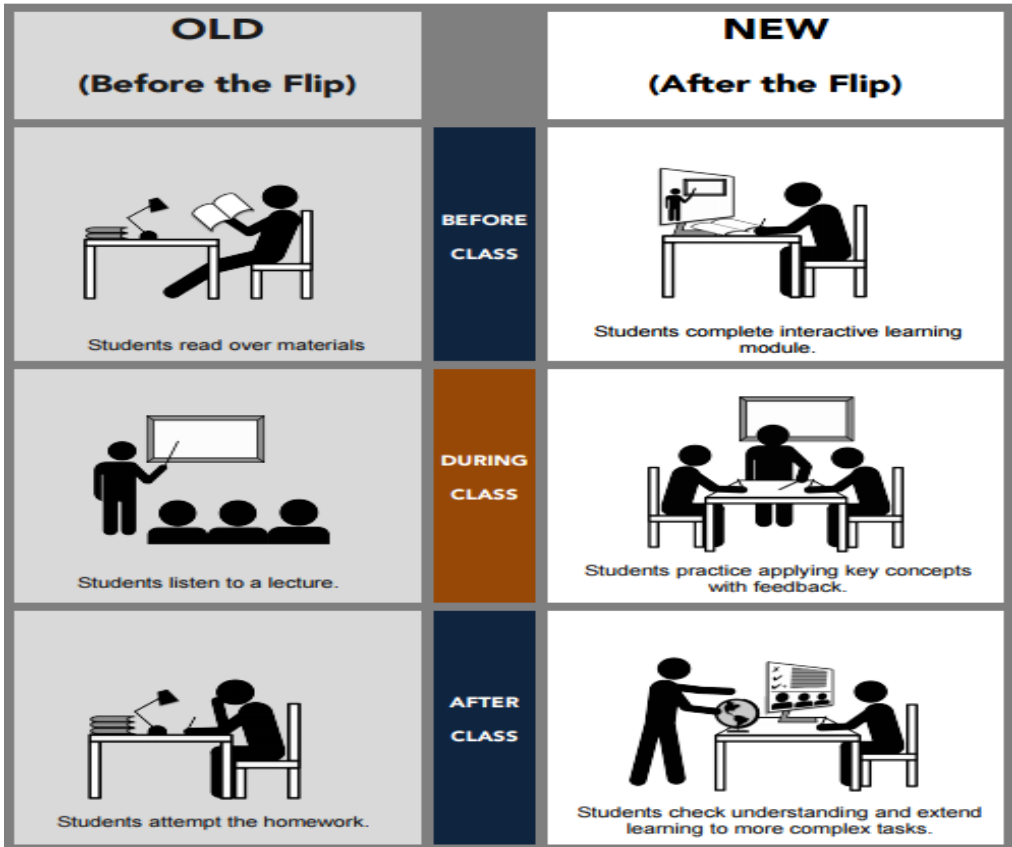


Figure (2): Differences between Traditional and Flipped Classes (Flipped Classroom, 2018)

In an internet essay, entitled: "LMS for Corporate Training", the following points have been added:

Table (3): Comparison between Traditional and Flipped Classes

No.	Traditional Classes	Flipped Classes
1.	Students access their teachers during the lecture	They have double access to their teachers, at home once surfing the digital materials, and another during the lecture.
2.	Students do not have the right to record lectures.	Students have all digital material recorded and can re-visit them any time and several times.

In a website sponsored by Michigan State University entitled "Office of Medical Education Research and Development", it has been mentioned that in old classrooms, students do the lower thinking task represented by remembering and understanding during the lecture while they are left alone to do the higher levels of thinking tasks. The situation is reversed with flipped classroom. For more information, consider the following figure:

