Flipped Classroom and Its Effectiveness in a Post Graduate Marketing Course

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Abstract:

Technology has brought a lot of change in the world of business and governance. It is also changing the world of education. Now traditional mode of lecture is getting replaced by flipped classroom mode of teaching learning. This paper aims to analyze the effectiveness of flipping a part of Marketing Management I course content of a postgraduate programme, to the teaching learning process at Jaipuria Institute of Management, Lucknow. The present study is successful to the extent of implementation of flipped classroom mode partially in a course. Further it may be expanded to larger percentage of the course and subsequently to more courses in the overall programme.

Keywords— Flipped classroom, Marketing Management, Teaching-Learning, Bloom’s Taxonomy, Sage on the stage, Guide on the side

I. INTRODUCTION

Technology has brought a lot of change in the world of business and governance. It is also changing the world of education. Now traditional mode of lecture is getting replaced by flipped classroom mode of teaching learning. The technology is playing a big role in enabling the same; which has expanded further with mobile technology (Hwang & Wang, 2015). Flipped Classroom is a new pedagogical method, in which the traditional lecture method gets flipped. Now students checkout the concepts before the class, in the form of video lectures at their own convenience (Ronchetti, 2010). The video lectures are either prepared by the teacher or professor or it may belong to third parties also. These lectures serve as a base for their study. Once the students come down to the class, the class gets into an active mode (Roehl & Shannon, 2013); as it directly leads them to apply their knowledge of concepts learnt through the video, into solving problems or doing practical or implying the same in the real world environment (Mehta, 2011). It also helps the students by getting them into discussions on the topics or the concepts, which they have seen earlier. Thus, it saves time on the part of the class, which may be utilized for meaningful discussions and problem solving. Ultimately it helps students to learn better. Now, the students are no more left with unanswered questions, after they go back home after the class. After the video lectures, the discussion happens in the class.

In the flipped classroom mode, students also help each other. This process benefits the both advanced as well as less advanced learners. It also addresses the problem of weak students, where a teacher may spend more time with the students, who need them the most. The teacher does not act as ‘Sage on the stage’, but as ‘Guide on the side’ (King, 1993).

In Transmittal model of teaching - learning process as in the case of the ‘Sage on the stage’ (Rekha, 2017), the teacher is the central figure, who has the knowledge and transmits the knowledge to the students, who simply memorise the information and later reproduce it on an exam – often without thinking about it. This has changed to Constructivist model of teaching - learning process that is ‘Guide on the side’ (Savery & Duffy 1995); where students take center stage and actively participate in thinking and discussing ideas, while making meaning for themselves. The teacher is still responsible for presenting the course material, to help students interact with the material. In Transmittal model of teaching - learning process, the learning happens passively, while in Constructivist model of teaching - learning process, the learning happens actively.
Flipped classroom model follows the Constructivist model of teaching-learning process, which leads to active engagement of students. The active learning mode also leads students to higher forms of thinking as Bloom’s Taxonomy (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich & Wittrock, 2001); where a student may analyze and evaluate concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). So, the students are no more there at the Bottom of Bloom’s Taxonomy Pyramid. Students move up to understand, apply, analyze, evaluate and to even create level.

In the flipped classroom mode, technology has a big role to play. It not only becomes a mode and a part of the teaching learning process, but it also helps students through its various platforms right from YouTube to Moodle to MOOCs. As deliberated earlier, the video lecture need not be a part of self-delivery by the teacher; but it may be borrowed from various platforms like edX, Coursera (Pappano, 2012), YouTube etc. Now, most of these platforms come with creative commons licenses, which enables the teacher to use these resources for free. The same gets passed on to the learners.

II. RESEARCH GAP AND RESEARCH PROBLEM

The purpose of this research study is to analyze the effectiveness of flipping a part of Marketing Management I course content of a postgraduate programme, to the teaching learning process. The importance of the research stems from the fact that in the case of higher education, how a learner or a students can be more engaged. Students should not be a part of passive learning process, rather they should be a part of active learning process. Although flipped classroom initiatives have been popular and effective in western developed countries. It is important to see its impact in the Indian learning environment and that too in the higher education scenario. From the researcher’s perspective as well as teacher’s perspective, if its effectiveness is proven through research; it may create a wonderful system of active teaching learning process.

Secondly, technology has become a part and parcel of our lives, right from internet to mobile to communication platforms to social media; it’s everywhere. So, now the question arises, can we improve our teaching learning process with the help of technology? Can we build an ecosystem of learning, where students are engaged in the process and ultimately engages more in the class? Can weak students be given more opportunities to clear their doubts, right inside the classroom? All these questions can suitably be answered by the implementation of Flipped Classroom mode of teaching learning. That’s why there is a problem; which can be taken care of by undertaking this research.

III. OBJECTIVES OF THE STUDY

The objective of the study is to understand the impact of flipped classroom mode of teaching learning process over the traditional lecturing mode. Based on the positive outcome of the impact on the teaching learning process, the flipped classroom mode may be expanded to a larger percentage of the course or it may be implemented in the other courses. In the case of negative outcome, the flipped classroom mode may give way to traditional classroom mode.

IV. RESEARCH METHODOLOGY

To understand the effectiveness of flipped classroom mode, academic council at Jaipuria Institute of Management, Lucknow selected Marketing Management I course for batch 2017-19 students, for its implementation. All the students in Marketing Management I course were delivered one of their lecture in the flipped classroom mode. The effectiveness study was conducted in two of its five sections, having almost 120 students of first year Post graduate Diploma in Management Programme. The author conducted the study in those two sections, where he himself implemented the flipped classroom mode for one lecture of the course.

The flipped classroom delivery was enabled by the usage of platforms like Moodle, Impartus and YouTube. The video lecture used for this mode was delivered by the author himself and is available on YouTube. Students were supposed to watch this video on Moodle platform, prior to Session 15 of Market Segmentation Lecture. It was assumed that after viewing the video, the student should be able to understand two concepts as to what segmentation is and what the major variables of segmenting the market are.

On the basis of the video, a non-evaluative quiz was also undertaken in the class, in the first 5-10 minutes of the lecture. Thereafter next 10 minutes were spent on debriefing the video and then it led to discussion on the concepts. Then in the class, the application of key concepts in the real business scenario were
discussed. To strengthen the teaching-learning process students were also engaged in the Think-Pair-Share exercise for approximately 10-15 minutes of the lecture. In this exercise, students were supposed to come out with their own examples, then they were supposed to share the answers to their classmates. Then for the rest of the class, the teacher was supposed to discuss the major variables for segmenting markets, followed by summing up and scenario building for next class.

After the delivery of flipped classroom mode, a qualitative assessment is done; which forms the basis for this study. The qualitative assessment is based on the students’ perception survey to gauge the impact of flipped classroom mode delivery on learning. The response of the students were on the basis of a Likert Scale, where the options for each question were the following: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.

V. FINDINGS OF THE STUDY

The study has illustrated that flipped classroom mode of teaching learning process has got a positive impact on the students’ learning process. The flipped classroom mode not only helped them learn better, but also facilitated more interaction between the teacher and students and also among students. On the basis of qualitative results, it can be said that the results have been encouraging for the partial flipped classroom mode trial in Marketing Management I course.

VI. CONCLUSION

The present study is successful to the extent of implementation of flipped classroom mode partially in a course. Further it may be expanded to larger percentage of the course and subsequently to more courses in the overall programme. Once a large part of the course is delivered in the flipped classroom mode, the impact may also be gauged by the quantitative impact on the grades of the students, besides the qualitative assessment, as done in this study.

REFERENCES


