

# IMPROVING THE WORK ABILITY CONFIDENCE OF ELEMENTARY SCHOOL STUDENTS USING FLIPPED CLASSROOM STRATEGY : FOCUSED ON THE CLASS ACTIVITIES WITH PROBLEM POSING AND SOLVING

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## ABSTRACT

Mark Prensky<sup>13</sup>(2001) coined the term 'digital natives', asserting that "students today are all "native speakers" of the digital language of computers, video games and the Internet" and that, as a result, "today's students think and process information fundamentally differently from their predecessors", has changed the way teachers and students learn, work, and establish relationship. These natives need to navigate through huge information, need to collaborate with fellows in facing challenges and they need to learn by use of modern techniques of teaching and learning. Such challenges lead to the discovery of new interactive and learner centered strategies and Flipped Classroom (FCR) is one such strategy. This strategy helps the teacher in making teaching-learning process learner centered as its main focus is to cater to the individual differences of the students and improve their performance and enhance their work ability confidence which is referred to as Self-Efficacy (Bandura, 1986). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. In educational settings, students have goals and varying levels of self-efficacy for learning. As they engage in a task they acquire skills and evaluate their learning progress by assessing their self-efficacy. Due to the major role of self-efficacy in developing the higher thinking skills, the FCR strategy play a crucial role in developing students' self-efficacy. In the present study an attempt has been made to see the effect of FCR on Self-Efficacy of elementary school children, who are considered as digital natives as they are born in the 21<sup>st</sup> century. The FCR strategy is compared to class lecture strategy through quasi-experimental research. Participants included 50 seven graders studying in Chhotu Ram Memorial Public School (CRMPS), Rohtak, who were assigned to experimental and control group. Results showed that students taught through FCR strategy reported increase in their Self-efficacy as compared to those who studied Civics under usual traditional instruction.

**Keywords:** Flipped Classroom, Self-efficacy.

## EMERGENCE OF FLIPPED CLASSROOM (FCR)

Our students have changed radically. They are no longer the people our educational system was designed to teach as they are all "native speakers" of digital language whom Prensky<sup>13</sup> (2001) has described as "Digital Naives". The generation of digital natives has various unique characteristics as compared to previous one's as they are born in a world where technology is ubiquitous. These students, like all Natives, adapt quickly to changes in their environment and look for new ways to incorporate the latest technology into their fast-paced lives. As educators we must cater to the learning needs of this generation in order to teach them effectively. The 21st century learning skills as identified in several reports are Problem Solving, Critical Thinking, Creative Thinking, Communication and Collaboration. Developing these skills in digital natives with the teacher dominated classroom interaction is very difficult. Need of the hour is that teachers should employ learner centered approaches which help in capturing the attention of digital natives. Research suggest that digital natives have a preference for interactive and experiential learning approaches (Cabe<sup>2</sup>,2018; Mazzola<sup>9</sup>,2018 and Jin<sup>8</sup>,2016).

Researches conducted by scholars on learner centered approaches like Multimedia (Sharma & Madan<sup>18</sup>,2018 ; Sharma & Pooja<sup>19</sup>,2018 ; Sharma & Priyamvada<sup>20</sup>, 2016), Smart classrooms (Sharma and Anju<sup>16</sup>, 2016), Co-operative Learning (Sharma & Sharma<sup>23</sup>,2008 ; Slavin<sup>24</sup>,2010; & Johnson<sup>7</sup>,2014), Constructivism (Sharma & Sarita<sup>21</sup>, 2018; Sharma & Leena<sup>22</sup> (2012); Sharma & Poonam<sup>17</sup> (2016) have established that these approaches help in creating a democratic and intellectual enriched classroom environment where children are given opportunity to explore and discover things on their own. As a result learners have to interact with their peers and use them as a valuable resource, learn valuable social skills, use higher order thinking skills and rehearse and practice new concepts. Among such strategies, Flipped Classroom (FCR) strategy has emerged as an innovative solution to improve student-centered learning (Morton & Getz<sup>10</sup>, 2016). It is hot topic in educational arena and is based on the belief that students have the ability to learn at their own pace and in their own time (Davies, Dean & Ball<sup>4</sup>,2013). According to Bergmann

& Sams<sup>1</sup> (2004), a flipped classroom is a setting in which homework is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. FCR at its core inverts the time and place of homework and instructions, allowing students more time for collaboration and engagement in constructivist learning.

