

FLIPPED CLASSROOM HAS LEAD TO FLIPPED BLOOMS TAXONOMY - A CASE  
STUDY IN TEACHING LANGUAGE



## **FLIPPED CLASSROOM HAS LEAD TO FLIPPED BLOOMS TAXONOMY - A CASE STUDY IN TEACHING LANGUAGE**

Disruptive technology has taken the world over by storm .Disruptive is a positive force goes that saying goes uncontested. Very slowly the disruption crept in and progressive education and digitization of classroom happened. It gave a new approach to teaching and learning methods. The monolithic teacher centric classes are giving way to student centric approach. It will not be out of place to mention here that only the use of the computer may not change the total scenario. A computer software programmed in a uniform way giving a uniform lesson to all cannot be termed a student centric method. On the contrary a teacher whose lessons are innovative and engaging and application based as well without the use of computer could still be termed as student centric classes. The focus therefore is how students learn, while the disruptive method has brought us closer to a flipped learning model. The different aspects of personality growth is linked with learning process and the activation or the application of them, therefore critical thinking , out-of- the –box –thinking , problem solving have become game changers .

Gradually we are moving towards a flipped classroom system, but one important aspect is to be noted that flipped classroom is not an online teaching.

In a flipped classroom model all requirements of helping students to learn are to be present.

What is the bedrock of learning we are looking at? Basically the teacher must control the lesson and teach as a shadow. There should be some positive reinforcement like a feedback

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which would encourage students to move on. The lesson need to be based on higher order of thinking, thus the cognition level of the learner can be tapped as well.

All of the above has to be incorporated in the lesson for students to learn, the teacher is a shadow in a flipped classroom but has a strong hand in planning it. He/she is responsible for constructing the lesson but will not be present in the forefront. I am actually referring to an ideal flipped classroom. The flipped classroom is basically a strategy, digitized, could be on line and a total reversal of traditional teacher centric learning pedagogy. It could be a blended approach to classroom teaching. The pedagogy is inverted, students are exposed to information of the subject matter they are to learn before they come to class. The classroom instruction is used for deeper discussion, peer learning, collaboration and finally a new creation as well.

Basically, here the use of technology helps as the course material is online and students can access as many times as they wish to and at any time. The class discourse is all about higher level thinking. The information is put up online, learners read the material and familiarizes them with concepts and understanding. The classroom is used for higher order application, where teacher is a facilitator. The big advantage of flipping a classroom is that the learners can learn the subject at their own pace. In traditional lessons the teachers spends a lot of time on Lower order thinking skills which should not be ideal.

One need to understand that the flipped method is not like online course, or any videotaped lectures, nor pure blended learning. The flipped model is therefore very much student centric as the student will remember the lesson with his /her own study. It is a strong constructivists

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approach to learning and along with deeper thinking it will keep students engaged and help in peer learning and inquiry based approach to learning.. This approach will help students “integrate into student’s digital life”, help students learn with understanding, increases student engagement and peer learning rather than a rote method.

Once the course is available to the students they can read the material as many times they want check for details themselves and read them over to familiarize themselves with concept and understanding. The classroom therefore can be used for higher order application, project work, and group presentation and so on. Teacher should know what should be the lesson outcome in other words objectives of the lesson. The teacher should be able to determine how much can be learnt on their own .So the simple memory and recalls are safer. Since as already pointed out it is not an online course, the matter to be learnt at home is created carefully because based on that the higher level thinking skills will stand. Later in class there will be a lot of scope for collaboration.

Let me now discuss the learner’s approach to Blooms Taxonomy. In 1956 Benjamin Bloom constructed a hierarchical learning model. On the basis of its complexity the six categories of learning are as follows, Remembering (memorize), Understanding, Applying, Analyzing, Evaluating and Creating. This could also be interpreted as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.....gradually the lesson gets more complex.

As a learner remembering refers to simple tasks like recognizing, listing and naming. Once the learner is familiar with this he/she learns to summarize the essence of the lesson and

make inferences. At the next stage implementation of knowledge sets in. Further up, the learner organizes that knowledge and tries to integrate with real life learning and then tries to hypothesize and judge its usability. Finally it will be able to design something of a similar concept.

This is quite the traditional approach where the class lessons are lower on application and the complicated problems are given as home tasks. The teacher has a clear road map to follow which is to guide the student from a lower level of lesson to higher level.

