



A METACOGNITIVE APPROACH TOWARDS FLIPPED CLASSROOMS AND ACTIVE LEARNING

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Abstract

A Metacognitive Approach towards Flipped Classrooms and Active Learning

This article explores the integration of flipped classrooms and active learning strategies to promote metacognitive thinking in higher education. By reversing the traditional lecture-homework format, flipped classrooms offer a unique opportunity to foster student-centred learning and encourage active engagement. The article also discusses the potential of metacognitive approaches to enhance student self-awareness, self-regulation, and transfer of learning. An examination into the role of technology in facilitating flipped classrooms and active learning, including video lectures, online discussions, and collaborative activities is highlighted and addresses the various challenges of implementing flipped classrooms, such as instructor training and student resistance, and offers practical recommendations for educators to integrate metacognitive strategies into their teaching practices.

Keywords: Flipped Classrooms, Active Learning, Metacognition, Student-Centred Learning, Technology Integration.

Introduction

The richness, elasticity and the word stock in English language has made it a 'global' language today. Consequently, English has dispersed socially linguistically, and culturally, thus influencing the lifestyle of innumerable people across the globe. Creative thinking and collaborative learning have become the need of the hour in classroom learning to teach English to the learners. The immense changes in the field of science, engineering and technology have made the young people stick to the electronic gadgets like mobiles, smart phones, etc, eventually leading them to assimilate self-directed, self-paced and independent learning. Hence the focus in this era is on pedagogy rather than on traditional and conventional modes of learning. Though technology has become the driving force and plays an integral part in learning English language, yet the rudimentary aspect of pedagogy serves as the key determiner for successful learning and teaching. The entire burden falls on the teacher's shoulder to adapt necessary skills and knowledge needed for the 21st century employment and profession.

Redefining and Reconstructing Education in 21st Century

The beginnings of digitalisation had proliferated the connectivity of individuals through the Internet. Subsequently the methods, approaches and techniques of teaching /learning have undergone changes. The introduction of social media networks-Facebook, twitter, wats app, Instagram, have expedited knowledge and information made easy and accessible to communicate and collaborate with each other. The conglomeration of social media has streamlined the existing thoughts and ideas for teaching /learning with belief: Technology can play an important role in the achievement of learning outcomes (Mayes & De. Freitas, 2007, p.13).

So certainly, there is a 'redefinition' and reconstruction' of the approaches and techniques in classroom teaching/learning of English language and a paradigm shift with emphasis on 'pedagogy' rather than on 'technology'. This is a climatic affirmation of implementing Flipped classrooms and Active Learning in the present century to enhance language skills of the students.



Meta Cognitivism in a Nutshell

Metacognition is a key aspect to effective learning by the students that improve the outcomes of disadvantaged learners. It also aids teachers to assess the performance of their students and comprehend their own learning processes. This kind of instruction fosters independent thought in pupils and improves their ability to control their own learning motivation. This kind of instruction fosters independent thought in pupils and improves their ability to control their own learning motivation.

In the transmission of knowledge, Metacognition helps students to perceive tasks and contexts, including memorising problem-solving. Hence such a learning enables effective learning and is useful for all age groups. Some of the metacognitive activities include strategies for, learning task, applying appropriate techniques and methods to resolve an issue, keeping an eye on one's own evaluating progress towards the completion of a task. In the words of Hatano & Inagaki:

researchers soon began to look at how experts display metacognitive thinking and how, then, these thought processes can be taught to novices to improve their learning (Hatano & Inagaki, 1986).

Metacognitive techniques assist pupils in recognizing their potency as learners. Weimer in his article titled “Deep Learning vs. Surface Learning: Getting Students to Understand the Difference” (2012) states the essence of metacognitive awareness in the students to improve study skills:

“[I]t is terribly important that in explicit and concerted ways we make students aware of themselves as learners. We must regularly ask, not only ‘What are you learning?’ but ‘How are you learning?’ We must confront them with the effectiveness (more often ineffectiveness) of their approaches. We must offer alternatives and then challenge students to test the efficacy of those approaches.”

Thus, the gains of metacognition in learning are it helps in compensating the cognitive limitations that a student might have. It enables students to self-monitor and do independently. Metacognition also helps learners to Transfer knowledge and makes them emotionally happy and instil confidence in them.

Teaching /Learning a Language through Flipped Classroom

The instructional strategy that is used to engage students completely in a classroom and centring the students to read, do assignments on their own, and work on problem solving during the class hours is known as ‘Flipped Classroom’. It is also termed as ‘Blended Learning’. This pedagogy of teaching /learning helps learners to browse online videos, listen to online lectures, do collaborative work and execute research while at home and still actively engaging themselves and familiarising with the concepts in the classroom with the assistance of a facilitator/mentor.

