

# A Study on Perception of Flipped Classroom for Higher Education and College Students in Kancheepuram District

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## **Abstract**

*Higher Education is the process of acquiring, knowledge, skills, ability, beliefs and habits is the limitation of traditional transmittal models of education. In modern education called flipped classroom. This research mainly focused on the perception of the low average students about this modern class. This research done through the primary data means issuing the questionnaires. The tool of this research is Percentage, t-test. The result we found in this research disclosed that maximum of the students using video as tool for the studies. In this study low achievers are highly suggested and have a positive attitude towards the flipped classroom. And they increased their learning effectively by using the MOODLE.*

**Keywords:** *Flipped classroom, Models, Students experience of flipped class, Using video as a learning tools.*

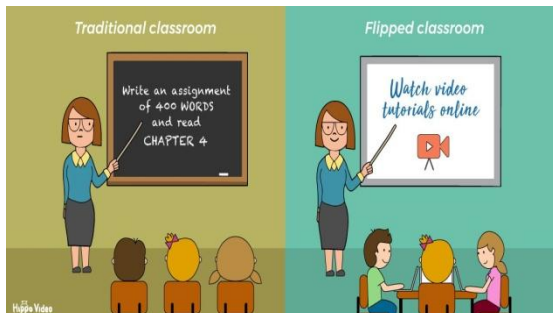
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## **INTRODUCTION:**

“Less sit and listen equal more do and learn” – and the flipped model is making class time more enjoyable, productive and engaging for students and teacher- The Flipped Institute

Education plays an important role in today’s world. Over the decades there had been rapid increase in the higher education system. Our education system is geared towards learning skills and gaining knowledge. Teaching isn’t only about giving the subject information or delivering content to the students in Traditional method. In this generation teacher can not control the students and pay attention in the classrooms. So for this The concept of flipped class is identify one or more concept from a course that you have taught, This will be the focus of the flipped class that you designing for the students. Flipped classroom has a own place to learn. In this concept technology is the illustrate to turn classroom into an place to learn. Despite of having students attended the lectures, the flipped classroom approach makes

it easy for students to learn through videos. It gives a more freedom to the students to learn in their own place to learn and its creates more innovative skills with them. The below picture explain the traditional and flipped classrooms.



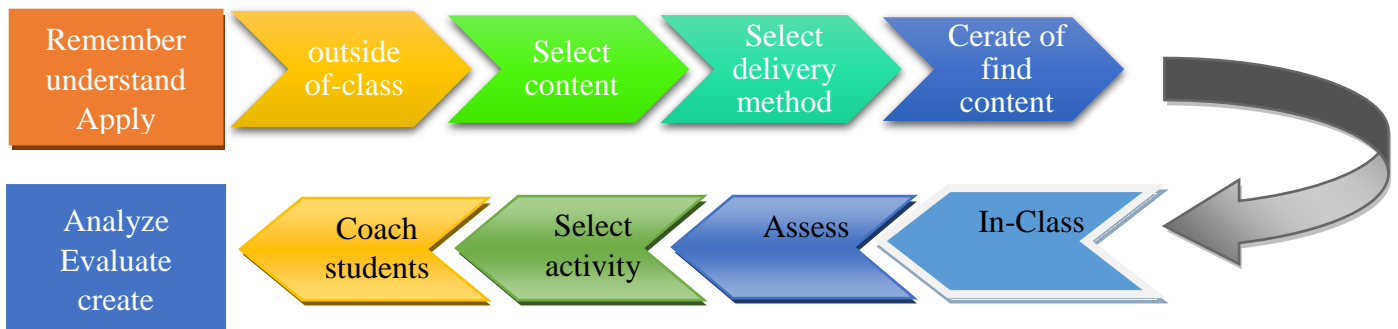
### FLIPPED CLASSROOM MODELS AND DESIGN PROCESS

OUTSIDE- OF – CLASS	INSIDE - OF – CLASS
<p>Components traditional delivered in class such as lecture are delivered outside of class via web based materials like</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Demonstration and tutorials</li> <li>• Simulations and games</li> </ul>	<p>In class time is used for deeper engagement with content, while the instructor provides guidance, through</p> <ul style="list-style-type: none"> <li>• Collaborative projects</li> <li>• Individuals and groups problem solving</li> <li>• Peer-based learning activities</li> </ul>

**BENEFIT**

Provides faculty with more time in class to work with individual students and allows students to master contents at their own pace

### FLIPPED CLASS DESIGN PROCESS



## REVIEW OF LITERATURE:

**Hamdan(2013)** pointed that the one way of creating a students to learner-centered by using the flipped classes room. He concluded that they are quantitative and qualitative research need for mentioned the potential of the model can be increased.

**Kim et al.(2014)** he find that integrated flipped classrooms with technology and also suggested intensive research regarding the use of technology and superior assessment instruments.

**Butt(2014)** he suggested that students have a more involvement in the flipped classrooms than the normal lectures classes. Though the result of his study consider student perceptions of learning experience, it makes no comment on the success of the students in obtaining desired learning outcomes of the course. Further research is suggested to study the effect of a flipped learning environment on obtaining learning outcome.

**Wiginton(2013)** In other words, it is the basic activities of learning to increases their self regulations and learning process.

**Toto&Nguyen(2009)** he suggested that inside the classroom activities like collaboration, problems has been reduced in the flipped classroom.

**Milman (2012)** this pointed that approach aims to transfer the knowledge to the students through video and podcasts by the discussion and the group work.

## RESEARCH METHODOLOGY

### OBJECTIVES OF THE STUDY:

The aim of this research is to analyze and examine the perception of the flipped classroom for higher education students .