Flipping the classroom has become an increasingly popular approach in meeting the learning needs of this generation of students whom Prensky designated as "Digital Natives". Here the classroom time is devoted for discussion among peers, teacher and solving problems. Thus the flipped classroom model changes the view of the classroom from being a knowledge station to being a place for student engagement and formative assessment of students' progress. Another research conducted by Asiksoy and Ozdamli<sup>12</sup>(2016) have considered flipped classroom approach as student centered, because students can readily learn anytime and anywhere using their smart phones or other electronic devices. It enables children to view relevant videos several times in a go if they don't understand a topic. Also have the option of skipping the parts they have mastered in.

### **BENEFITS OF FCR**

In addition to above, Fulton<sup>5</sup> (2012) enumerated various potential benefits of flipped classroom which include:

- students ability to learn according to their own retention capabilities.
- students develop better insight as they solve problems in the class.
- updation and modification of lessons on digital platforms.
- Enhancement in thinking ability and creativity of students.
- No fear of absenteeism as lectures are available on line which they can watch at any time.
- Capacity of engaging students actively for longer durations.
- Higher retention and concept attainment then the traditional one.

Moreover, this strategy helps in providing several opportunities of communication between learners. It positively changes students and builds what is called ownership for learning, the learners' feeling of responsibility towards learning enhance their work ability confidence i.e. Self-efficacy. This enhancement in their work ability confidence in turn help learners to gain higher thinking skills like application, synthesis and evaluation - the higher levels of cognitive domain of Bloom taxonomy. This is consistent with the now-a-day's requirements, findings and growing challenges and also meets the requirements of job market and the need of keeping track of modern technology in the field of education through FCR. Due to the major role of self-efficacy in developing higher thinking skills among learners, the use of flipped classroom strategy by teachers play a crucial role in developing students' self-efficacy now-a-days. From above discussion and various studies conducted on flipped Classroom, it is clear that this strategy caters to individual difference of students, increases student's excitement, learning and performance by surpassing the boredom.

### **CONSTRUCT OF SELF-EFFICACY**

In the present era , people with problems generally knew exactly what actions are needed to do things they want to do. But more important aspect is that people need to be more confident about their work ability to produce a desired action and Bandura (1986) termed this work ability confidence as Self-efficacy. During the last two decades, Self-efficacy has become one of the most widely studied variable in the educational, psychological and organizational science.

Self-efficacy means self-confidence, self assurance, trust on oneself and is an individual's belief in his or her capacity to congregate the cognitive, motivational and behavioral resources required to perform in a given situation. The concept of self-efficacy has its roots in the social cognitive theory proposed by Bandura (1986), which affirms the role of factual learning and social experience in the development of personality. Various researches done in the field of self-efficacy by Bandura and others have shown that student's perception of their abilities to perform a task greatly influences their success. The effortlessness with which the evolution from childhood to the demands of maturity depends on the might of personal efficacy created through previous mastery experiences, seeing people similar to self, deal with job demand successfully, social point of view that one has the capabilities to be successful in given activities, and presumptions from physical and emotional states suggestive of personal strengths and weaknesses (Santrock<sup>15</sup>, 2006). Student's perception of their self-efficacy focuses on what they believe can accomplish with the knowledge they master during their learning. It does not refer to a person's skill at performing specific learning related tasks (e.g. integrate technology in their teaching-learning and mastering a technological area). Instead, it assesses a person's judgment of his or her ability to apply knowledge and skills in a broader context. (Compeau and Higgins<sup>14</sup>,1995)

Studies conducted by Ibrahim & Callaway<sup>6</sup>,2014 have established significant improvement in their self-efficacy perception when they were engaged in the flipped classroom teaching strategy compared to their self-efficacy perception after lecture based content. The flipped classroom's use of technology and web-based learning is also showing promise with students that already show strong self-efficacy (Nolan & Washington<sup>11</sup>, 2013). Similarly, flipped classrooms facilitate student engagement in the learning process. When students are engaged, they are much more likely to self-regulate their progress and thus build self-confidence (Clark<sup>3</sup>, 2013). The shift in the instructional paradigm of the flipped classroom helps the learners to use their classroom time for more engagement focusing on classroom activities with problem posing and solving, and in turn will build self-confidence in learners. This self-confidence will in turn help in promoting self-efficacy, a student's belief that he or she will succeed; students will be more motivated to engage in applying new knowledge to solve problems as they use their prior experience with support from the teacher.

