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PERCEPTIONS OF THE FLIPPED CLASSROOM MODEL AMONG ENGLISH LEARNERS, IN A RURAL DISTRICT'S STATE-LEVEL EDUCATION USING SCREEN CASTING TOOLS

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ABSTRACT

This study examines the implementation and impact of the flipped classroom model on students enrolled in higher secondary schools operating under a state-level education board in a developing country, India, where online resources are not uniformly accessible. Leveraging screen casting tools, specifically the tablet software "Explain Everything," video lectures were crafted to support the flipped classroom approach. The study encompasses a cohort of 60 students, with their academic performance and responses forming the basis of analysis.

The findings reveal a predominantly positive reception of the flipped classroom strategy among the students. Notably, a significant transformation in response was observed among students who had previously demonstrated lower academic performance, in contrast to their higher-scoring peers. These results suggest that the flipped classroom model, aided by screen casting tools, holds promise as an effective pedagogical approach even in settings with limited online resources. This research underscores the potential of innovative teaching methodologies to adapt to diverse educational landscapes, fostering engaged and empowered learners.

The onset of digital learning was catalyzed by the introduction of the internet in 1996, leading to a paradigm shift in educational practices. Information and Communication Technology (ICT) facilitated a transition towards online learning, a trend further accelerated by the global outbreak of COVID-19, compelling educational institutions to digitalize swiftly. This shift necessitated a pedagogical transformation towards student-centered approaches, emphasizing self-directed learning to accommodate the demands of a flexible and efficient teaching environment.

As educational institutions navigated this trajectory from offline to online and subsequently back to offline modes, innovative concepts such as the 'flipped classroom' gained prominence. The

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flipped classroom model, a student-centric strategy, involves educators presenting instructional content through pre-recorded video lectures that students engage with as homework prior to in-person sessions. This departure from traditional teaching methods allows classroom time to be devoted to interactive discussions, collaborative activities, and personalized assessments.
***Keywords**: digital learning; flipped classroom; online education; student-led;state level rural education.*

I. INTRODUCTION

From the development of blackboards in the 19th century to the use of projectors and PBS (public broadcasting system) in classrooms during the 1960s and 70s, Education has been rapidly progressing over time. The major revolution came with the advent of the internet in 1996. It led to the creation and use of interactive smartboards. The teachers in today's era have been lucky to have witnessed this great revolution in teaching through this timeline.

The digital era today is about laptops, smartphones, tablets, digital educational tools, educational applications, instructional videos available on YouTube, and programs like Khan Academy with classrooms based worldwide and students of all ages acting as participants. These applications and programs allow for a readymade platform contributed by the brightest minds and most skilled teachers around the globe. With these techs, educators can avail to make their lessons more approachable and serve as a good medium of understanding.

It is quite evident that the digital Era makes education and English learning an easy process. However, the concept of digital learning varies from country to country. Developed countries like Norway, Canada, Switzerland, Austria, Denmark etc., where the digital divide is narrow would not have problems in implementing 'ed-tech' into their education system, however developing countries like India, Indonesia, Nigeria, South Korea etc. and under developed countries where the digital divide is very wide would definitely be facing trouble in implementing technical strategies for education purposes. The problems faced by these countries include non-availability or partial availability of digital devices, poor internet networks lack of consistent electricity, scarcity of technical resources, technical officers, troubleshooting teams, and professional trainers, financial matters, and lack of digital literacy among the parents. This issue however, does not apply to all schools of India. Schools under the central board system of education and international board of education can employ all means of cutting-edge technologies into their classrooms. However, there is still a large population which does not opt for these systems of education or do not wish to participate in this system for various reasons like mode of teaching, high fees, preference of different religious ethics, need for a closer educational institute, etc. For them a more affordable option would be the state-level educationThis study will review the flipped classroom in a developing country like India in a state-level board of education by using screen casting tools to prepare a lecture video creating a student-centered and engaging learning experience and recording their results.

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II. RESEARCH QUESTIONS

This study was carried out to observe the outcome of using a flipped classroom on senior year students studying at a state level board of education coming from families with mixed economic backgrounds.

