CREATING LEARNING EXPERIENCES THAT TRANSFORM CLASSROOMS THROUGH FLIPPING

by:
Shermin D. Atienza
Teacher III, Orani National High School - Main

As Charles Darwin once said, the species that survive are not necessarily the strongest or the most intelligent, but rather the ones that can best adapt to changes in their environment. As teachers, how do we calibrate ourselves? Are we the strongest specie? Are we the most intelligent ones? Or are we the most adaptable to change? In today's modern world, where students live in an era where digital technology and global interconnectedness are prominent, educators should also be adaptive with various pedagogical approaches that will cater to different sets of skills and competencies to prepare them for success in the 21st century.

Flipped Learning is a way where different methods are used to ensure that students are actively engaged with the content. In the classroom, flipped learning is used to change the traditional teaching method, meaning that students are engaged in the learning process from the beginning. Teachers utilize video, audio, images, and other instructional materials outside of class and apply and deepen their understanding of the material through discussion, problem-solving, and other active learning activities in in-class instruction. This allows them to retain more of the information and makes the process more interesting.

Like many other teaching strategies being implemented in a teaching-learning process to see if it fits with students' needs, flipped learning is an advantage in a way that it is adaptive— (i.e., it can be adapted to different learner needs and even preferences). Engaging both students and educators with this strategy can promote not just the critical thinking and problem-solving skills but also creativity among students. In addition, it can

help learners develop their social and communication skills. However, teachers would be challenged in designing effective flipped learning assignments.

In teaching science, teachers can assign videos or other online resources introducing a new science topic or concept for students to watch or read before class. This allows students to familiarize themselves with the material, ask questions, and work through any difficulties they may encounter before coming to class. During class time, teachers can then engage students in a variety of active learning activities, such as group discussions, laboratory experiments, and problem-based learning exercises, to help deepen their understanding of the science concepts. By engaging in these types of activities, students can apply the concepts they have learned, ask questions, and receive feedback from their peers and the teacher.

Teachers who are most adaptable to change can transform the classroom learning experience by creating a dynamic, engaging, and personalized environment that caters to the needs of all learners. By fostering a positive and supportive learning culture, adaptable teachers can help their students to develop the skills, knowledge, and mindset essential for success in the 21st century.

References:

PCPD Desk, (2020, June 10). Blended and Flipped Learning: COVID-19 Alternative Teaching Mode [Video]. Youtube. https://youtu.be/hFDA-4Ll2DI