While there are quite a few studies that put forward that the FCR strategy has positive effect on instruction, there is little confirmation of the effect of the flipped classroom on students' self-efficacy in a elementary school's civics education. There are presently few existing studies performed in a high school setting and thus more research is needed to identify if there is a link between students' self-efficacy in learning and the flipped instructional paradigm at the elementary level. It is necessary to determine the impact of flipped learning on self-efficacy of students in a elementary school classrooms, the students whom we refer to as Digital Natives. In the present study an attempt has been made to study the effect of flipped classroom strategy on work ability confidence i.e. the self-efficacy of students through engaging them in various classroom activities.

### OBJECTIVES OF THE STUDY

1. To develop the modules based on Flipped Classroom Strategy for 7<sup>th</sup> graders.
2. To compare the Pre-test Scores of Experimental and Control Group on Self-Efficacy.
3. To compare the Post-test Scores of Experimental and Control Group on Self-Efficacy.
4. To compare the Pre-test and Post-test Scores of Experimental and Control Group on Self-Efficacy.
5. To compare the Mean Gain Scores of Experimental and Control Group on Self-Efficacy.

### HYPOTHESES OF THE STUDY

In order to achieve the objectives of the study following hypotheses are framed :

- H1. There is no significant difference between the Pre-test Scores of Experimental and Control Group on Self-Efficacy.
- H2. There is no significant difference between the Post-test Scores of Experimental and Control Group on Self-Efficacy.
- H3. There is no significant difference between the Pre-test and Post-test Scores of Experimental Group on Self-Efficacy.
- H4. There is no significant difference between the Pre-test and Post-test Scores of Control Group on Self-Efficacy.
- H5. There is no significant difference between the Mean Gain Scores of Experimental and Control Group on Self-Efficacy.

### DESIGN OF THE STUDY

#### SAMPLE

In the present study, pre-test, post-test, control group quasi experimental design was employed with a purposive sample of 50 students, 25 each in two intact sections of class VII of a public school (CRMPS, Rohtak) equated on intelligence and socioeconomic status. To eliminate the initial variability of the pupils statistically in the two groups, they were measured on general mental ability, through intelligence test by Ahuja(2005). The results are as given in Table given below:

**Table 1**

**'t'-Value of Intelligence test scores of two groups**

Groups	N	Mean Scores	Standard Deviation	't'-value	Significance
Experimental Group	25	54.44	14.60	1.07	Not Significant
Control Group	25	58.92	14.86		

Table 1 shows that the t-value between the groups is 1.07 which is not significant .01 level. It means that significance difference does not exist between the intelligence level of the experimental and control group.

To eliminate the initial variability of the pupils statistically in the two groups they were measured on SES Scale, through SES Scale by Singh, Shyam and Kumar(2006). The results are as given in Table given below:

**Table 2**  
**“t-value of Socio-Economic-Status Scale of two groups**

Groups	N	Mean Scores	Standard Deviation	t'-value	Significance
Experimental Group	25	145.72	33.15	1.42	Not Significant
Control Group	25	132.88	29.82		

Table 2 shows that the t-value between the groups is 1.42 which is not significant .01 level. It means that significance difference does not exist between the socio economic status of the experimental and control group.

**TOOLS USED**

**A. Self Developed Tools**

- 1. Flipped Classroom Instructional Module

**B. Standardized Tools**

- 1. Group Test Of Intelligence (Ahuja, 2005)
- 2. Socio-Economic Status Scale (Singh, Shyam & kumar, 2006)
- 3. Self-Efficacy scale (Singh & Narain, 2014)

**DEVELOPMENT OF FLIPPED CLASSROOM INSTRUCTIONAL MODULE**

After collecting all necessary material, the flipped classroom instructional module is developed. The job of developing the module has been carried out in five steps presented in the form of flow diagram in the figure below :



**Fig.1**  
**Steps of Development of Flipped Classroom Instructional Module**

**Step-1 Selection of Appropriate Technological Tools**

- Planning about appropriate technological tools for each media element such as graphics, text, audio, video, animation etc.
- Selection of required hardware and software for the production of each element of Flipped Classroom Instructional Module.
- Using software such as Adobe Photoshop, Adobe Illustrator, Youtube, Screencastify, Microsoft Power-point have been used for the development of the Module.