- It will examine the perception of the students towards the implementation of flipped classroom
- To record the positive/negative observations of the performance of students after having a lesson with flipped classroom
- To observe the extent of utilization of digital resources during a flipped classroom session

III. LITERATURE REVIEW

Since the flipped classroom was relatively new in 2013, the majority of educators and academics had mixed feelings about it at first. However, as time went on, more and more good reviews started to be seen, and research on the flipped classroom has grown significantly over the years. In addition to theoretical research, practical research has recently received increased attention. Here are reviews from academics that believe that a flipped classroom is a technique that is more engaging and produces excellent results from the students. Since it is student-led, it increases the students' awareness of them throughout class discussions on the lessons. These viewpoints are expressed by (Bryan Goodwin and Kirsten Miller, 2013) in their article 'Evidence on Flipped Classroom is Still Coming in'.

Similar to Dan Berrett (2012), he believes that better communication occurs and the student teacher relationship is strengthened. He also believes that a flipped classroom improves learning abilities and gets students more motivated than a regular classroom. There is also a noticeable change in their grades as compared to a regular classroom.

The flipped classroom concept, according to certain academics like Bishop &Verleger (2013) and Uzunboylu&Karagozlu (2015), needs further study and has to be implemented on more students as a research project to find out how the kids feel about it. Betihavas et al. likewise held the same opinion (2015). These dubious viewpoints are shared by other scholars, such as Lisa Neilson (2012) in "Five Reasons I Am Not Flipping Over the Flipped Classroom," who seem to think that it places an excessive amount of responsibility on students who lack the skills necessary to effectively use the material provided to them. Being unsupervised may cause them to neglect many of the subjects. Additionally, according to these authors, they won't be able to fully utilise the teachers' laborious efforts, and doing so would significantly raise their workload and time commitment. Natalie B. Milman (2012) expressed a similar viewpoint in her article "The Flipped Classroom Strategy: What is it and how may it be best used?" Kirsten Miller and Bryan Goodwin both express the same views (2013).

Some scholars have an interesting approach regarding the teachers side of the story when it comes to the flip classroom make class 11 and Ronnie 2015 asserted that the flip classroom approach has created more awareness among the educators and has helped teachers to come up with better strategies. It gives teachers a chance to

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review each other's videos and learn from one another thereby improving their teaching skills. They adapted new skills of one another. According to Kong (2014) with the need to prepare prior lessons to be sent to the students, the teachers sought to improve their resources and study and reflect upon available data to create lessons for the students, thereby improving their instructional practices and knowledge in the process.

Other positive outcomes have come from the use of flip classrooms Simpson and Richards (2015) applied the flipped classroom for a nursing program with promising results. Baepler et al. (2014) used the flipped classroom model in a chemistry class and learnt that the results achieved by the learners were better than the traditional classroom. Hung (2015) explored the use of flipped classroom on English language learners and came to the result that a structured and semi-structured flipped classroom yielded better results than a traditional non-flipped classroom.

IV. PARTICIPANTS

This study is being conducted to record the response of students after receiving lessons through flipped classroom. Data of one week was collected from 60 students of higher secondary of All Saints School, Khajuraho, a small district in the state of Madhya Pradesh, India. This school follows a state-level board of education and an English medium of study. It consists of students coming from mixed economic backgrounds and serves as a classic niche to examine the effects of a digitalized medium of teaching in a developing area in this country.

V. RESEARCH METHODOLOGY

Two methods were used to collect the data. First, the participants were asked to rate their experience with a flipped classroom on a 5-point Likert scale, with 1 representing disagree, 2 for strongly disagree, 3 for undecided, 4 agree, and 5 for strongly agree. Second, a qualitative questionnaire with seven questions covering several facets of the FC was presented. At the completion of the questionnaire, students were free to share their opinions on how the strategy had affected them. Studying the survey's results led to the creation of a percentage analysis. The following queries were put forth.

- What advantages do you see of using the flipped classroom?
- What difficulties did you face during the flipped classroom?
- Were you fully able to grasp the information given in the video lesson?
- Did it make your lesson easier than the traditional class lectures? how so?

The answers recorded for this questionnaire wereanalyzed by calculating the percentage of positive and negative response and presenting the overall data.

The following figure shows a screenshot of a video made using the program 'Explain everything'. The lesson being taught was based on the poem by William Wordsworth, 'Tintern Abbey'. The video consisted of reading and explanation of the stanzas and emphasizing the difficult words in the poem.

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Fig. 1 – Screenshot of video made from 'Explain Everything'

After the video was recorded a link of the video was sent to the students via e-mail / application - Whatsapp(depending on the students' preference). The teacher read the stanzas in fours and explained what the poet was conveying. Towards the end, exercises from the book were explained so the students can come prepped and ready for a fruitful discussion.

