



IMPACT OF FLIPPED CLASSROOM IN TEACHING LANDFORM IN SOCIALSCIENCE IN ANDRAPRADESH

Umesh Rao. M¹ and Dr. G. Singaravelu²

¹Research Scholar Bharathiar University, Coimbatore

²Professor &Head, Department of Education

&HODi/c Department of Educational Technology Bharathiar University, Coimbatore.



ABSTRACT

The present study highlights the impact of Flipped classroom Teaching in learning Landform in Social science. Flipped classroom Teaching enriches the knowledge of the children in learning social science at standard VI. Learning Landform was difficult to the learners of standard VI in Sri Saraswathi, Municipal High School, Sri Kalakasthi, Andrapradesh. The identified and practiced Flipped classroom Teaching attracts the young mind in the classroom. Experimental method was adopted for the study. Sixty students from standard VI who were studying in Sri Saraswathi, Municipal High School, Sri Kalakasthi, were taken as sample for the study. Researcher's self-made tool was considered as a tool for the study. Random sampling method was taken for the study. t test was used as a statistical technique for the study. Findings of the study are 1. There is no significant difference between the Pre test of control group and post test Control group in achievement mean scores of the students of standard VI in learning Landform of social science through Flipped classroom Teaching Sri Saraswathi, Municipal High School, Sri Kalakasthi, 2. There is significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the students in Social science. 3. Learning Social science by using Flipped classroom Teaching gives significant improvement in learning social science at standard VI.

KEYWORDS : Flipped Classroom , Landform, Control group, Experimental group.

INTRODUCTION

Elementary Education is to be urgently revamped to achieve the competency of the young learners to acquire the suitable and desirable citizen by modifying their behaviours in the way of transacting the effective way of innovative teaching methods in the classroom transaction. Learning Social science is necessary at elementary stage to perceive the present situation of the politics, landform, constitution of country, geographical knowledge, historical places, monuments, some famous temples, lakes. Seas etc. Acquiring knowledge through traditional method is not effective for the young learners of standard VI. Using albums, pictures and maps failed to achieve the goal of the learners at the younger stage to learn the formation of land in Andrapredesh. Everyday teachers endeavor to use mind mapping and play way methods in teaching Social science which were not fruitful to acquire the expected competency in social science. RMSA trains the teachers in effective manner to achieve the competency of the learners up to upper primary level. By the S.S.A programme, dropout rate should be reduced and education for all should be reached in nook and corner in India. Aim and goal of S.S.A and RMSA failed to achieve the goal of achievement of the learners..

NEED OF THE STUDY

Teachers of elementary level are using different approaches in teaching Social science to the learners of standard VI, which was not effective to achieve the expected competency. Finding innovative method like Flipped method of teaching in the classroom to the young children is the effective method for teaching Social science, in which children can enjoy the subject matter with mixing of experience of their friends. Learners are able to learn everything in person through interaction session. Planning Flipped teaching and executing it among younger students can eliminate the problems of late bloomers. A few studies suggest that flipping the classroom can improve students' conceptual grasp of content beyond memorization and basic knowledge (Berrett 2012 and Casasola 2017). In their variable nature, flipped classrooms can also provide students with a greater mixture of activities, media, and opportunities to participate, thus serving more diverse populations and assuring more inclusive opportunities (Lage, 2000). It is suitable to the rural schools also and reduces physical and mental strain of the young learners and teachers. Hence the researcher found out the innovative method of Flipped classroom Teaching in the classroom of Social science at elementary level.

REVIEW OF RELATED STUDIES

Winter, Joshua W.(2018) investigates on Flipped learning which is a teaching approach that promotes collaboration by using technology to 'flip' traditional instruction. Content is delivered outside of class in the individual space (online) and the group space (classroom) is used to engage in collaborative activities. Flipped learning shifts the teacher's role toward facilitation. Research on flipped learning is limited, in that studies are mostly conducted in postsecondary classrooms. My study investigated a middle school classroom--focusing on a 6th grade social studies course at a K-12 private school in Hawai'i. My purpose was to identify the relationship between student motivation and performance in a flipped learning course. Following an eight-week unit of study, performance data was collected and a Likert-type survey was administered. Significant differences in survey responses between performance levels revealed that the technology-based content in flipped learning may lead to increased motivation and improved performance. Also, my findings suggest flipped learning benefits average achieving students through differentiated instruction. My study was designed to influence middle school practice but can apply to other educational levels. Practical implications include designing learning spaces to maximize student engagement and incorporating learner-appropriate strategies with flipped learning. Future research should focus on learning space design in different K-12 environments.