**Step-2 Story Boarding**

- Designing the text which involved two basic aspects of information that were-Content (content covered the matter that was being presented) and Display (display covered how that matter was being presented).
- The three major steps of audio input were: 1) Sound recording 2)Sound editing 3)Sound delivery for which various softwares like screencast-o-matic, screencastify, youtube etc.
- The use of video in Flipped Classroom Instructional Module was highly stimulating and brought the feeling of participation in the whole process. The viewers were completely involved and remained active; it also helped in the retention of the attention of the viewers.

**Step-3 Integration of Elements of Flipped Classroom Instructional Module**

- All the necessary elements being used in script designing have been integrated for the development of Flipped Classroom Instructional Module at this stage.

**Step-4 Assessment of Flipped Classroom Instructional Module by Experts**

- After making the rough format, the module was shown to the subject as well as technical experts.
- After getting valuable suggestions from eminent professors the necessary changes were made in the module before finalization.

**Step-5 Final Shape of Flipped Classroom Development Module**

- After assessment of Flipped Classroom Instructional Module by experts, the final shape was given to the module by incorporating the suggestions given by the experts.

Using the above steps Flipped classroom instructional module was prepared for the following three units given in the social and political life (Civics) book of class VII by CBSE :

Unit 1. On equality

Unit 2. Role of government in health

Unit 3. How state government works

A copy of flipped classroom instructional module prepared on Unit 1 i.e. On Equality is attached at Annexure-A

**SCHEDULE OF THE EXPERIMENT****Phase 1: Pre-Test Stage**

4<sup>th</sup> July 2018 - Administration of Intelligence Test

5<sup>th</sup> July 2018 - Administration of Socio-Economic Status Scale

6<sup>th</sup> July 2018 - Administration of Self-Efficacy Scale

**Phase 2 : Conducting the Instructional Programme****Table 3****Table showing Schedule of the Experiment**

	Duration	Control Group	Experimental Group
<b>Treatment Phase</b>	(Duration = 09 days) 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> July, 2018	Teaching through Conventional Method  Unit-1 On Equality	Teaching through FCR Strategy  Unit-1 On Equality
	12 <sup>th</sup> , 13 <sup>th</sup> & 16 <sup>th</sup> July, 2018	Unit -2 Role of the Government in Health	Unit -2 Role of the Government in Health
	17 <sup>th</sup> , 18 <sup>th</sup> & 19 <sup>th</sup> July, 2018	Unit-3 How the State Government Works	Unit-3 How the State Government Works

**Phase 3: Administration of Post-Test**

20<sup>th</sup> July 2018: Administration of Self-Efficacy Scale

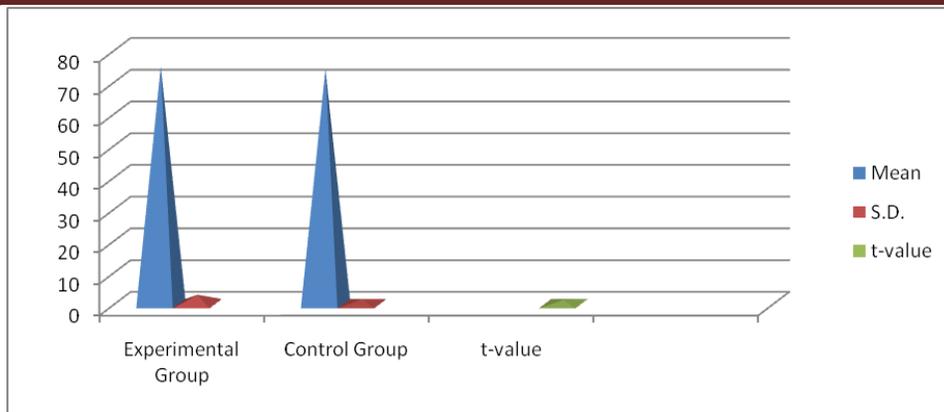
**STATISTICAL TECHNIQUES AND SOFTWARE USED**

To test the objectives of the study , the data collected was statistically analyzed using the following techniques :

- Descriptive statistics such as mean and S.D. worked out on the scores of Self-Efficacy.
- 't' value was computed in order to judge pupil's intelligence and socio-economic status.
- 't' test was employed for testing the significant difference between the means of pupil's self-efficacy on pre-test , post-test and gain scores.
- SPSS (Trial Version) was used for performing all the statistical functions.

