

Effect of Flipped Classroom Approach on Academic Achievement, Prosocial Behaviour and Study Habits

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PREFACE

The 21st century's educational system is constantly evolving. The education sector faces ongoing problems as a result of education 4.0 and industry 4.0. To stay up with the changes, educators and students must make constant revisions. Two alternative learning pedagogies that appeal to tech-savvy students in the twenty-first century who would rather listen passively than actively participate in class are blended learning and the flipped classroom approach. The current generation of students is not interested in using print textbooks as their only learning tool, hence the traditional classroom does not work for them. These days, colleges and universities provide a variety of online courses that students can finish at their own leisure.

Students are comfortable with technology, but for socioeconomic and cultural reasons, they are not guaranteed access to ICT-based self-learning. Both blended learning and the flipped classroom approach have unique benefits, but they also have drawbacks. The flipped classroom technique is examined in this thesis, including with its advantages and disadvantages for teaching and learning, particularly during the COVID-19 period when lessons were entirely conducted online.

By making its citizens civilized, cultured, capable, and productive via the development of the proper knowledge, attitude, skills, and values necessary for coexisting peacefully, education prepares the way for a safer and more tranquil world. In its purest form, education ought to enable people to make sense of their values, make thoughtful decisions while considering the ramifications of their choices, choose peace over violence, and be peacemakers rather than just peace consumers. In order to achieve "Vasudhaiva Kutumbakam" in its truest sense, education for peace aims to cultivate the appropriate knowledge, abilities, attitudes, and values. Within a framework of moral and human values, education for peace promotes children's physical, mental, emotional, social, and spiritual development and uplift.

Chapter first deals with conceptual framework of the study. It describes background of the study starting from introduction, need of the study, research questions, statement of the problem, operational definitions of the key terms, formulation of objectives, hypotheses, and delimitations of the study.

Chapter second deals review of related literature that provides a detailed report of different committees, commissions and research studies conducted abroad and in India related to this field. This critical review of the related literatures provides a vision to the researcher in the direction of achieving her goal.

Chapter third deals with the design of the study that comprises detailed record of the whole plan of study.

Chapter fourth devoted to the data analysis and interpretation of the data.

Chapter fifth devoted to overall results of the study, conclusions, application, recommendations along with suggestions for further researches, limitations of the study and summary.

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LIST OF ABBREVIATIONS

M-learning	: Mobile learning
IHL	: Institute of Higher Learning
NETP	: National Education Technology Plan
E- learning	: Electronic learning
OLS	: Online Learning Skills
LMS	: Learning Management System
LOT	: Lower Order Thinking
HOT	: Higher Order Thinking
DET	: Department of Education and Training
PI	: Peer Institution
Q.A.	: Question Answer
HW	: Homework
MOODLE	: Modular Object-Oriented Dynamic Learning Environment
NEP	: National Education Policy
CDs	: Compact Discs
AAT	: Academic Achievement Test
MCQs	: Multiple Choice Questions
PBS	: Prosocial Behaviour Scale
SHI	: Study Habits Inventory
SPSS	: Statistical Package for Social Sciences
F- Academic Achievement Test	: Flipped Method- Academic Achievement Test
F- Prosocial Behaviour	: Flipped Method- Prosocial Behaviour
F- Study Habits	: Flipped Method-Study Habits
F- Area	: Flipped Method-Area
F- Stream	: Flipped Method-Stream
T- Academic Achievement Test	: Traditional Method- Academic Achievement Test
T- Prosocial Behaviour	: Traditional Method- Prosocial Behaviour
T- Study Habits	: Traditional Method-Study Habits
T- Area	: Traditional Method- Area
T- Stream	: Traditional Method- Stream
df	: Degree of Freedom
VBSP	: Veer Bahadur Singh Purvanchal
MSDSU	: Maharaja Suhel Dev State University

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Blogs -:

1. Flipped Learning, by Jon Bergmann, pioneer of the Flipped Classroom movement.
2. Flip It Consulting, by Barbi Honeycutt, Ph.D.

Videos -:

1. Let's Use Video to Reinvent Education, a TED talk by Salman Khan, founder of the Khan Academy.
2. Five Things I wish I Knew When I Flipped My Class.
3. I Flip, You Flip, We All Flip: Setting Up a Flipped Classroom, a talk by Keith Hughes.

Presentations -:

- The Inverted Classroom, a keynote Prezi presentation at the EUSA Inspiring Teaching Conference 25th Jan 2012, University of Edinburgh.
- Get Flipped: How to Flip Your Classroom.

Articles -:

- Flipping the Classroom, an article by Cynthia J. Brame, Vanderbilt University
- How Flipping My Classroom Rescued My Math Block, by Education to the Core, run by Emily Liscom
- Flipped Classroom Beyond the Videos, by Catlin Tucker
- Phillip J. Moore (2019) Academic achievement, Educational Psychology, 39:8, 981-983,DOI10.1080/01443410.2019.1643971

Books -:

- 'Flip Your Classroom: Reach Every Student in Every Class Every Day ', a book by Jonathan Bergmann and Aaron Sams, pioneers of the Flipped Classroom movement
- Flipped: The Stillwater Experience by Wayne Feller, by Wayne Feller

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