Jong, Morris Siu-Yung(2017) examines "flipped classroom" is an educational strategy about inverting the traditional use of in-class time for conducting lower-level learning activities and out-of-class time for conducting higher-level learning activities. "Guided social inquiry learning" (GSIL), which is a scaffolded constructivist pedagogic approach, has been conventionally adopted in learning and teaching of "Liberal Studies" (a "young" core senior secondary subject of social and humanities education in Hong Kong). In this research, we aimed to integrate the idea of the flipped classroom into the process of GSIL for promoting students' learning achievement and self-efficacy in studying Liberal Studies. Apart from delineating the pedagogic design of the proposed "'flipped' social inquiry learning" ("FSIL") approach, this paper also reports our quasi-experimental study on investigating the pedagogic effectiveness of FSIL in comparison with GSIL. There was a total of 215 Grade-11 students from top, middle, and bottom academic-banding schools participating in this study. Results indicated that, compared to the conventional approach, FSIL had different degrees of positive effects on the high, moderate, and low academic-achieving participants. The findings provide grounds for further studying a wider adoption of the flipped classroom in social and humanities education, as well as in constructivist learning and teaching activities.

OBJECTIVES

1. To assess the problems of the young learners using the present methods of learning Land form in Social science at standard VI in Sri Saraswathi, Municipal High School, Sri Kalakasthi.
2. To find out the significant difference between the Pre- test of control group and Post test of Control group in achievement mean scores of the students in Social science.
3. To find out the significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the students in Social science.
4. To assess the impact of Flipped classroom Teaching in learning Social science.

HYPOTHESES

1. There is no significant difference between the Pre-test of control group and post test control group in achievement mean scores of the students of standard VI in Social science at Sri Saraswathi, Municipal High School, Sri Kalakasthi,
2. There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in Social science.
3. Learning Landform in Social science by using Flipped classroom Teaching is more effective than existing approaches.

METHOD

Equivalent group Experimental method (control group and experimental method) was adopted for the study.

Sample design:

Sixty pupils of standard VI from Sri Saraswathi, Municipal High School, Sri Kalakasthi, were selected as sample for the study.

Tools:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question paper was used for both pre and post tests to evaluate the pupils' skills in Social science through objective types of question which carried one mark for each question and contained 25 marks. Pupils could answer appropriately by using the Flipped classroom teaching method in learning Social science.

PROCEDURES OF THE STUDY:

1. Identification of the problems of the learners of standard VI in achieving mastery in Social science in existing methods through administering pretest.
2. The problem of the learners in learning Social science was discussed with the class teachers.
3. Discussion made on available educational technology in the school.
4. Preparation of the tool with the help of the class teacher.
5. Administering pretests to the both groups of the children in Social science and evaluating the test.
6. Active learning.
7. Problem Based learning.
8. Peer instruction and
9. Video Based learning.

Statistical analysis

Statistical technique 't' was applied for the study.

RESULTS

Testing of hypotheses

Hypothesis-1

1. There is no significant difference between the Pre-test of control group and Post test of control group in achievement mean scores of the students of standard VI in Social science at Sri Saraswathi, Municipal High School, Sri Kalakasthi,

**Table No:1
Mean Difference between Pre Test Control Groups and Post Test of Control Groups**

Experimental	N	Mean	SD	Df	't' Value	Significance 0.05
Pretest	30	16.03	8.72	58	0.34	p.>0.05
Posttest	30	16.43	8.43			

Table No:1 confirms that learning Landform in Social science by adopting traditional method is ineffective. Mean score of Pretest of Control group is 16.03 and Post test of Control group is 16.80. It is proved that learning Landform in Social science through conventional method is failure of scoring more marks as well as ineffective method. Mean score difference between the Pre test of Control group and Post test of Control group is 0.77. It is also discouraged the learning Landform in Social science through the conventional method. The calculated table value 0.34 is less than tabulated value 1.96. Hence null hypothesis is accepted at 0.05 level. There is no significant difference between the Pre test of Control group and Post test of Control group in achievement mean scores of the students in Social science.

