WHY SHOULD WE FLIP OUR TRADITIONAL LEARNING ENVIRONMENT?

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Today, during this pandemic because of Coronavirus, the hardest part for a teacher is how learning will take place. Since there’s no face to face, teachers have to reinitiate instructions so as to assist students cope up in their studies. In traditional way of teaching, the teachers repeat lectures over and once again. Many students sit over the precise same homework, trying to work out the way to solve it. The flipped Classroom is turning this the other way around. Traditionally students hear lectures and take test in school and skim textbooks and work on problem sets at home. In Flip teaching the students learned the concept by using video lessons and so applies the knowledge by solving problems and doing practical work in class. As video can watch again it allows students to learn at their own pace.

Flipping also brings changes for teachers. In traditional style students engagement is also limited to activity and class discussion centered on a teacher who controls the flow of conversation. In flip learning the class discussion centered on the students and the teacher is simply a facilitator within the class. This allows them to figure more closely with individual or small groups.

In Flipped Classroom learning and skill development are concept practice. These kinds of active learning allow is highly differentiated instruction that the students developed their higher order thinking skills like problem finding, collaboration design and problem solving as student tackled difficult problems, join online discussions and construct knowledge with the assistance of their teachers and peers. In flip learning the learners are vigorously involved the knowledge acquisition and edifice as they engaged and assess their learning.
References:

Jamie L. Jensen. Tyler A. Kummer and Patricia D. d. M. Godoy

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