The Analysis of Flipped Learning Centered on Prospective Study

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ABSTRACT

This article describes how the advent of the Information Age has brought an educational tendency to focus on the quality and morality, excluding the quantity of education and rote learning. This highlights the importance of developing competence of critical insight, problem solving, collaboration, communication, creative thinking, and cultural understanding in public education. However, the reality of education in Korea is that the public school fails to be apart from content-based learning, teacher-centered learning and ranking-oriented learning. To solve this problem, the Education Ministry suggests cultivating a creative human resource with integrated competency in the revised curriculum of 2015 and implement a free semester program. Moreover, flipped learning is being realized and researched as the shift the teaching paradigm, aiming to introduce it in each school. Accordingly, this project suggests establishing a step in the right direction of flipped learning so that it can be boosted on stage. This article also suggests the purpose and its goal of flipped learning based on precedent studies and their implications on political, administrative and financial, cultural, school curriculum and assessment-based view.

KEYWORDS

Assessment, Creativity and Integration, Paradigm, Curriculum, Direction, Flipped Classroom

1. INTRODUCTION

The advent of Information Age has brought the educational tendency to focus on the quality and morality, excluding the quantity of education and rote learning. However, according to Jae-Won Kwon (2015), Korea’s current educational system is described as a castle in the air, in that it lacks creative human resource despite the accomplishment in PISA. Furthermore, the downside of our educational system is related to student’s ‘motivation’, where not only the students but the teachers are less motivated, the rate of collaboration learning is found to be the lowest in spite of high level of achievement, the rate of the students who feel lonely in schools is twice that of the average in OECD but the rate of the students who feel happy in schools is the lowest out of 64 countries. Higher degrees of specialization and enthusiasm of the teachers are contrasted with low self-esteem, the rate of effective learning is below the OECD average despite the effort and time put into learning. Also, learning time is wasted even though marginal utility is under 0, students are reluctant to study in a critical and reflexive way due to their low preference on elaborative learning strategy, their social, economic, and cultural status remains distinct based on the regional basis, and the parents tend to have high expectations on their children’s educational achievement.

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In order to resolve this current issue, the Ministry of Education announced the 2015 revised curriculum proposal. The purpose of the 2015 revised curriculum is to cultivate ‘creative’, ‘educated’, ‘cooperative’ human resources, and has set ‘self-disciplined’, ‘information-processing’, ‘creative-thinking’, ‘aesthetic’, ‘communicative’ competencies as the core competencies to realize such goals throughout the process as a whole.

Moreover, the Ministry of Education implemented ‘enhanced classroom-project focusing on humanistic education’ from June 2013 as the national political agenda (66-1), in pursuance of an opportunity for the students to discover knowledge derived from their experiences so as to deviate from educational functions relying on transmission of knowledge.

From 2016, ‘Improving teachers’ expertise through classroom development plans’ has been promoted as a state policy according to the 2015 revised curriculum. Each Metropolitan and Provincial office of Education reflects its characteristics to promote projects for supporting improvement in classwork so as to enhance participation-centered approaches.

Recently an alternative approach to make sweeping changes in the classroom setting has been studied; flipped learning. Flipped learning is implemented in classrooms in response to an educational paradigm shift for 21st century, and realization that class time would be best spent guiding knowledge through experiences and scaffolding, enhancing peer feedback and developing firm relationships through individualized teaching, rather than delivering direct instruction and giving teacher-centered instructions. Flipped learning is thus an alternative approach differing from traditional classrooms and is being developed through various studies. It also triggers educational inspiration, mostly from the teachers in action (Jeong, 2015).

Accordingly, this project aims to discover the meaning of flipped learning and establish a step in the right direction of flipped learning through analyzing and resolving related downsides of the approach.

2. THEORETICAL BACKGROUND

2.1. Flipped Learning

Flipped classroom was first introduced by Jonathan Bergman and Aaron Sams to give lessons in chemistry class by recording PowerPoint presentations. The basic structure of this class was first giving assignments constructed by recorded lectures to student athletes and then the learning contents were checked in class through school activities. Its first objective is to pursue discussion-centered classroom activities after completing assignments at home. Individualized teaching and learning based on the differences of academic abilities was its second goal. The last objective is to secure teachers’ feedback sessions for the benefit of students.

Flipped learning denotes to literally ‘flipping’ the place where students study and learn. Direct instruction could be delivered by recording video content for students to engage with before freeing up class time for activities that allow deeper exploration of content. Students are encouraged to perform ‘remembering’ and ‘understanding’ domain by learning through video content, and perform ‘applying’, ‘analyzing’, ‘assessing’ and ‘creating’ domains that are higher domains in class. They have enough time to understand the basic concept at home and then apply and elaborate it with teachers and peers through cooperative work in class (Han, 2016).

2.2. Flipped Classroom Model

According to Strayer (2007) flipped classroom can be explained by dividing into ‘educational technology’, ‘learning through activity’ and ‘classroom environment’, and shows the interactional relationship as seen in Figure 1.

Students can be influenced drastically by the following two aspects of flipped classroom idea by altering their learning environment. Broad application of instructional techniques to deliver
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