Hypothesis-2

There is no significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the students in Social science.

**Table No:2 .
Mean Difference between Pre Test Experimental Groups and Post Test of Experimental Groups**

Experimental	N	Mean	SD	Df	't' Value	Significance 0.05
Pretest	30	17.62	9.63	58	3.25	p<0.05
Posttest	30	27.12	13.03			

Table No 2 substantiates that learning Landform in Social science through using Flipped classroom teaching is more effective. Mean score of Pre test of Experimental groups is 17.62 and Post test of Experimental groups is 27.12. It is proved that learning Landform in Social science through Flipped classroom teaching is more effective than conventional method. Mean score difference between the Pre test of Experimental group and Post test of Experimental group is 10.50. It is also ensured that learning Landform in Social science through Flipped classroom teaching is more effective than conventional method. The calculated table value 3.25 is greater than tabulated value 1.96. Hence null hypothesis is rejected at 0.05 level. There is a significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the students in Social science.

LEARNING LANDFORM IN SOCIAL SCIENCE BY USING FLIPPED CLASSROOM TEACHING IS MORE EFFECTIVE THAN EXISTING APPROACHES

**Table No:3 .
Mean Difference between Pre Test Experimental Groups and Post Test of Experimental Groups**

Test	N	Mean	Mean difference
Pre Experimental Groups	30	17.62	10.50
Post Experimental Groups	30	27.12	

Table-3 proves the Mean score of Pre test of Experimental groups is 17.62 and Post test of Experimental groups is 27.12. It is proved that learning Landform in Social science through Flipped classroom teaching is more effective than conventional method. Mean score difference between the Pre test of Experimental group and Post test of Experimental group is 10.50. It is also ensured that learning Landform in Social science through Flipped classroom teaching is more effective than conventional method.

FINDINGS

1. There is no significant difference between the Pre-test of control group and post test control group in achievement mean scores of the students of standard VI in Social science at Sri Saraswathi, Municipal High School, Sri Kalakasthi,
2. There is a significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in Social science.
3. Learning Landform in Social science by using Flipped classroom Teaching is more effective than existing approaches.

EDUCATIONAL IMPLICATIONS

Flipped classroom Teaching can be extended to high school level and higher secondary level. It can be encouraged to implement to use in adult education. It may be implemented in teachers' education. It may be implemented in alternative school. Slow learners can be improved by using it. It may be more supportive to promote RMSA in grass root level.

CONCLUSION

The study reveals that the learners of standard VI in Sri Saraswathi, Municipal High School, Sri Kalakasthi had problems in learning Landform in Social science by using traditional approaches. But innovative Flipped classroom teaching eliminated the problems of the students and enriched the more score in the achievement test of the students in the same school. Hence it will be more supportive to promote elementary education.

REFERENCES

- Ray, William, S.** (1960) "An introduction of experimental design. The Macmillan company: New York.
- Nunan, David,** the learner centered curriculum Cambridge university press 1993.
- Winter, Joshua W.(2018)** Performance and Motivation in a Middle School Flipped Learning Course, *TechTrends: Linking Research and Practice to Improve Learning*, v62 n2 p176-183 .
- Jong, Morris Siu-Yung(2017)** Empowering Students in the Process of Social Inquiry Learning through Flipping the Classroom, *Educational Technology & Society*, v20 n1 p306-322 .
<http://scholar.google.com/google>
- Berrett D (2012).** How 'flipping' the classroom can improve the traditional lecture. *The Chronicle of Higher Education*, Feb. 19, 2012.
- Berrett D (2012). How 'flipping' the classroom can improve the traditional lecture. *The Chronicle of Higher Education*, Feb. 19, 2012.
- Casola, T., Tutrang, N., Warschauer, M., and Schenke, K. (2017).** Can Flipping the Classroom Work? Evidence From Undergraduate Chemistry. *International Journal of Teaching & Learning in Higher Education* 29.3: 421-435.
- Lage MJ, Platt GJ, and Treglia M (2000).** Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education* 31: 30-43.