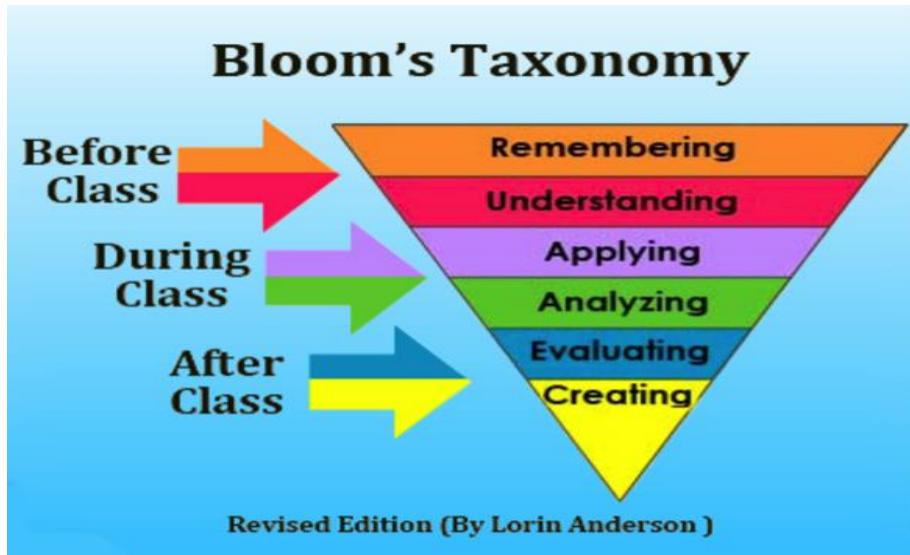


Figure (3): Tasks Achievements by Adopting the Flipped Classroom Model (Office of Medical Education Research and Development, n.d.)

3. Advantages of Flipped Classes

Bergmann and Sams (2012) pinpoint a number of advantages that flipped classrooms offer. For instance, they maintain that flipped classrooms:

- help students to deal with up-to-date date;
- are good choice for students who are busy and cannot attend classes regularly;
- give the chance to re-visit the materials several times at different times;
- make students independent and the center of the learning process;
- allow teachers to recognize the individual differences;
- be competent with using and keeping up with technology;
- encounter different types of learning materials;
- change the way classes are being managed; and
- create transparency with parents.

In a website entitled "Flipped Classroom Advantages and Disadvantages", it has been added that flipped classrooms help students prepare the materials comprehensively, and make progress at his/her own pace. In another website entitled "winjigo", it has been mentioned that:

- Flipped classrooms offer different amounts of time for different students. That is, the individual differences will be taken care of;
- They help dedicate lecture time for the act of practicing and doing different types of learning activities;
- No lecture is missed as everything is uploaded and be kept there to be visited anytime;
- No routine is encountered as is the case with the traditional lectures;
- Having much time will give the chance for students to read a lot and carefully; and
- Schools do not have to buy many computer devices that suffice the number of students.

In a website entitled "ASCD Learn.Teach.Lead", the following has been illustrated:

- Students will be able to speak today's language; a matter that will be enhanced by watching and listening to videos and audios;
- The technique of flipping "increases classroom management". In any class, one can find attentive and non-attentive students. The latter usually create

a sort of distraction to the former and slow the process of teaching. With the flipping strategy, no such a problem is encountered and students can experience a kind of privacy and be more focused; and

- The flipping strategy further develops the way professors talk to parents, and as a result the latter will get educated due to being familiar with using such types of technology.

In another essay entitled, "The (Flipped) Classroom of the 21 Century", it has been illustrated that flipped classrooms:

- help save the efforts of professors as once they prepare their lectures, there is no need to re-prepare them again. They might only update them every now and then-when needed.

4. Disadvantages of Flipped Classroom

In a website entitled "Flipped Classroom Advantages and Disadvantages", it has been stated that flipped classes suffer from the following pitfalls:

- It basically depends on the availability of the internet; otherwise, no materials can be uploaded on the part of the professors and downloaded on the part of the students;
- It requires from the professors to work hard on preparing different types of teaching materials in advance and checking students' assignments every now and then. In other words, both students and professors need to consume much of their time checking what is uploaded and done;
- Depending on themselves, students are seen to have little motivation. The acts of being monitored and of collaborations encourage students to work actively and enthusiastically. Another issue that discourages students is that when they misunderstand a certain point, their progress will be hindered and stopped at that point;
- Having visual materials being uploaded does not fit all types of students. This is because there are individual differences among students; some are audio, visual, etc.