In the Flipped classroom, the focus is on the learners and the teacher as a primary disseminator of knowledge is shorn off. There is a deliberate shifting of interest from the teacher to the student and the learners are exposed to a variety of ‘content’ delivery.

By appropriate guidance, flipped learning provides students with their first exposure to new ideas and material outside of class. This allows for more time during class to be dedicated to activities where students typically require the greatest assistance, such as applying the basic material and participating in deeper discussions and creative work with it. Although there has been a lot of excitement over flipped learning because to the evidence that shows it can improve students' learning, engagement, and metacognitive skills, there is currently no complete guidance on how to implement this teaching method in higher education. Robert Talbert, who has used flipped learning for majors in his field for nearly ten years, in general education classes, in large and short segments, as well as online courses - and is a regular workshop presenter and lecturer on the subject - provides instructors with a useful, detailed "how-to" for this effective teaching strategy. In order to balance an account of research on flipped learning and its theoretical underpinnings with course design concepts to help them set up courses to use flipped learning effectively, tips and case studies of actual classes across various



disciplines, and practical considerations like getting students to participate in the pre-class activities, he addresses readers who want to explore this approach to teaching, those who have recently started using it, as well as experienced practitioners.

Benefits of Meta cognitivism

Students can work together more in a flipped classroom, which is beneficial for their teamwork abilities as well as a fantastic method to learn. Now that 'knowledge acquisition' occurs outside of the classroom, each student can tailor it to fit their unique aptitudes and interests. Some of the merits of metacognitive learning are:

1.Direct Interaction

Students and teachers have the accessibility to interact with each other face to face and both have ample time to spend which creates a platform for stakeholders to clarify their doubts and take help from the teachers in areas which are particularly challenging.

2.Collaborative Work

Teachers enable students to do team work collaboratively to execute a particular task. This fosters team building abilities in the students and work effectively with one another.

3. Self -Learning

Flipped approach assists students to learn on their own pace and learners have the feasibility to match their competencies and satiate their desires.in comparison to traditional classroom learning, students are restricted to learn within the stipulated time, but in Flipped classrooms, learners have the elasticity and freedom to learn slowly, and the burden is let loose. The problem of concentrating on one task is lessened and students can do on and off intermittently depending on their interest.

4.Richness of the Content

Students have the chance to explore wide range of topics. They can browse multiple sources and get the required information. This adds more value and richness to their comprehension of the content and subject in general.

5.Rewarding and Less Costly

Students can use their own devices and have access to more meaningful content and institutions need not invest money to give access to learners. But more time and attention should be provided to students.

Drawbacks

Although flipped classrooms have advantages, they also have certain drawbacks, such as:
Technology: It is possible that certain students may not own the required gadgets or a dependable internet connection.

Student involvement: Students are not allowed to finish their online assignments or get ready for class. **Motivation of students:** It's possible that they lack the drive to take part.

Self-control: To manage their time and maintain concentrate, students may need to exercise greater self-control. **Social isolation:** Students might pass up chances to interact with others and collaborate.

Time: It could take educators longer to produce the materials.

Video quality: There could be low-quality video footage.

Parent opposition: The concept of a flipped classroom may not sit well with all parents.

Absence of instructor contact: Pupils might not get assistance or comments right away.

Flexibility: Instructors might have to be more flexible.

Here are some pointers to help students become more metacognitive:
Establish goals: To assist kids better grasp who they are as individuals and as learners, encourage them to develop behavioural, academic, and personal goals.



- 1.To assist students, understand how they learn, where they are, and where they aspire to be, pose self-reflective questions.
- 2.Think like an instructor to help pupils understand what they understand and don't understand. Teachers can mimic how they think.
- 3.Use mnemonics: To assist pupils in remembering complex material, teach them strategies such as mnemonics.
- 4.Employ metacognitive discourse: By enhancing students' capacity for answering questions and fostering a more relaxed atmosphere, metacognitive discourse and modelling can aid students in getting ready for tests.
- 5.Make use of past knowledge Prior to reading a book or going to a lecture, consider what you already understand about
- 5.Talk through the content aloud to enhance metacognition.
- 6.Make notes: Jot down any notes you recall.
- 7.Exam review: Exam review can enhance metacognition.

Conclusion

There has never been a louder cry to change the way that traditional higher education is taught, and to replace the stage teacher with a guide, so that student-centered active learning methodologies can take centre stage. Flipped classrooms have been suggested as a solution to these demands in this setting. Numerous studies have shown that the teaching strategy known as the "flipped classroom" may encourage student participation and a more active approach to learning in higher education. The present study's outcomes validate the outcomes of previous research and underscore supplementary benefits linked to the flipped classroom approach.

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