

**G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
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Report on Flipped Classroom Model of Teaching

Higher Education has been pressured to shift towards more flexible, effective, active, and student-centred teaching strategies that mitigate the limitations of traditional transmittal models of education. The flipped classroom model has been suggested to support this transition. However, the use of flipped classroom in higher education is in its infancy and little is known about student's perceptions of learning through flipped classroom. The flipped classroom model is based on the idea that traditional teaching is inverted in the sense that what is normally done in class is flipped or switched with that which is normally done by the students out of class. Thus, instead of students listening to a lecture in class and then going home to work on a set of assigned problems, they read course literature and assimilate lecture material through video at home and engage in teacher-guided problem-solving, analysis and discussions in class. Flipped classroom model allows students to learn in their own pace, it encourages students to actively engage with lecture material, it frees up actual class time for more effective, creative and active learning activities, teachers receive expanded opportunities to interact with and to assess students' learning, and students take control and responsibility for their learning. Dr. Manjeet Kaur, Associate Professor, adopt flipped classroom model while teaching to M.Ed. and B.Ed Students.

Three particular aspects were considered,

- (a) The student's general experiences and attitudes of learning through flipped classroom,

- (b) The student's experiences of using video lectures as a medium for learning,
- (c) The student's experiences of using a Learning Management System (LMS) in the frame of the flipped classroom model.

During this period the students were supported by video lectures, flipped lectures in class with teachers scaffolding practical work and digital supervision in the learning management system.

A learning management system (LMS) was used during the course to support students' learning processes within the frame of a flipped classroom model.

The students appreciate the flipped classroom. The most commonly valued reasons for this were that the students appreciated learning through using video material, the opportunity to study in their own pace, flexibility and mobility brought about by accessible video lectures, and that learning is easier and more effective within the frame of the flipped classroom.





Signature

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