1. To know about the students experience of flipped classroom.
2. To evaluate the student experience of using video for learning.

#### **TYPE AND SOURCES OF DATA:**

The primary data called questionnaires through that data has been collected for this studies.

#### **TOOLS AND TECHNIQUES**

Tools and Techniques involves statistical tools like percentage, t-test and chi- square which is used to analyze and interpret the students perception of the flipped classroom. Table, Figures and bar diagrams are used, as it helps in presenting quantitative facts in simple, clear and effective picture and also attractive and create lasting impression.

#### **SAMPLE:**

Convenience sampling was used for the survey 150 students were selected as sample. The questionnaires were issues to the respondents in the selected sample.

#### **LIMITATION:**

The research was focused only on limited schools and colleges at Kancheepuram District.

#### **DATA ANALYSIS AND INTERPERTATION:**

##### **Profile of the respondents**

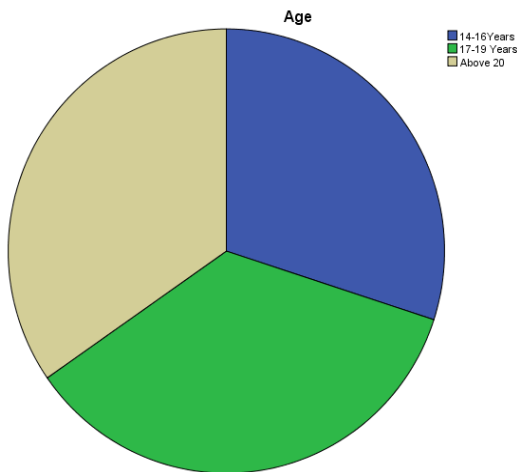
**Table 1 Distribution of sample on the bases of Age**

No. of Respondents	Frequency	Percent
14-16Years	45	30.0
17-19 Years	53	35.3
Above 20	52	34.7
Total	150	100.0

Interpretation:

From the above table it is interpreted that 35.3% respondents are the age group of 17-19 years,34.7% respondents are the age group of Above 20 years, 30% respondents are the age group of 14-16 years.

**Figure 1: Distribution of sample on the bases of Age**



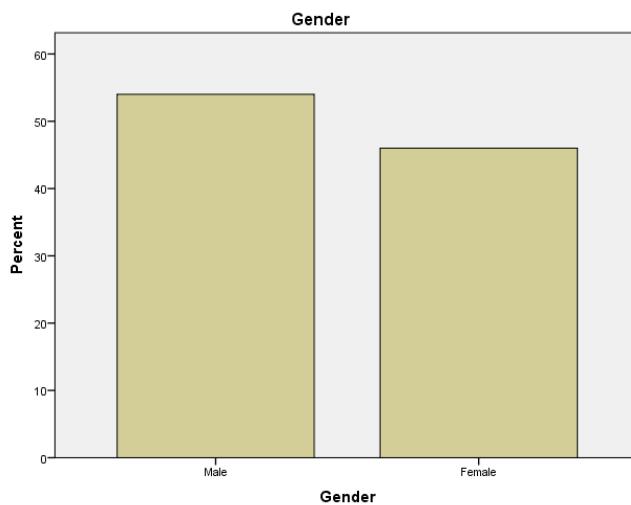
**Table 2 Distribution of sample on the bases of Sex**

Sex	Frequency	Percent
Male	81	54.0
Female	69	46.0
Total	150	100.0

Interpretation:

From the above table it is interpreted that 54% respondents are Male, 46% respondents are Female.

**Figure 2 Distribution of sample on the bases of Gender**



## DATA ANALYSIS USING INDEPENDENTS SAMPLE t-TEST

In this part of analysis is made an attempt to find out the association between the Low and High grade during in Studies with respect to the Factors of Flipped classroom of Students.

**Table 3 Descriptive table showing Independent Sample t-Test value along with result of P value**

Factors of flipped classroom	Low and High grade during in Studies				t-value	P value
	Low		High			
	Mean	SD	Mean	SD		
Students experience of flipped classroom after course	34.45	4.15	35.51	3.43	1.699	.091
Student experience of using video for learning	14.13	1.78	13.15	1.28	2.365	.018*
<b>Overall factors of flipped classroom</b>	<b>48.59</b>	<b>4.45</b>	<b>49.03</b>	<b>3.70</b>	<b>-.662</b>	<b>.509</b>

**Note: \* denotes significant at 5% level**

**Null Hypothesis:** There is no association between the Low and High of average grade during studies with regard to the Factors of Students experience of using videos for learning

**Alternative Hypothesis:** There is association between the Low and High of average grade during studies with regard to the Factors of Students experience of using videos for learning

### Interpretation:

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regard to Factors of Students experience of using video for learning. Hence there is significance

difference between Low and High of average grade during studies with regard to the Factors of Students experience of using videos for learning. Based on mean score, the Low Average students have better opinion in Students experience of using videos for learning than High Average students.

There is no significance difference between Low and High Average grade during studies with regard to Students experience after the courses, since P value is greater than 0.05. Hence the null hypothesis is accepted at 5% level with regard to Students experience after the courses.

### **CONCLUSION:**

The perception of flipped classroom was analysed through the average grade during the studies and after the using the video as a using tool for their learning before and after the implantation of the flipped classroom. Result suggested an increase in student engagement and a positive attitude towards video learning methods. However there were no measurable increases in students learning outcomes. Now a days technology has developed so students has to develop their skills and innovative creation so they need to prepare the Power point Presentation and they need to take a seminar with the preparation of their videos. Flipped classroom were totally increases their learning skills.

### **REFERENCE:**

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