The video helped me create a strong base and I felt confident for a class discussion

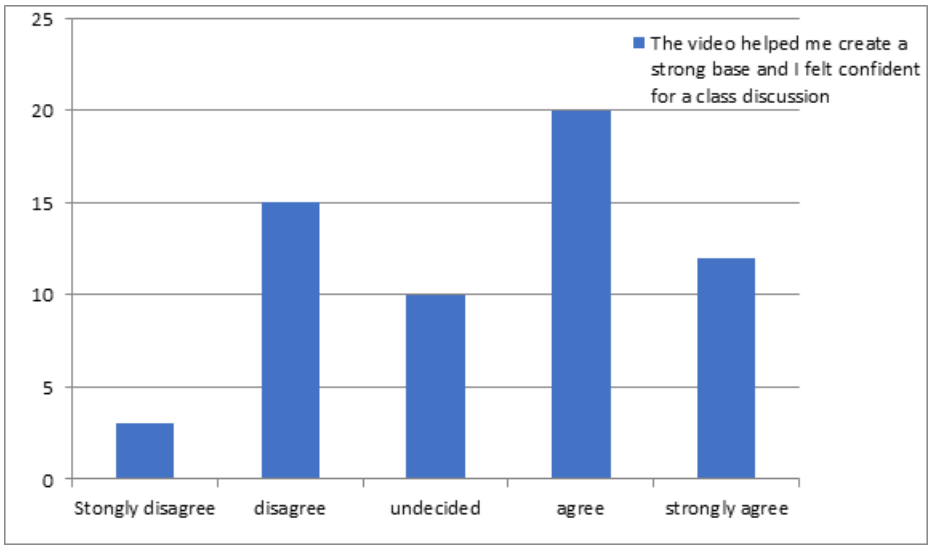

Fig. 2.1 – Likert scale 1

According to Likert scale 1, 53.3% of the students either agree or strongly agree that the video lecture helped create a strong base and they felt confident in class. On the other hand there were still 30% of students that disagreed with this notion and 16.6% were unsure and remained undecided. This scale tells us that only a little over half the students agreed to the notion where the videos created a strong base.

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I would rather have a traditional lesson than a flipped class

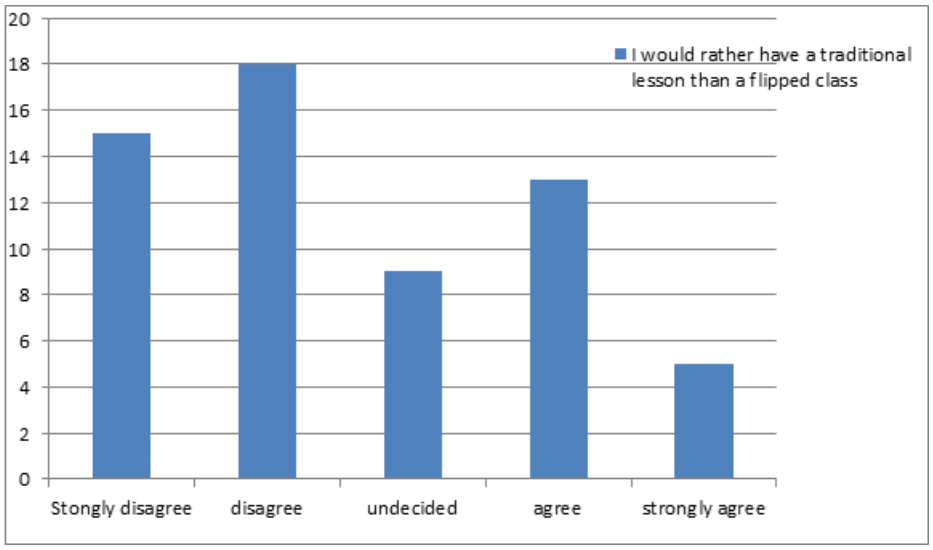

Fig. 2.2 – Likert scale 2

Likert scale 2 tells us if students would rather have a traditional lesson than a flipped class. We can see that 55% of the students disagreed while 15% remained unsure and 30% agreed to having the traditional class instead of the flipped class.