**RESULTS****Table 4 : Comparison of Pre-Test Scores of Experimental and Control Group on Self-Efficacy**

Group	N	M	S.D.	df	t-value	Significance
Experimental	25	74.88	2.83	48	1.25	Not Significant
Control	25	74.08	1.47			

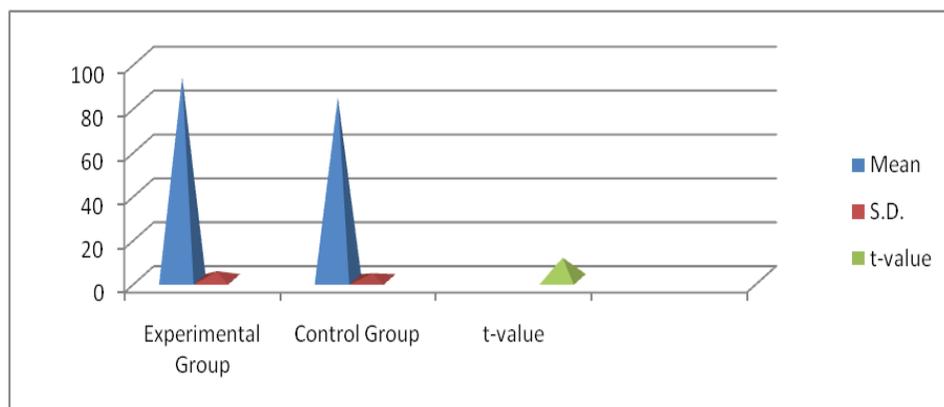


**Figure 2 : Graphical Representation of Pre-Test Scores of Experimental and Control Group on Self-Efficacy**

Table 4 indicates that the pre test mean scores of experimental and control groups are 74.88 and 74.08 respectively. The calculated t-value is 1.25 which is less than the table value at .05 level (1.96) and .01 level (2.58) of significance, hence hypothesis H1 is accepted. This indicates that there is no significant difference between pre-test mean scores of students of both groups on self-efficacy before the treatment.

**Table 5 : Comparison of the post-test scores of experimental and control group on self-efficacy**

Group	N	M	S.D.	df	t-value	Significance
Experimental	25	92.29	3.78	48	9.93	Significant
Control	25	82.92	2.81			

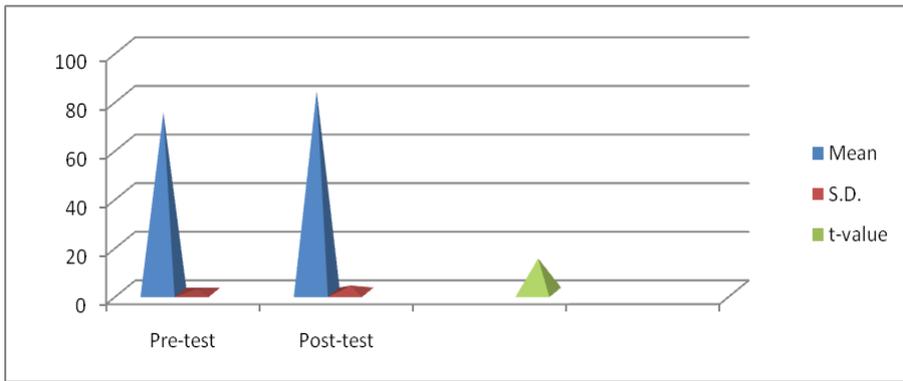


**Figure 3 : Graphical Representation of Post-Test Scores of Experimental and Control Group on Self-Efficacy**

Graphical representation of the findings has been given in the figure 3 and tabulation is shown in table 5. The mean scores of experimental and control groups were 92.29 and 82.92 respectively. The calculated t-value is 9.93 which is more than the table value at .01 level of significance and hence hypothesis H2 stands rejected. In accordance with these results it has been accomplished that there is a significant difference between the groups at .01 level which in turn implies the efficiency of flipped classroom strategy over the traditional one when related to self-efficacy.