In a website entitled "Research Guide" sponsored by the University of Toronto, it has been added that:

- Professors need to make sure that students have the needed equipment; otherwise, they can do nothing;



- Students need to know how to deal with technology;
- To depend on students doing their learning is something cannot be guaranteed as students might not dedicate much of their time reading what is uploaded to them; and
- Technical issues might be encountered and take much time from the learning process, discouraging as a result students' motivation.

5. Flipped Classroom as a Prompting Teaching Strategy

Linguistically speaking, the term 'promote' means trying to enhance or increase popularity of a given product. In this sense, the matching synonyms are: "advertise, sell, hype, and publicize" (Collins, 2019). It further means "to try to persuade people to support or use something (Longman Dictionary, 2019). Black (2006) adds that the terms advertise, announce and promote all share something in common. However, the term 'advertise' is a paid act of promoting. To announce involves the sense of informing and telling only in a formal way. To promote, on the other hand, has a persuasive sense for the purpose of pushing people to do something. In the Free Dictionary by Farlex (2005), it is mentioned also that to promote is "to encourage the.. acceptance, or recognition of , especially through advertising or publicity".

Accordingly, the term promotion implies the sense of informing for the purpose of attracting attention and raising awareness. Such an activity fits the recent institutional policy of promoting about professors' lectures on college website for the purpose of reflecting the academic level of professors. It further helps get those who are interested in such work to come and visit the website and be involved in or join the offered academic events. Another important aspect for using the word 'promote' is that uploading lectures online helps upgrade professors' reputation and level and acquire points accordingly. Thus, here, the use of the word 'promote' highly fits this context as it combines the senses of persuading, pushing, inviting, calling, and upgrading.

6. Methodology

As far as the present paper is concerned, the model of flipped classroom which has been developed by Baker (2000) has been applied on first year university college students when teaching conversation classes. The participants were students at the Department of English/ College of Education

for Women/ University of Baghdad during the academic year 2018/2019. The teaching process was conducted for six months from December till May. The total number is (168) students arranged into six classes; (28) students for each. The lectures were given at the English Language Lab, which is equipped with data show projector, desktop computer device, speakers, microphones, and sound and voice amplifier. As a brief account for the model of Flipped Classroom, consider Figure (4) in the following page:

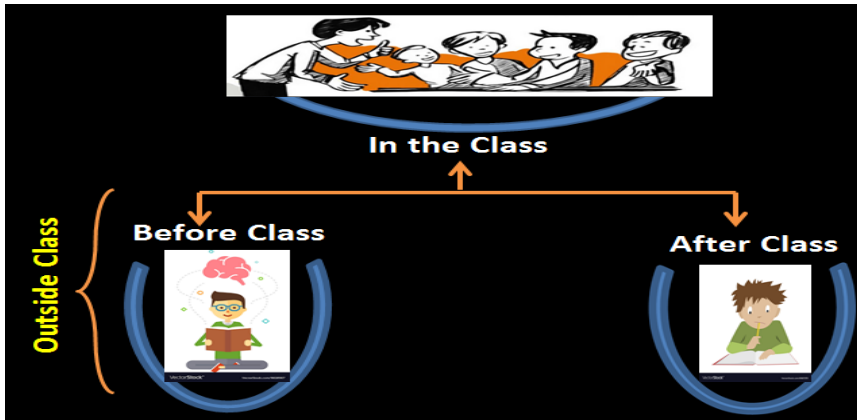


Figure (4): The Essence of Flipped Classroom [the researcher]

Where students are expected to look on the materials sent in advance, read them carefully, and prepare questions and points to be discussed and practiced inside the class. After the class, the students are required to do much analytical and high thinking work.

To apply the model, the researcher has prepared the following steps:

- Preparing the teaching materials and detailed handouts;
- Uploading the lectures via Google classroom/ close Facebook page;
- Asking students to do an in advance reading for the materials;
- Doing the exercises, practicing the rules, discussing students' questions and/or mistakes;
- Giving students much more difficult tasks to be done at home, or quizzing them online at home or at schools;
- Conducting online or paper exams or tests;

- Submitting an attitudinal questionnaire to the students (after being reviewed by jury members) for the purpose of checking the feasibility of investing or applying this model in teaching conversation classes;
- Analyzing students' answers; and
- Deriving the conclusions.