I am very regular in watching the video assignment given

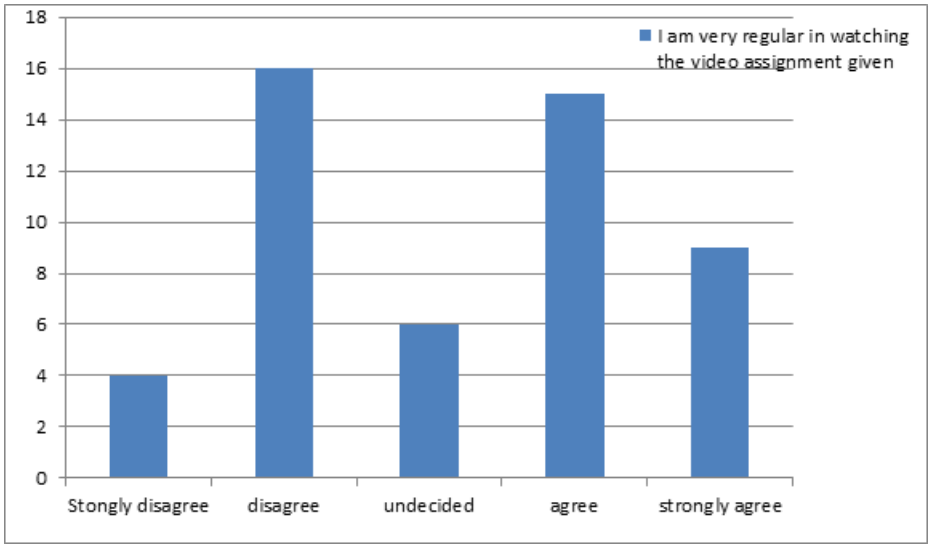

Fig. 2.3 - Likert scale 3

According to Likert scale 3, students responded to the question "*I am very regular in watching the video assignment given".* We see that 40% of the students were regular in watching the lectures that were given whereas, 30% of students were not regular and they disagreed to the notion, from which 6.6% strongly disagreed to it perhaps not having the resources needed. 10% of the students selected undecided.

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I watched the videos on time and made sure I understood all its aspects

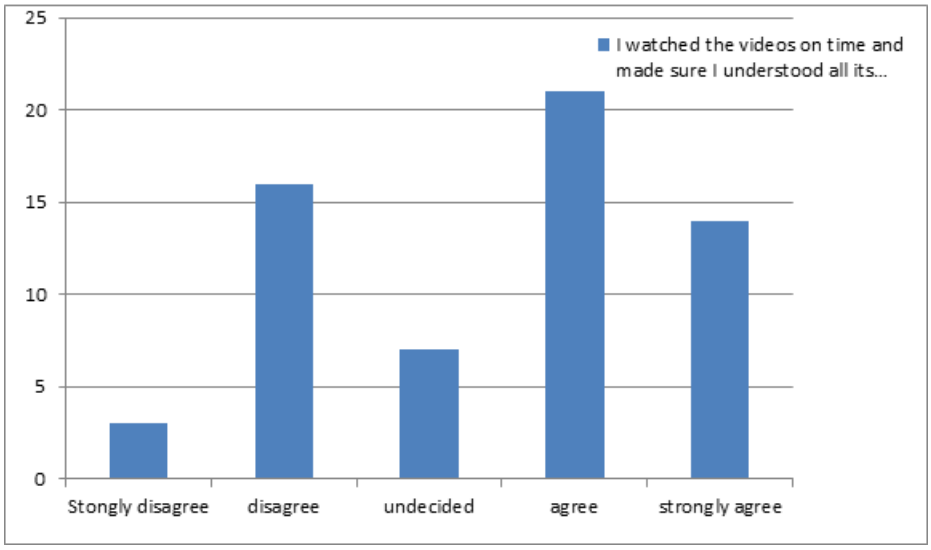

Fig. 2.4 – Likert scale 4

Likert scale 4 shows the response to the question "I watched the videos on time and made sure I understood all its aspects." The response shows 58.3% of students agreed/strongly agreed whereas 37.7% students disagreed. Further we also see that only 11.67% of the people were unsure about the question asked and opted for undecided.