**Table 6 : Comparison of the pre and post-test scores of experimental group on self-efficacy**

Test	Group	N	M	S.D.	df	t-value	Significance
Pre-test	Experimental	25	74.88	2.83	48	18.41	Significant
Post-test		25	92.28	3.78			

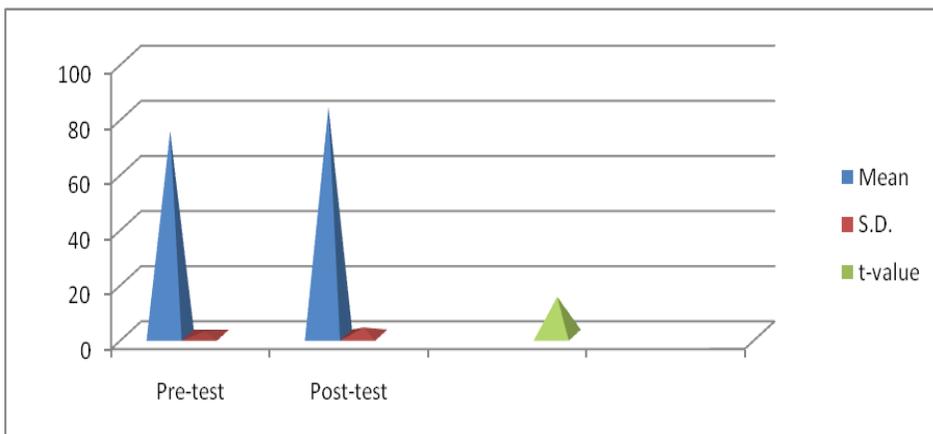


**Figure 4 : Graphical representation of Pre and Post-test scores of Experimental Group on Self-Efficacy**

In order to determine whether there has been a significant difference between the mean scores of pre and post - test of experimental and control groups, t - test was applied. It showed that the calculated t - value of experimental group is 18.41, which is greater than the table value at .01 level (2.58) of significance rejecting H3. As can be observed in table 6, the mean scores obtained on self-efficacy for all three topics by the students of experimental group who have been taught through flipped classroom approach was 74.88 before the treatment whereas, it increased to 92.28 after the experimentation. It means there exists a significant difference in the pre and post tests scores of experimental group. This showed an increase on self-efficacy after receiving teaching through flipped classroom approach.

**Table 7 : Comparison of the pre and post-test scores of control group on self-efficacy**

Test	Group	N	M	S.D.	df	t-value	Significance
Pre-test	Control	25	74.08	1.47	48	13.92	Significant
Post-test		25	82.92	2.81			

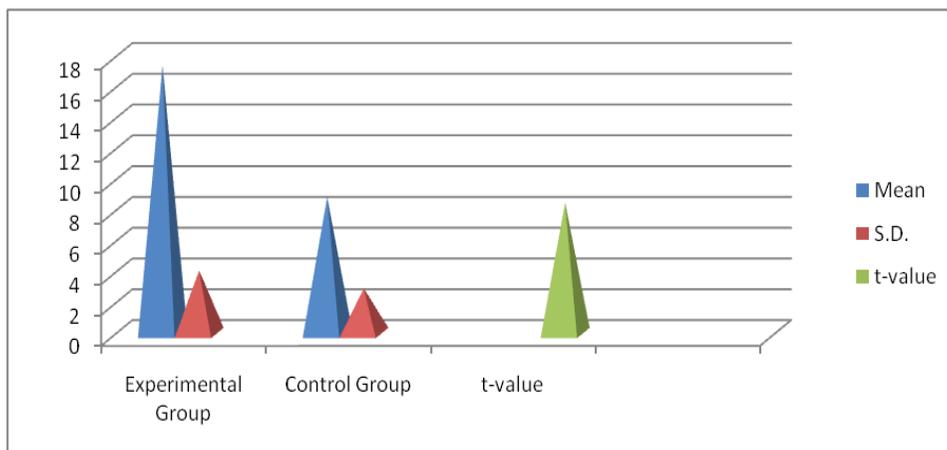


**Figure 5 : Graphical representation of Pre and Post-test scores of Control group on Self-Efficacy**

As can be observed in table 7, the mean scores obtained on self-efficacy for all three topics by the students of control group who have been taught through traditional approach was 74.08 before the treatment whereas, it increased to 82.92 after the experimentation. Also the calculated t - value of control group was 13.92, which is also more than the table value at .01 level of significance. It means there is significant difference in the pre and post - tests scores of control group and hence hypothesis H4 is rejected. This showed an increase on self-efficacy after receiving teaching through traditional approach, however it is much lower in comparison to the scores of the experimental group indicating the better results produced by Flipped Classroom Strategy.

