ATTITUDE OF B.ED TRAINEES TOWARDS FLIPPED LEARNING

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Abstract
Flipped learning brings traditional physical classes with elements of virtual education together. This form of learning which combines face- to- face teaching with some technological aids has been widely used in teaching and learning. Flipped learning has been defined as "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, and pace. The present study "Attitude of B.Ed trainees towards Flipped learning" was attempted to assess the attitude towards Flipped learning among B.Ed trainees. The finding of the study reveals that, the level of B.Ed trainees' attitude towards Flipped learning is high but the percentage level (High, Medium, and Low) is differed among them. Also there is no difference in the attitude flipped learning among B.Ed trainees in terms of attribute variables.
Keywords: *Attitude, Flipped learning, B.Ed trainees*

Introduction
Flipped learning is a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. Flipped learning environment integrates the advantages of e-learning method with some advantageous aspects of traditional method, such as face-to-face interaction. Computer-Based Training (CBT) and Web-Based Training (WBT) are a great way to cater to different learning styles blended learning and results for continuing education.

Statement of the Problem
The investigator has selected the present study with the aim of knowing the attitude of B.Ed trainees towards Flipped learning. Therefore it has been entitled as "Attitude of B.Ed Trainees towards Flipped Learning".

Objectives
- To find out the level of attitude of B.Ed trainees towards Flipped learning.
- To find out the percentage of B.Ed trainees lying in the three levels of attitude towards Flipped learning.
- To find out the significant difference in attitude of B.Ed trainees towards flipped learning in terms of the following attribute variables:
  a) Gender
  b) Medium of instruction

Hypothesis
- The level of attitude towards flipped learning among B.Ed trainees is not high.
- There is no differences in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning.

- There is no significant difference in attitude towards flipped learning among B.Ed trainees in terms of the following attribute variables:
  a) Gender
  b) Medium of instruction

Sample

The researcher adopted survey method and the size of the sample is 200 B.Ed trainees from three colleges in Sivagangai district with the representation given to the variables namely gender, medium of instruction. **Simple random sampling technique** is used for sample selection.

Tool used

Attitude scale towards the flipped learning was constructed by the investigator and was used in this study. The tool consists of 20 statements in the form of three point training scale and comprising of 17 positive items and 3 negative items. In scoring procedure, each item has 3 marks as high score and 1 mark as low score. Thus the maximum score in the test would be 60.

Reliability of the tool (Test & Retest)

The rating scale was administered among 120 B.Ed trainees and re-administered among the same after a gap of 15 days. The correlation found between the two administrations was 0.78. It is a high level of correlation. Thus the reliability was ensured.

Validity of the Tool

The investigator has consulted experts for the preliminary form of rating scale on attitude of B.Ed trainees. The consultation had with subject expert s ensures face and content validity of the tool.

Statistical Techniques

The collected data was analysed statistically by using the percentage analysis, arithmetic mean, standard deviation and the t-test.

The Level of Attitude toward the Flipped Learning among B.Ed Trainees

Sample	Number	Theoretical Mean	Obtained mean
B.Ed trainees	200	40	45

From table no.1, it is inferred that the obtained mean value 45 is higher than that of the theoretical mean value 40, which is the frame of reference. Hence the framed null hypothesis "The level of attitude towards flipped learning among B.Ed trainees is not high" is rejected.

Percentage of B.Ed trainees in three level of Flipped learning

Level of human awareness	Frequency	Percentage
High level(41-60)	78	39%
Moderate level(21-40)	82	41%
Low level (Below 21)	40	20%

From table No.2, it is inferred that 39% of B.Ed trainees possess high level of attitude towards flipped learning, 41% of B.Ed trainees posses moderate level of attitude towards flipped learning, and 20% of B.Ed trainees posses low level of attitude towards flipped learning. This shows that there is difference in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning. Hence the framed null hypothesis "There is no difference in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning" is rejected.

Difference in the Flipped learning among the variables

Background variable		N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Gender	Male	80	163.44	28.11	0.643	1.96	NS
	Female	120	166.12	29.98			
Locality	Rural	148	48.64	10.662	3.214	1.96	S
	Urban	52	89.94	35.75			
Medium of instruction	Tamil	110	169.31	29.12	0.404	1.96	NS
	English	90	171.02	30.28			

From table no.3, it is inferred that the obtained 't' values of gender, and medium of instruction are smaller than that of the table value 1.96 at 0.05 level of significance. This shows that there is no difference in attitude on flipped learning among B.Ed trainees in terms of attributive variables. Hence the framed hypothesis "There is no significant difference in attitude towards flipped learning among B.Ed trainees in terms of gender and medium of instruction" is accepted.

Suggestions
- Institution should arrange seminars and workshop on flipped learning for their teaching staff.
- Educational institution should develop the infrastructure with modern educational technology.

Recommendations for Implementing a Flipped Classroom
1. Use instructional designers to determine what content should be offloaded and how in-class learning activities should be designed. Provide numerous individual and group-based faculty development opportunities to assist faculty members in the paradigm change.
2. Recognize that the increased nature of classroom dynamics may result in the need for additional personnel (e.g., faculty members, graduate assistants, residents) in the classroom
3. Recognize that "changing the rules" will cause angst among many students who may themselves need to be re-educated on how one is successful in flipped classrooms.
4. Link all pre class and in-class activities so it is necessary for students to complete both to be successful.
5. Provide guidance to students so they understand exactly what they need to know or be able to do when they come to class.
6. Provide an opportunity for students to ask questions and/or clarify information contained in off-loaded course materials.

Conclusion

Teaching and learning is one of the areas in education which has been influenced by the rapid rate of innovation in technology, Particularly, Flipped learning can be used to support collaborative inquiry among students who are in different locations and are often not available at the same time. So in educational field all the instructors including trainees should develop their knowledge towards flipped learning techniques.

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