7. Results and Discussion

After applying the strategy on the students for six months, results have shown the following:

1. Asking students to join Google classroom or the close Facebook page took almost one- month time to do that;
2. (159) students (ie.,94.64%) were able to access technological devices and had internet service, consider Figure (5) below:

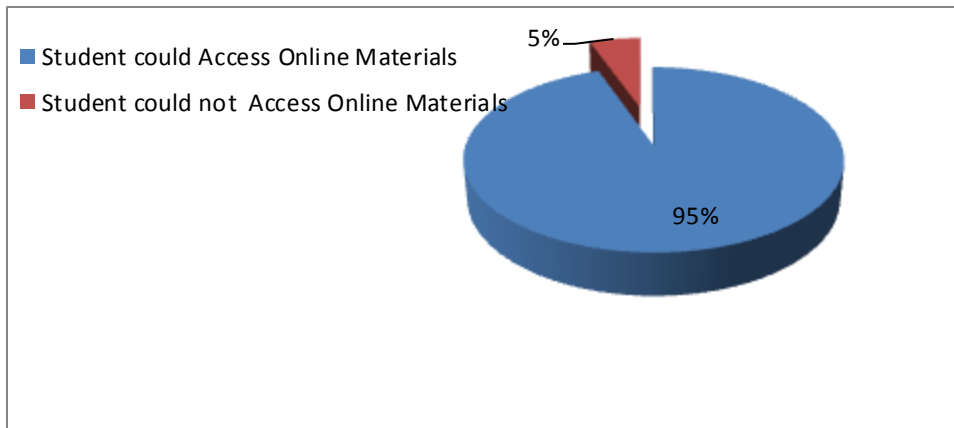


Figure [5]: Percentages of Students who could [not] Access Materials

3. Out of these (159) students, only (40) (ie., 25.15%) students were autonomous and managed to do the pre-reading and comprehend it alone. After two months of applying this model, the number of students who prepared themselves before the class increased, reaching to (95) (ie., 59.74%) students out of (159). The rest of study subject, ie., (64) (ie.,

40.25%) preferred to study in the class through the pair and group work. When a question was directed to them, they justified their wrong answers by saying that they had read it, but could not comprehend it well, and so they depended on their colleagues and questions to do the reading. Consider Figure (6) in the following page:

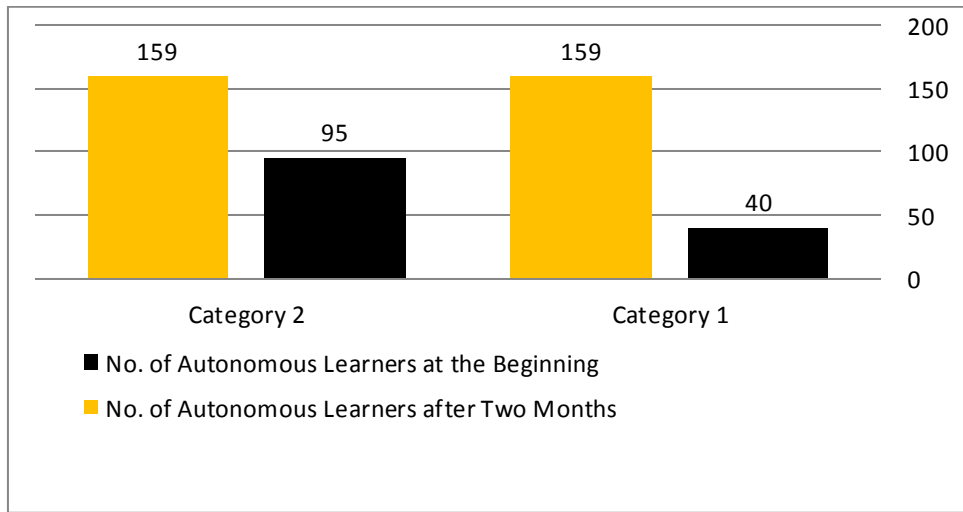


Figure (6): Autonomous Learners

4. The (9) students (ie.,5.35%) out of (168) suffer a lot as they have no access to the internet service and have no smart phones nor computer devices. Accordingly, they prefer to follow the traditional way by printing out the handouts and materials uploaded. For the audio and video, they watched them either on their classmates' laptops or phones;
5. With the passage of time, ie., after the third and fourth months, the majority of students (ie., 94.64%) have changed to be autonomous and highly responsible. Their conversation skill has developed a lot due to the treble times of reading, before the class, during the class, and after the class. The increase is clearly noticed through their active participation during the class and when doing the online assignments;
6. Out of these (159) students, (52) of them, ie., (32.7%), preferred this way of teaching because it involves several times of reading and reviewing. On

