



# Flipped Classroom in Teacher Education: Needs and Importance

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## Abstract

Flipped classroom approach of blended learning is an emerging mean for learner centered teaching learning in education system which is a modification of traditional teacher centric class. Teacher educators must be well acquainted with this approach of teaching for making teacher training more participative. In order to make teacher education more qualitative and productive, flipped classroom approach of teaching learning can be implemented by teacher educator. The main objectives of this paper are to describe the concept of Flipped Classroom and state its needs and importance for teacher education. It was explored that flipped classroom is very much needed and important for making teacher education system more effective and meaningful for prospective and in service teachers. However it is also concluded that for making Flipped classroom successful in teacher education programme, various issues, concerns and challenges concerning to it must be considered by educational planner and administrators.

**Key Words:** Flipped Classroom, Teacher Education

## Introduction

Teacher education is a crucial branch of Education System of nation that prepares teachers for the society. Teacher Education develops teaching skill, pedagogical theory and professional skills among the prospective and in service teachers through pre service and in service teacher education programme. In order to make it more qualitative it is essential to adopt some modern and innovative approach of teaching learning on the part of teacher educator. One of the innovative approaches to make teacher education qualitative is integration of Flipped classroom in teacher education course transaction during and post Covid 19 pandemic period. Flipped classroom is a kind of blended learning approach in which learners

learn integrating information and communication technology. In this type of teaching learning first students are introduced to content at home and practice working through it at educational institute. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home. This teaching learning approach can be used in teacher education institute for making education learner and learning centric following andragogical principles.

### **Conceptual Framework of Flipped Classroom**

The flipped classroom was invented in 2007 by Jonathan Bergman and Aaron Sams when they began recording their classroom lectures so that students could access them at home. Flipped classroom focuses on development of students understanding, reflection, cognitive abilities of concept construction in class instead of lecture. In this type of class, traditional model of teacher centric class converted to learner centric participatory classroom environment. Flipped classroom ensures deep learning experience on the part of learners with instructional guidance through materials. It stimulates higher order thinking, logical and reasoning power as well as application skills among the learners. The benefits of this model include giving students more control over their education, promoting student-centered learning and collaboration and offering access to lessons at home. Flipped classroom is considered as an appealing innovative and motivating pedagogical teaching approach. (Abevseker and Dawson, 2015). It is considered as student centered approach to teaching and learning which emphasized student engagement and active learning. (Steen-Utheim and Foldnes, 2018). The main concept of Flipped classroom related to the concept that what is traditionally done in class is now done at home and that which is traditionally done on home is now completed in class. (Bergmann and Sams 2012). There are two aspects of flipped classroom approach of teaching learning, those are: Interactive group learning activities inside classroom and direct computer based individual instruction outside the classroom. (Boshop and Verleger, 2013). It can also be stated as learning activities those are active and social occur inside the classroom whereas most information transmission teaching occurs outside the classroom. (Abevseker and Dawson (2015). Flipped classroom based researches are rarely focuses on teacher education with population including teacher educators, pre service teachers or mentor teachers. O'Flaherty et.al. (2015). The review included studies with empirical evidence from across subject disciplines (e.g., nursing, business management, social science) and However, most of the included studies were not related to teacher education and thus the review has limited utilization to the field. In addition, Hew and Lo (2018) conducted a meta-analysis on Flipped classroom and student learning in health profession education, while Turan and Akdag-Cimen (2019) focused on Flipped classroom and English language teaching. found indirect evidence for Flipped classroom improving academic performance, and student and staff satisfaction. Han and Rokenes (2020) found that there are mainly two foci related to research in Flipped classroom, those are student's perception and academic performance

### Students' Activities in a Flipped Classroom at Home

- Watch an online lecture
- Review online course material
- Read physical or digital texts
- Participate in an online discussion
- Perform research

### Students' Activities in College Classroom

- Skill practice (guided or unguided by the teacher)
- In-person, face-to-face discussion with peers
- Debate
- Seminar
- Problem solving Activities
- Presentations
- Station learning
- Lab experiments
- Peer assessment and review

### Need of Flipped Classroom in Teacher Education

In this modern era of Covid 19 pandemic there lies a drastic need of using flipped classroom in teaching education system. Those needs can be explained as follows:

- Flipped classroom required to make pre service and in service teacher education more qualitative with respect to teacher's role perception, reflection, abstract thinking on teaching learning.
- Prospective and in service teachers need to learn ICT integrated pedagogical tools by observing and participating flipped classroom.
- In distance teacher education system, flipped classroom approach can be included in order to make the training more participative, practical and lively.
- During COVID 19 pandemic period and post pandemic period , it can be utilized as an mean to educate teachers by using learning management system software.
- Flipped classroom is needed in teacher education to make it more advanced, productive , modern and technologically efficient.
- Especially for untrained and working in service teachers, who cannot afford regular teacher education due to their professional barriers, ICT integrated flipped classroom can be useful.

- Flipped classroom is urgently needed for teachers belonging to unprivileged sections of society, such as women, Schedule caste, Scheduled tribe having low socio- economical status as well as geographically isolated working teachers.
- Flipped classroom is also required for demonstrating pedagogical skills and competencies to prospective teachers followed by discussion.
- In order to discuss complex theoretical educational and pedagogical concepts , teacher educators need to record their lecturer with suitable lesson plan and materials for flipped classroom purpose which can give them opportunity to present their best performance to learners in an controlled condition.
- Flipped classroom is essential need of teacher educators to implement curriculum in an innovative and creative manner.

### **Importance of Flipped Classroom in Teacher Education**

In this present scenario of technological advancement, teacher education system must integrate ICT and pedagogical principles effectively through flipped classroom. Some of the importance of Flipped classroom in the field of teacher education is:

- Flipped classroom can make teaching learning logical, resourceful, reasonable and dynamic.
- It is useful for constructing teacher attributes and roles on the part of trainee teachers in a systematic and scientific manner.
- It can motivate and practice teachers to learn independently and become autonomous learner throughout their professional life.
- Flipped classroom are important to create self motivated teachers who would be lifelong learners in order to update their knowledge continuously.
- It can enhance and ensure participatory teacher education and training.
- Flipped classroom can play significant role on the part of trainee teachers to enhance their cognitive, affective and psychomotor skills by observing and analyzing model lesson demonstrated by expert teacher educators in video lecture.
- It is also encourage trainee teachers to think creatively and critically on subject pedagogy in order to prepare lesson plans.
- It is also important for teacher educators to get better opportunity in order to clear doubts and intellectual conflicts of trainee teachers in real classroom situation through face to face mode.
- Flipped classroom culture in teacher education system can create reasonable, confident, competent teachers for society.

- It can also provide more scopes to educational researchers for conducting research and innovate new ideas and principles related to ICT integrated teacher education.

## Conclusion

Flipped classroom concept is a new innovative approach to teacher education which promises possibilities of better teacher training and their preparation through pre service and inn service teacher education. However it is not free from relevant concerns, issues and challenges with respect to educational planning, administration, management, resource facilitation, learning management system development, training of teacher educators, clarity of communication, curriculum, methodology, assessment and equity.Hence, more research work in these issues must be conducted to get optimum benefits of flipped classroom in teacher education.

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