The flipped classroom has made my lessons simple

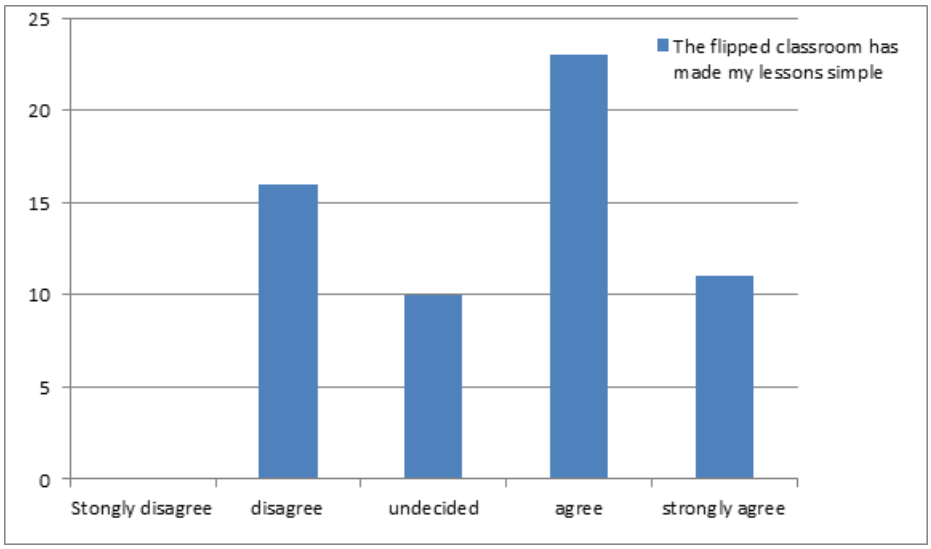

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Fig. 2.5 – Likert scale 5

Likert scale 5 records the response of students to the question "The flipped classroom has made my lessons simple" none of the students disagreed to this notion. We can see that 26.6% of the students have disagreed while 16.67% remained undecided. 56.67% of students agreed and strongly agreed.

I would rather have a traditional lesson than a flipped class

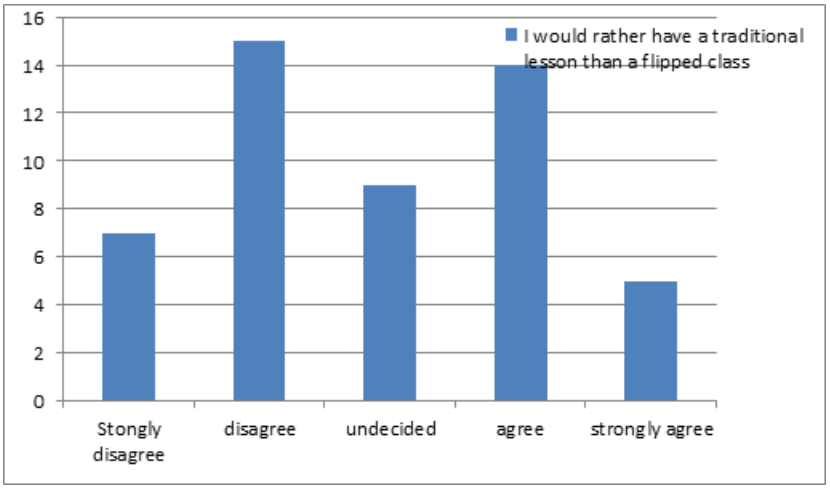

Fig. 2.6 – Likert scale 6

According to Likert scale 6, students responded to the question "*I would rather have a traditional lesson than a flipped class".* We see that 40% of the students were regular in watching the lectures that were given whereas, 30% of students were not regular and they disagreed to the notion, from which 6.6% strongly disagreed to it perhaps not having the resources needed. 10% of the students selected undecided.