the other hand, (73) of them, (ie., 45.9%) preferred it as all teaching materials are accessible, and can be visited several times, and nothing can be missed. Further, (21) of them, (ie., 13%) liked this way of teaching as it implies much participation and practicing at class. In addition, (13) students, (ie., 8%) liked it as they learned teaching games and strategies that were almost missing in traditional classrooms, consider Figure (7) below. As for those (9) students, (ie., 5.6 %) who could get a full benefit from this new way of teaching, results have shown that (5) of them, (ie., 3%) liked the teaching games being practiced inside the class, and (4) of them preferred the pair and group work being practiced in the class, consider Figure (8):

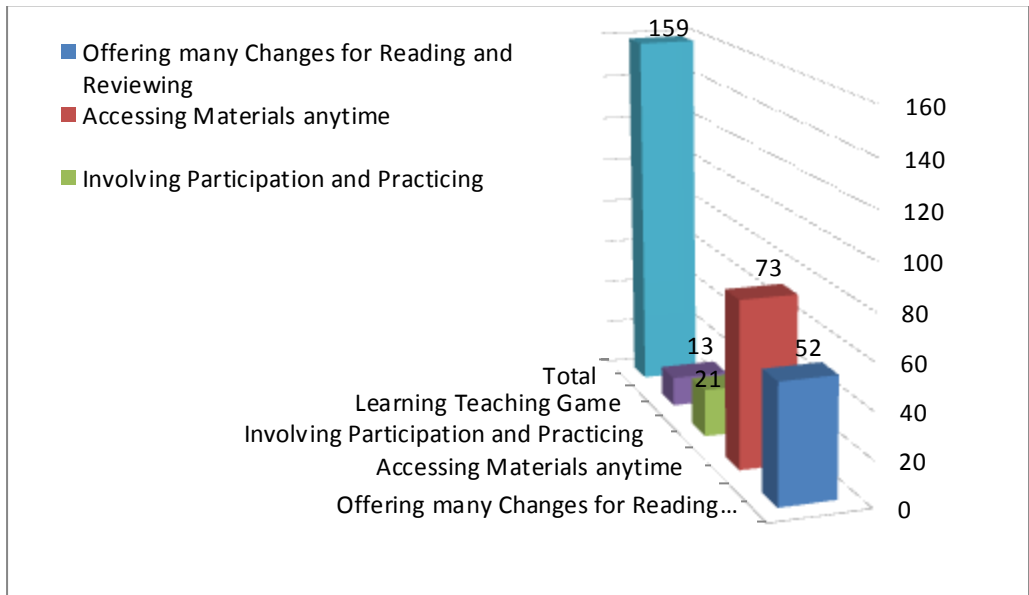


Figure (7): Reasons for Preferring Flipped Classroom Strategy

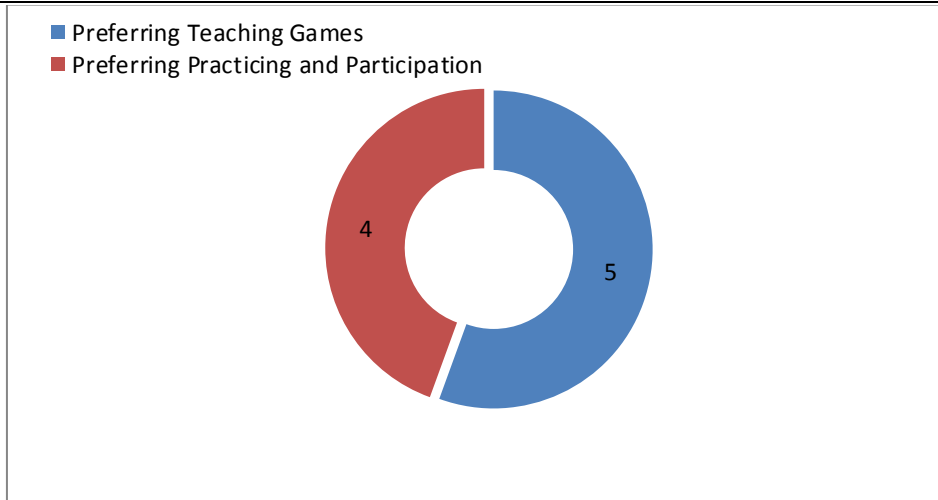


Figure (8): Reasons Given by the Students who could not Fully Get Benefited from the Flipped Classroom Strategy

