

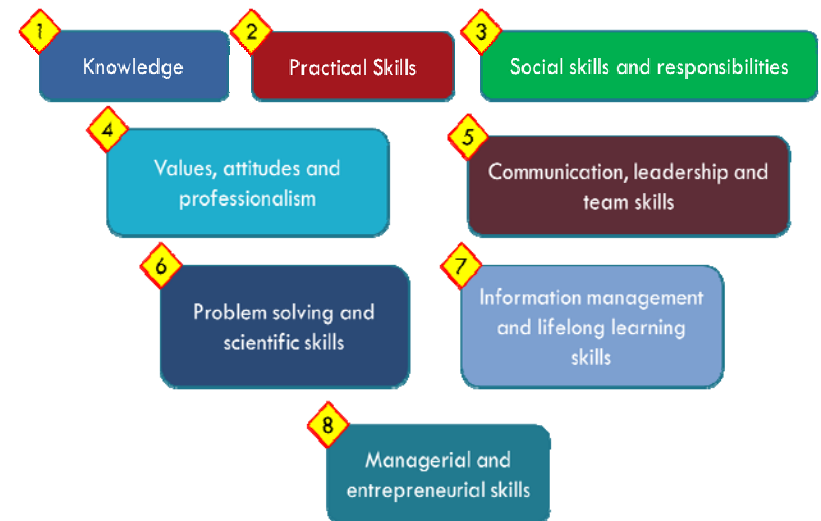


Emerging flipped classroom as teaching pedagogy: Unravel the truth in Malaysia

CHAN SIOK YEE

Current trend of Teaching and Learning

- ▶ According to the Malaysia Qualification Agency (MQA), the education style in Malaysia has been shifted from teacher centered to student centered learning (SCL)
- ▶ learning outcome is the main target.
- ▶ Student self learning time is considered.
- ▶ Total student learning time reflects credit hours.



Flipped classroom

Traditional Model

Students are responsible for homework in these levels of understanding

Teachers introduce new material to students.

Flipped Model

Students and teachers work together during the school day on these levels of learning.

New material is introduced to students outside of class as their homework.



Blooms Taxonomy

Flipped classroom

Benefits of flipped classroom.

- ✓ Lead to independent learning or self-regulated learning
- ✓ Interactive learning
- ✓ Instil problem solving skill
- ✓ Encourage higher thinking order
- ✓ Produce graduate that meeting the demand of workforce in society.
- ✓ Content assurance
- ✓ Sustainable source of information



Potential misconceptions on flipped classroom

- ▶ Responsibility of a lecturer in ensure effective learning is not reduced
- ▶ Classroom time is equally importance for quality learning
- ▶ Flipped classroom is not an exclusive online learning
- ▶ Internet access is **NOT A MUST** for flipped classroom

Challenges at Institutional Level

- ▶ *Reluctant of local culture among student and lecturer*
- ▶ *Unequipped instructors*
- ▶ *Responding subjective feedbacks from student*

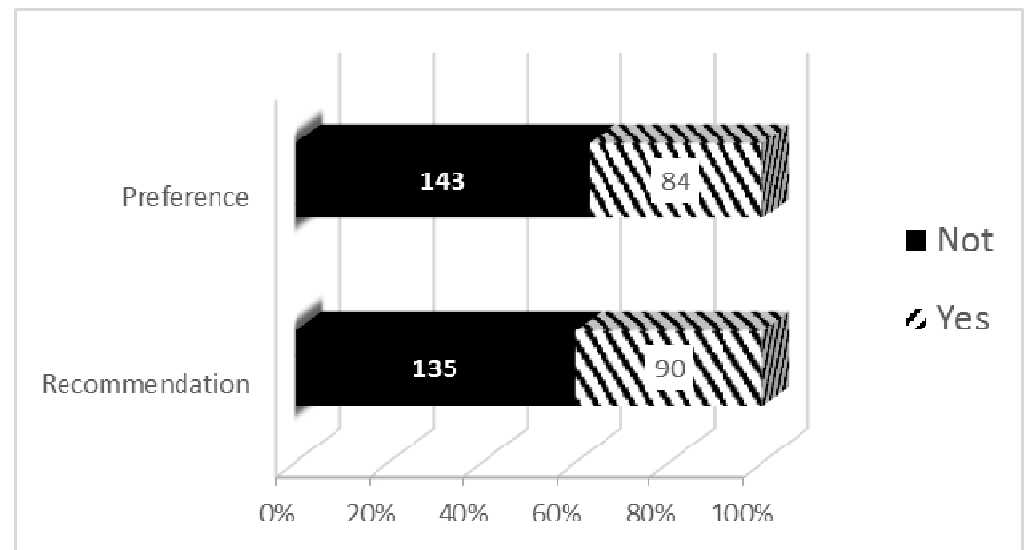


Reluctant of local culture among student and lecturer

- ▶ Passive learning
- ▶ Spoon feeding
- ▶ Comfort zone

Unequipped instructors


- ▶ a gap is emerging between students' expectation and students' experiences in their initial exposure of new teaching pedagogy
- ▶ reluctances in not only the teacher/lecturer but also in majority of the students
- ▶ The major complaint of time constraints and ineffective information/ knowledge delivery.





