

# Chapter 11

## Flipped Learning

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### ABSTRACT

*It is known that the next generation grows intertwined with technology, can easily communicate with peers all over the world, adapt to new technological tools very quickly, and is fond of independence. For these reasons, it has become impossible to prepare the next generation for the future with the traditional education system. In a world where digital technology dominates our lives, the flipped learning model has emerged. In this model, the student performs cognitive activities on lower levels such as acquisition information and understanding before the course. The course focuses on higher level cognitive activities such as practice, analysis, evaluation, and synthesis with the support of peers and teachers. Thus, students are transformed from individuals informed by their teachers to individuals who reach information and take it to the next step. In this chapter, the flipped learning model was introduced; its benefits and limitations, researches about the model, recommendations for implementation are discussed.*

### INTRODUCTION

Developing science and technology affects the speed of change and development in the social structure of societies and raises the obligation of educational institutions to keep up with the change. In education systems, it is important to place students in the center instead of teachers, to have a paradigm change from behavioral approach to constructivist approach, by using many different models and methods, to synthesize the information and present it as a product. This situation led to the idea that practical training should be carried out in a wider period of time in order to better educate the students. In addition, the widespread use of technology in education, the fact that it becomes very easy to access information, a process in which students can individually access content, intervene and follow at their own pace has made it compulsory for schools to become more meaningful environments for students (Bishop and Verleger, 2013). In this respect, the flipped learning model, which uses technology very actively within

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the framework of constructivist approach in order to increase in-class activities and perform more practice-based training, has become widespread in recent years (Abeysekera and Dawson, 2015; Kim, Kim, Khera, and Getman, 2014; Bergman and Sams, 2012).

Learning is a permanent change in behavior or the ability to behave in a learned way (Schunk, 2011). In order for the learning to take place, there must be interaction between the situation learned by the subject, entity, object, etc. The intensity and versatility of the interaction increases the permanence of learning. Their perspectives on education and training vary according to different learning needs. In the traditional model, interaction takes place between students, teachers and other students and the course materials in the classroom. In the traditional classroom education model, the place where information is learned is the classroom, and the place where it is reinforced with homework is the home environment. In the flipped learning model, learning is moved out of the classroom with the help of technology and carried to the individual learning area. The classroom becomes a practice space where previously learned knowledge is reinforced and deficiencies are eliminated. Thus, in the traditional model, the students who are more passive in getting information and learning stages; in the flipped learning model, they play an active role in applying higher level skills such as analysis and synthesis, and a significant increase in the level of classroom interaction is observed (Sever, 2014).

For the flipped learning model, concepts such as “inverted classrooms”, “flipped classrooms” and “inverted learning” are also used. While the model first emerged, the focus was on the classroom, and recently it has shifted to learning. For this reason, the concept of “flipped classrooms” was used in a popular way in the early days, and this concept was replaced by the concept of “flipped learning” in recent years (Hayırsever and Orhan, 2018).

## **Flipped Classroom**

The flipped classroom approach is based on the idea that students should come to class after completing their preparations for the course (Bergmann and Sams, 2014). The main purpose of flipped classes is to increase the quality of face-to-face education in the classroom by leaving the part containing high-level skills such as assimilation and retention of knowledge into the classroom and transferring the information out of the class by reversing the traditional method (Sams and Bergmann, 2013; Strayer, 2012). However, as the practices for the flipped class increased, educators made different criticisms of the approach; The main criticism is the fact that especially the courses are delivered to the students in video format only, no online and in-class activities are suggested within the scope of the application, and different learning methods and techniques are not included (Gündüz and Akkoyunlu, 2016). Based on these criticisms, Bergmann and Sams (2014) did not focus on how videos should be used for the purpose of the course; they stated that there should be the best way to spend time in the classroom and used the concept of “flipped learning” instead of “flipped classroom”. In this way, the approach has started to be considered as a pedagogical approach, leaving the technical dimension which means simply flipping the class (Hayırsever and Orhan, 2018).

## **Flipped Learning Model**

Flipped Learning Network [FLN] (2014), an electronic community founded in 2012 by the pioneers of the flipped learning model, such as Bergmann, Sams and Bennett, where educators can access different

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