Now I am channelizing the study towards learning of language, where Noam Chomsky advocated that learning of language is mostly based on cognition. Naturally given that the child has an innate quality to learn language. He felt that at whatever level it may be, teaching should be to develop the child's learning. He also emphasized that the learner must understand the long term benefit of the lesson, Arousing a natural curiosity and interest should be the facilitators job.. Very interesting to note that in one of Chomsky's interview given to Gary Olson and Lester Faigley, he said that teaching is a "lot of common sense".

I would like to synthesize all the three aspects of my discussion which I mentioned previously, namely Flipped classroom concept, the approach of learning through Blooms Taxonomy and the language learning as advocated by Noam Chomsky and present a case study.

**CASE STUDY: TOGETHER WE WIN**

**Age of student: 10yr +**

**Objective: (Long term) Students should be able to develop an effective life skill and critical thinking following English story class.**

**(Short term): learn to read and enjoy stories**

**Language level: L1**

**Previous Knowledge and skill: Grammar, reading and basic computer knowledge.**

The teacher posted an animated animal story with English narratives for preparation for the next class. The story had 4 subparts, and the teacher had broken up with questions at the end of them. The story is that of the **Hare and the Tortoise** with a modern version.

**Segment1-** The hare and the tortoise decided to run a race. Both started off together but when the hare found that the tortoise was at the far end it decided to rest for some time and as he fell off asleep the tortoise overtook him and finished victorious.

**Segment 2-** The hare and the tortoise started running a race. The hare saw the tortoise crawling slowly, but it did not stop to waste any time instead dashed to the finishing line.

Hare was the first to finish with confidence.

**Segment 3-** The hare and the tortoise decided to run a race. The tortoise decided to fix the finishing point; the hare was confident and allowed the tortoise to do so. The race began the hare sped off, but unfortunately a pool of water had to be crossed in between, the hare sat

dejected.

The tortoise came up to the pool and swam across leaving the hare behind.

**Segment 4-** The hare and the tortoise decided to run a race. The finishing point was fixed as it was. The two animals spoke to each other and started the race. They had an understanding that the hare will carry the tortoise on his back over the field and the tortoise will carry the hare on its back as it swims across, so that both reach the finishing point together happily.

**A. Remembering and Understanding** Teachers questions (sample questions) what is the colour of the hare? Name other animals which can run fast. ? What does a tortoise eat? These are all examples of questions to encourage familiarity with the story, but recall questions.

**B. Applying and Analyzing:** The next set of discussion takes place partly in class partly at home-(Some of the sample questions) What lesson did the hare learn in the segment 1?

Give a moral lesson to Segment 2.

What do you think was going on in hare's mind when he was helplessly sitting by the pool in segment 3? What did you learn from the story in segment 4?

**C. Evaluating and Creating:** Higher order thinking skill and application was honed in class. Question samples like: What went wrong with the hare / what worked right for the tortoise in the segment 3. Who was happy in the end?

**D. Constructing and Synthesizing:** Collaboration and project work was done in class where teacher asked for such examples and stories in real life.

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Students constructed different incidents, stories and made connections with other such stories.

This particular child tried to draw a comparison with the story of easy breaking of a single stick and how a bunch of sticks get difficult to break...united we stand. This exactly is what we are striving for, understanding , analyzing and synthesizing.

This is the learning outcome of the case study.

This is an example where Flipped classroom learning has literally turned Blooms taxonomy upside down. The innate language capacity helped the student to learn express. The base of the pyramid in Bloom's Taxonomy serves as students own basic rote learning which otherwise takes up class time. The class time is focused on collaborative and effective social environment working on most complex task. And when they come to class, they can engage in higher cognitive levels of learning with peers and teacher present.

The triangle appears inverted which has the broad base on top. Before class activity of students in this case comprises of Remembering and Understanding, during class of Applying and Analyzing and later Evaluating and Creating in post class activities. Earlier the lower level of learning would take place in class which was waste of quality teaching time. The students were usually left to work on activities that involve higher level of learning outside of classroom.

However, in the flipped classroom model, learning is flipped.

Today in the VUCA world we need to prepare our students future ready with abilities in critical thinking, problem solving, research and inquiry mind. In conclusion I can summarize that based on innate language ability as advocated by Chomsky, if disruptive technology methods set in the

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teachers' role can be very prominent. The teacher is a shadow when the classroom is flipped and is a facilitator in class. Blooms taxonomy stands on its head in this situation! But whatever is the case we would want all institutions and teaching methodology to be on the same platform.

Unfortunately less fortunate are those which have not seen digitization as yet. We would want to believe that this method will be followed in teaching learning pedagogy in future.



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