Responding subjective feedbacks from student

- ▶ Time constraint
- ▶ Junk information
- ▶ Many information shared through an eLearning (in the current context: flipped classroom) platform involving technologies.
- ▶ It fosters a culture of demanding and fast solution seeker within this student.



Strategies of a successful flipped classroom

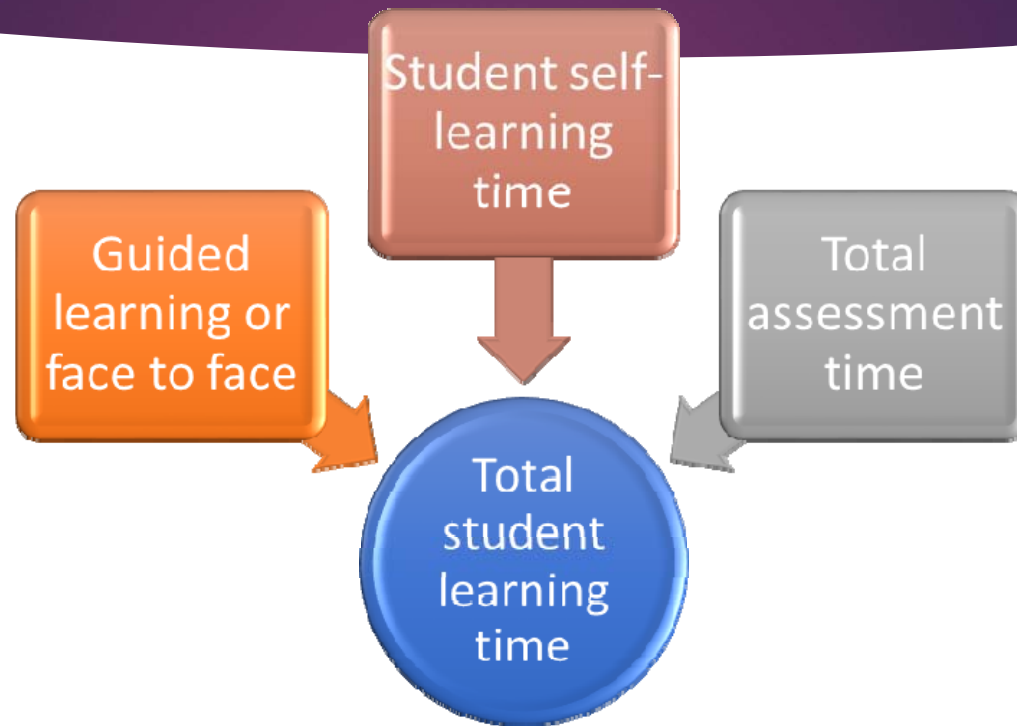
- ▶ *Recognizing your audience*
- ▶ *How to fit flipped classroom in the local context?*
- ▶ *Interactive collaborative activities*



Recognizing your audience

- ▶ Generation x versus generation z
- ▶ majority of our current students in higher education level are in their 18-25 years old. They are labeled as “generation z” but not a “digital natives”.
- ▶ They are used to spoon feeding

How to fit flipped classroom in the local context?



How to fit flipped classroom in the local context?

	Learning Activities	SLT		SLT	
		Traditional classroom (in hours)	Flipped classroom (in hours)		Customized Flipped classroom (in hours)
1	Lectures	(54)	(54)		(54)
a	Attending Lectures (Guided)	24 (44%*)	Flipped content 24 (31%*)	Interactive classroom 24 (31%*)	Flipped content 12 (22%*) Interactive classroom 12 (22%*)
b	Pre and Post preparation*	30 (56%*)	30 (38%*)		30 (56%*)
2	Tutorial	(18)	(18)		(18)
a	Attending tutorial (Guided)	9	9		9
b	Preparation for tutorial*	9	9		9
3	Laboratory	(36)	(36)		(36)
a	Practical (Guided)	24	24		24
b	Prepreparation and Report writing*	12	12		12
4	Assessments	(23)	(23)		(23)
a.	1 continuous assesement (1 hour + 3 hours preparation*)	4	4		4
b.	1 presentation (1 hour + 5 hours preparation*)	6	6		6
c.	1 Final Examination (3 hour + 10 hours preparation*)	13	13		13
	Total	131	155		131
	Subject Credit (total SLT÷ 40)	3.27	3.88		3.27



Interactive collaborative activities

- ▶ online instance feedback such as slido.com (for audience interaction) or group activities can be created.
- ▶ Debate, active discussion, game such as using “kahoot!” question and answer
- ▶ activities should involve the higher level of learning which include analysis, applying, evaluating and creating
- ▶ gifts, incentives, encouragement could be a positive addition to promote the active participation of flipped classroom.

Conclusion

- ▶ the integration of it, in particular flipped classroom, shall be done carefully based on the local culture in the context of Malaysia.
- ▶ academicians shall look into the structure guided by MQF/MQA and customize the pedagogy for local use in Malaysia
- ▶ evidences based pedagogy are essential for their actions of implementation.