**Table 8 : Comparison of the mean gain scores of experimental and control group on self-efficacy**

	Group	N	Mean	S.D.	't'	Level of significance
<b>Mean gain</b>	Experimental Group	25	17.4	4.07	8.48	Significant
	Control Group	25	8.84	2.9		



**Figure 6 : Graphical representation of Mean Gain Scores of Experimental and Control group on Self-Efficacy**

Table 8 reveals that experimental group achieved higher mean gain scores (17.4) than the control group (8.84) in the post test stage. It is evident from the figure 4.21 that the t-value 8.48 for difference in the mean gain scores of the students of experimental and control group is significant at .01 level, rejecting hypothesis H5. Thus the subjects exposed to flipped classroom strategy gained significantly higher scores in comparison to that in traditional method. In other words, Flipped classroom strategy is found to be more effective in increasing the self-efficacy of 7th class students.

**DISCUSSION OF RESULTS**

This study found out that the use of the FCR strategy indeed has the potential to increase the self-efficacy of elementary school students. This benefit is verified by the statistically significant differences in the mean scores between students taught by FCR instructional program and traditional teaching strategies, with the highest scores achieved by students in the flipped condition and the least was in the traditional condition. These results are in consonance with the findings of Chou (2018), Aljaser (2017) and Lee (2017) who supported positive effectiveness of the FCR strategy on Self-Efficacy. The reasons for this may be explained in the words of Bell (2015), Sucuoglu (2018), and Tuncer (2018) who said that the students in the FCR had opportunities to work together collectively on hands-on activities and increased learning outcomes and work ability due to the additional opportunities students get in the flipped classroom.

**IMPLICATIONS AND SUGGESTIONS**

A possible implication for this result is that the flipped teaching activities promote students’ observational ability and helped them to relate efficiently with learning content than in traditional teaching activities and as a result improved and promoted their self-efficacy perception. The results suggest that facilities should be provided by the administrators to teachers to attend the seminars, conferences and workshops so that they can update themselves to use the flipped classroom approach. Also the curriculum planners, while planning curriculum for social studies subject should make provision in the curriculum for flipped classroom approach and they should plan more learning activities to improve students' learning. In order to keep abreast with the latest developments in the field of science and technology, education also has to pick up its pace in the same direction and flipped classroom strategy is one of the key ingredients for that change to take place.

APPENDIX A

UNIT - I  
ON EQUALITY

Equality



Equality is one of the pillars of Indian democracy.

1



PREAMBLE (An introduction)

**WE, THE PEOPLE OF INDIA** having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizen

**JUSTICE**, social, economic and political  
**LIBERTY** of thought, expression, belief, faith and worship  
**EQUALITY** of status and of opportunity and to promote among them all.  
**FRATERNITY** assuring the dignity of individual and the unity and integrity of the nation.

**IN OUR CONSTITUENT ASSEMBLY** the twenty-sixth day of November, 1949, do, **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION**

2

The Indian Constitution came into force on January 26, 1950.



284 members of the Constituent Assembly signed the handwritten documents on January 24, 1950. Two days after, on 26th January, India celebrated its first Republic Day.

3



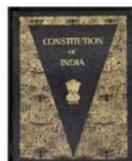
Ambedkar was the chief architect of our constitution. It is because of him that our constitution covers a wide range of civil liberties including the freedom of religion and the abolition of untouchability.

4



The Indian Constitution recognises every person as equal. Every individual in the country, including male or female from all caste, religion, tribes, education and economic background are recognised as equal. In our country there are laws to protect people from discrimination and ill-treatment.

5



Important provisions in the Constitution on Equality: Article 15

1. Every person is equal before law.
2. No person can be discriminated against on the basis of their religion, race, caste and gender.
3. Every person has access to all public places including play ground, shop, market, hotels. All person can use public wells, roads and bathing ghats.
4. Untouchability is abolished.