7. Uploading and sharing the assignment created a sense of competition among the students; especially during writing conversations. Students were competing each other in choosing a situation to develop a conversation on. By this, such an online application gives the chance for students to promote their creative skills and progress. It further gives the chance for the students to read other students' work;

8. Of course, students like their professors suffer from the spotty internet service that consumes much of their time when uploading their assignments and when downloading files; the buffering process takes much and long time; and

9. When professors promote their lectures, students will have the opportunity to choose the professor they want to study with. This activity highly fits the semester system that Iraqi universities are going through.

8. Conclusions

Flipped classroom technique is of positive and negative consequences on the part of both professors and students. Though such a result is clearly indicated in the pros and cons mentioned by the previous scholars; however, there are certain things that are study-proper. From the part of professors, it has been noticed the following:



1. professors need to be technologically equipped and trained;
2. The bad, spotty or sometimes partial or full absence of the internet services at home and work, together with the continual power failure represent the major drawbacks to the use of technology in academic fields. It consumes much time and efforts for the materials and files to be uploaded;
3. Work span will not be limited to the day, but to the whole day; privacy violation occurs as a result;
4. Professors need to know about the successful steps to be used when promoting their lectures and capturing students and colleagues' attention. For instance, the amount or number of files, their sizes, varieties or types of files uploaded, all these matters affect the act of enhancing students and colleagues' awareness and interest;
5. Linguistically speaking, the term 'promote' by definition has advertising and upgrading senses. The more lectures and materials being uploaded, the better reputation and the higher chances to get strength points in professors' annual performance assessment;
6. The amount of time exerted in preparing the materials will be much more than in traditional classrooms. Personally, it took me (3) hours to collect and prepare a comprehensive material, and (1-2) hour for video-recording my PowerPoint and for uploading them. However, this feature will be experienced only at the beginning. Later on, when all materials, including handouts, assignments, and quizzes are prepared in advance, professors will need just to announce and upload the required files. Or, they might make slight changes, add, or delete certain things;
7. With reference to students, the amount of time professors exert will be higher than that in traditional classrooms. This is because flipped classroom encourages recognizing the individual differences. Thus, professors throughout the online given assignment will know exactly the points of weakness each student has;
8. Professors need to dedicate much effort on preparing different class games, such as changing roles, flash cards, etc. and learning materials, which are really missed in our classrooms. Such a thing should be given the priority as the mission and vision of colleges of education is to graduate students who are able to teach primary and secondary pupils and students, respectively.



9. Despite the various points of difficulties examined by students when adopting this strategy, the advantages outweighed the disadvantages. Besides, what was a disadvantage as at the beginning was later changed to be an advantage after getting used to the newly used strategy.

Important Links:

- Research gate website:

https://www.researchgate.net/profile/Rana_Al-Bahrani/contributions

- Google Scholar website:

<https://scholar.google.com/citations?user=utdhkyQAAAAJ&hl=en&scioq=rana+temporaria>

References

- ☞ ASCD Learn.Teach.Lead. (2019). "Chapter Three: Why you should Flip your Classroom?". Retrieved from: <http://www.ascd.org/publications/books/112060/chapters/Why-You-Should-Flip-Your-Classroom.aspx>, on Nov. 25, 2019.
- ☞ Baker, J. W. (2000) The "Classroom Flip": Using Web Course Management Tools to Become the Guide on the Side. In: the *11th International Conference on College Teaching and Learning*: Jacksonville, Florida. Retrieved from http://www.classroomflip.com/files/classroom_flip_baker_2000.pdf, on Nov. 15, 2019.
- ☞ Bergmann, J., and Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene: International Society for Technology in Education. Retrieved from <http://i-lib.imu.edu.my/NewPortal/images/NewPortal/CompE-Books/Flip-Your-Classroom.pdf>, on Nov. 15, 2019.
- ☞ Collins Dictionary. (Dec. 02, 2019). Retrieved from: <https://www.collinsdictionary.com/dictionary/english/promote>, on Oct. 20, 2019.
- ☞ Crouch, C.H. and Mazur, E. (2001) Peer Instruction: Ten Years of Experience and Results. *American Journal of Physics*. 69, 970–7.