Find flipped classroom to be more engaging than a traditional classroom

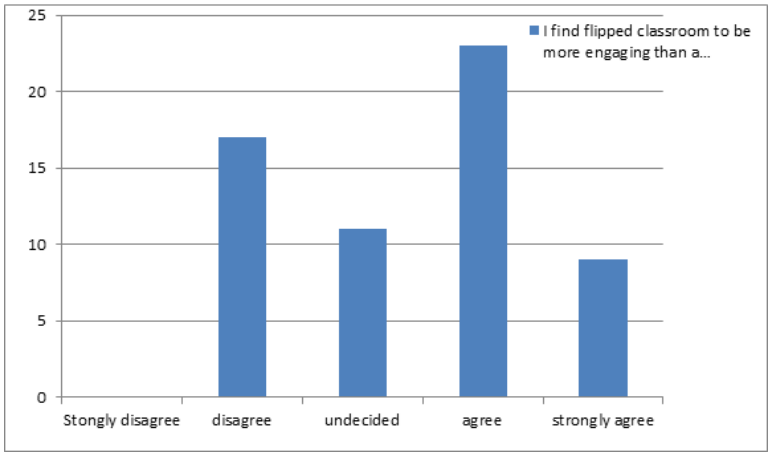

Fig. 2.7 – Likert scale 7

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Likert scale 7 records the response of students to the question "I find flipped classroom to be more engaging than a traditional classroom" According to the response of the students, 28.3% of students found disagreed and none strongly disagreed while 53.3% agreed and strongly agreed to this notion, stating that flipped classroom was more engaging. Lastly we see that 18.3% of students remained undecided.

VI. DISCUSSION

According to the data collected above, we find that most students find the flipped classroom method to be effective and convenient. However even though the data points towards a positive response to the flipped classroom, we can see that there is not a vast difference between the agreeable and disagreeable response when coupled with undecided which also means slightly towards a negative response. According to the Likert scales, we were able to answer our research questions based in the response of the student.

*What advantages do you see of using the flipped classroom?*According to Likert scale 1, the students had a positive response to this, around 53% of the students expressed that the video lessons made them feel more confident in class and created a strong base for them to work upon. Likert scale 5 shows that around 56% agreed that the flipped classroom has made their lessons simple.To answer our next research question,

*What difficulties did you face during the flipped classroom?*Wecollected data by recording their written response to the following question
What problems did you encounter during the flipped classroom?
Some common answers were selected and analyzed. The main problems students faced were the following

- Non-availability or partial availability of digital devices
- Poor internet networks lack of consistent electricity,
- Scarcity of technical resources, technical officers, troubleshooting teams, and professional trainers, financial matters

Were you fully able to grasp the information given in the video lesson? To record the response of this question, we examine Likert scale 4 which tells us how students responded to *I watched the videos on time and made sure I understood all its aspect.* According to it, 58.3% of students agreed to have understood and grasped adequate information from the given video. While we see that majority students did respond positively there were around 37% that disagreed which may have accounted to the reasons mentioned in the answer to research question 2. The last research question is as follows and records the following response

*Did it make your lesson easier than the traditional class lectures? how so?*We can see in Likert scale 7, while recording the response to *I find flipped classroom to be more engaging than a traditional classroom,* we find that 53.3% agreed and 46.6% either disagreed or were uncertain (where 28.3% disagreed and 18.3% were uncertain.). This analysis shows that only a little more than half the students agreed that the flipped classrooms lectures made it easier for them. The 'how' part is again answered by Likert scale 1 and Likert scale 5 where the majority students agreed that this method of teaching made lessons simple and helped them feel confident while creating a strong base for the lesson being taught.

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VII. CONCLUSION

It is clear that the digital age has made learning English and other subjects simple. All approaches, however, have advantages and disadvantages. The idea of digital learning differs from nation to nation. While developed nations with a narrow digital divide, such as Norway, Canada, Switzerland, Austria, Denmark, etc., would not face difficulties integrating "edtech" into their educational system, developing nations with a wide digital divide, such as India, Indonesia, Nigeria, South Korea, etc., and underdeveloped nations, would undoubtedly have difficulties doing so. These nations struggle with lack of or limited access to digital devices, inadequate internet connections, inconsistent electrical supply, a lack of technical resources, such as technical officers, troubleshooting teams and professional trainers, financial matters, and lack of digital literacy among the parents.

On the other hand, those students who were able to avail the lesson without any digital halt benefited from it. One major advantage of this concept is that the process of knowledge transfer begins among the students before the teacher takes the actual class making it easier for the students to follow the lesson that lies ahead.

It also boosts the confidence of students when they are aware of the lesson and have some knowledge that they can contribute and make the lesson interactive.More student participation is seen after the use of this concept since the students come prepped for the lesson and have more to contribute to class.

While observing the response of the students who were not very much in favor of the flipped classroom, we analyze that this was so mainly due to technical difficulties and non-availability of internet connections, and consistent electricity, digital devices etc. In under developed areas with middle class families in a developing country it becomes difficult to avail these facilities and hence, a flipped classroom would not be of advantage to all the students. Even though the response recorded shows positivity towards the flipped classroom, the percentage is not very high and perhaps more focus must be given on ensuring basic needs and provision of network towers, easy availability of cheaper/second hand digital devices and technical staff so that most students can avail the advantages of an online classroom

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