6

In order to implement the equality that is guaranteed in constitution, the government has taken two important steps:



1. Formation of laws – Forming laws that protect every person’s right to be treated equally.
2. Schemes – Govt. has launched various programmes to help disadvantaged communities. These schemes are to ensure greater opportunity for people who have been treated unequally for several centuries.

7

Mid-Day Meal Scheme



8

Mid-day meal scheme refers to the programme introduced in all government elementary schools to provide children with cooked lunch.



Tamil Nadu was the first state to start mid-day meal in schools.

In 2001, the Supreme court instructed all states to implement mid-day meal scheme in their schools.

9

Mid-day meal had many positive effects. They are :

1. More poor children began enrolling and regularly attending school.
2. This programme helped reduce caste prejudice because both lower and upper caste children in the school eat this meal together.
3. This programme also provided food and nutrition to children of poor families who were not able to provide healthy nutrition to their children.



10

Civil Rights Movement in America



African-Americans were treated unequally in the US. For example, when travelling by bus, they either had to sit at the back of the bus or get up from their seat whenever a white person wished to sit.



Civil Rights Movement in America started in late 1950, to push for equal right for African-Americans and to end racial discrimination.

11

12



On December 1, 1955, Rosa Parks, a 42 year old African-American woman boarded the bus to go home from work. On that day, Rosa Parks initiated a new era in the American quest for freedom and equality.



The Civil Rights Act came into being in 1964 that prohibited discrimination on the basis of race, religion or national origin.

13

Disabilities Act 1995:



This law states that person with disabilities have equal rights and government should make possible their full participation in society. The govt. Has to provide free education and integrate children with disabilities into mainstream schools.

The law also states that all public places including buildings, schools, shopping malls, etc should be accessible and provided with ramps.



14

Universal Adult Franchise:



This is a very important aspect of democratic societies. It means that all adults (those who are 18 or above) citizens have the right to vote irrespective of their social or economic backgrounds.

15

THANK YOU

16

FLIPPED CLASSROOM MODULE

Unit - I

On Equality

UNIT NO.	TEACHING POINTS	PRE-FLIP ACTIVITY	RESOURCES IN-CLASS	IN-CLASS ACTIVITY
1.1	Recall meaning of Adult Franchise	Testing the previous knowledge of students through question - answer	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> </ul>	Comprehensive discussion

1.2	Define the term Equality	Enable students to try and define the term Equality	Use of OER : <a href="https://youtu.be/iurhMy1I7EU">https://youtu.be/iurhMy1I7EU</a>	Showing them video of chapter "On Equality"
1.3	Explain the meaning of Dignity	Allowing students to try and explain the meaning of Dignity	Use of OER : <a href="https://youtu.be/iurhMy1I7EU">https://youtu.be/iurhMy1I7EU</a>	Discussing the meaning of Dignity in detail after the video
1.4	Discover the relationship between Equality and Democracy	Asking students to analyse whether any relationship exists between Equality and Democracy	Use of OER : <a href="https://youtu.be/iurhMy1I7EU">https://youtu.be/iurhMy1I7EU</a>	Allowing students to analyse and discover the relationship between Equality and Democracy after watching the concerned video

1.5	Compare equality in India with other countries	Giving examples of Equality in various countries as given in the video	Use of OER : <a href="https://youtu.be/iurhMy1I7EU">https://youtu.be/iurhMy1I7EU</a>	Assigning different countries to different group of students and asking them to cite examples from the video
1.6	Recommended ways and means of maintaining equality	Citing examples of equality in society around us	Use of OER : <a href="https://youtu.be/iurhMy1I7EU">https://youtu.be/iurhMy1I7EU</a>  MCQ'S: <a href="https://edurev.in/course/quiz/2537_Equality-In-Indian-Democracy-Practice-Test-1-MCQ-For-Class-7-SST-Civics/8d137a76-e7ce-4f9e-9d99-37bc9d4a5e0c">https://edurev.in/course/quiz/2537_Equality-In-Indian-Democracy-Practice-Test-1-MCQ-For-Class-7-SST-Civics/8d137a76-e7ce-4f9e-9d99-37bc9d4a5e0c</a>	Asking students to give recommendations for maintaining equality in society giving examples from their school and neighborhood

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