☞ Dictionary of Leisure, Travel, and Tourism. (2006): London: Black Publishers Ltd.

☞ "Digital Pedagogy-A Guide for Librarians, Faculty, and Students. Research Guide. University of Toronto. (2019). Retrieved from <https://guides.library.utoronto.ca/c.php?g=448614&p=3552449>, on Nov. 10, 2019.

☞ Faculty Innovation Center. (2019) "Flipped Classroom". The University of Texas: Retrieved from <https://facultyinnovate.utexas.edu/flipped-classroom>, on Oct. 217, 2019.

☞ Flipped Classroom Advantages and Disadvantages. (2019). Retrieved from <https://www.easy-lms.com/knowledge-center/about-flipped-classroom/flipped-classroom-advantages-and-disadvantages/item10610>

☞ Lage, M.J., Platt, G.J. and Treglia, M. (2000) Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *The Journal of Economic Education*. 31, 30–43.

☞ Longman Dictionary. (Updated 26 June, 2018). Retrieved from <https://www.pearson.com/uk/pearson-privacy-and-you/cookie-policy.html>, on Oct. 13, 2019.

☞ Office of Medical Education Research and Development. "What, Why, and How to Implement a Flipped Classroom Model". Michigan State University. Retrieved from <https://omerad.msu.edu/teaching/teaching-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>

☞ Reidsema, C., Kavanagh, L., Hadgraft, R. and Smith, N. (2017). *The Flipped Classroom: Practice and Practices in Higher Education*. Singapore: Springer.

☞ Teach Thought Staff. (March 4, 2019) LMS for Corporate Training: The Definition of the Flipped Classroom. Retrieved from <https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/>, on Nov. 15, 2019.

☞ TED (2011) Salman Khan: Let's Use Video to Reinvent Education [Internet]. Available



العدد التاسع والثلاثون
الجزء الثاني / أيار / ٢٠٢٠

جامعة واسط
مجلة كلية التربية

from: https://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education [1 May 2015].

☞ The (Flipped) Classroom of the 21 Century. (Jan. 19, 2018): Panopto. Retrieved from <https://www.panopto.com/blog/the-classroom-of-the-21st-century/>, on Oct. 10, 2019.

☞ The Free Dictionary by Farlex (2005). Retrived from <https://www.thefreedictionary.com/promote>, on Oct. 15, 2019.

☞ Winjigo. The Advantages of a Flipped Classroom. Retrieved from <https://www.winjigo.com/the-advantages-of-a-flipped-classroom/>, on Oct. 18, 2019.



Appendices

Appendix (1): Cons of Adopting Flipped Classroom

Pros of Cons of Adopting Flipped Classroom Strategy



Tick the sources of difficulties and advantages experienced by you as a student:

What are the difficulties faced by you as a student when adopting "Flipped Classroom Strategy" *

- It involves much reading than the traditional way.
- It includes different types of teaching materials
- it requires having laptop or desktop or smart phones, and a printer.
- it needs to have an internet service.
- it needs knowing how to use a laptop
- it requires to know how to deal with online materials
- A student spends much time doing online tasks or working on laptop
- No motivation is there on the part of the student when doing reading alone.
- It forces students to practice speaking and listening.
- it might be costly as students need to equip themselves with many machines.



Appendix (2): Pros of Adopting Flipped Classroom

What are the advantages you gain as a student when adopting "Flipped Classroom Strategy" *

- It helps be an autonomous learner.
 - It involves much practice.
 - There is no need to attend lectures
 - one can access their teachers in the class and outside the class.
 - Teaching materials are accessible any time.
 - Students might encounter different types of teaching materials.
 - it enhances a sense of competition
 - it needs one to know more about teaching games
 - it allows to the students to each other work.
-