

ENHANCING LIFE SKILLS THROUGH FLIPPED LEARNING

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Abstract

Preparing the youth power for life through the process of education has been emphasized as the major goal of the process of education. Life skills education teaches the whole world is a family; the biggest challenge today is help all citizens to live like members of a family. Teaching is considered to be an art. It is a complex art guiding students through a variety of selected experiences towards the attainment of a widening field of learning. A fine teacher creates opportunities in the classroom, on the playground, and in the co-curricular activities situations that contribute significantly to the students' achievement. But, generally in schools, teachers teach only through traditional method of teaching and do not take care of the interest in psychological and physical requirements of the students and do not try to bring any kind of innovations in teaching – learning process. So that we must inculcate the value of Life Skills for the youth power in an innovative methodology. This paper deals with the effects of Flipped Learning on enhancing the Life Skills among the youth.

Keywords: Life skills flipped learning, thinking and social skills, healthy habits, life coping skills, ethical values, educational technology, etc.

Functions of Education

“Education is not life it is itself”.

-Albert Einstein

Education is a never-ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking and creativity, intelligence, positive sentiments, life coping skills and attitudes. According to Herbert Spencer education should prepare the individual for complete living. Education equips man with all the skills required to confront the challenge presented to him by the environment. Teachers, school and

society have to play an important role to equip a child to meet the challenges of today.

With the advancement of scientific knowledge and gradual development of materialist outlook, it is believed that education should enable the individual to earn his living. "Quality of a nation depends upon the quality of the citizen not exclusively but in critical measures upon the quality of their education: the quality of education depends more than upon any single factor, upon quality of their teachers." It is common knowledge that the academic and professional standards of the teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. Hence, there is no nation that can go beyond the quality of its education. In short, the teachers are inventing themselves so that their occupation better serves school and also learners. Now, the most important fact to note is that the technologies are considered today as the strongest medium of enhancing learners' skills by satisfying his or her educational needs. Today, the technologies have proved to be a supportive approach to traditional teaching methods. And the technologies particularly have fully widened their roll in strengthening the field of education, particularly to achieve verities of educational skills.

Life Skills - An Overview

This is a critical challenge for today's youth, and one key approach to overcoming this challenge is through the provision of life skills training. The skills mismatch has continued to grow with globalization and as many countries transition to a more service-oriented economy. Employers are finding that regardless of their level of education, most new hires lack communication and client-relations skills; organizational and prioritization skills such as time-management, flexibility, adaptability and psychomotor skills. Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skills include psychosocial competencies, kinesthetic and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. These life skills are related to 4H's namely **Head, Heart, Hand** and **Health**. Essentially, the first thing Head has two kinds of skills - those related to thinking termed as "*thinking skills*"; and skills related to dealing with others termed as "*social skills*". The behaviour does not always follow the mind. This is when incidents of "I know but I can't help it" occur. What we

need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

Different Activities to Develop Life Skills

Class discussions	Brainstorming
Demonstration	Guided practice
Role plays	Audio and visual activities
Small groups'	Educational games
Simulations	Case studies
Story telling	etc.,.

Thinking and Social Ability

While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. "*Emotional*" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both Thinking and Social Ability for consensus building and advocacy on issues of concern. Self-awareness includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Empathy - Creative thinking Decision making Problem solving Interpersonal skills Effective communication coping with stress coping with emotions

Value Preferences

Personal Values are our private principles, the result of individual personality and individual experiences. Personal Values are Morality, Justice, Sympathy, Love, Cleanliness, Faith, Simplicity, Tolerance, Self-Discipline, and Meditation.

Social Values reveal the essence of the human condition. These arise out of the fundamental questions that I am? What is my essence? When I remove myself from my social and cultural environment? Is there anything in me that cannot be explaining by heredity, environment and society? It is Universal Values that indicate the essence of the human condition. These values cannot be contained by words. Social Values are Freedom, Service to Others, Sharing, Teamwork, Patriotism, Secularism, Equality, Universal Brotherhood, Environmental Cleanliness and Leadership. Ethical Values are the cultural values of the day. They are specific to time and place and can be used just as much as misused.

Cultural Values or Ethical Values reflected in language, ethics, social hierarchy, aesthetics, education, law, economics, philosophy and social institution of every kind.

Ethical Values considered for the study are Curiosity, Dignity of Labor, Concentration, Sincerity, Good Manners, Self-Help, Honesty, Peace, Kindness to Animals and Helpfulness.

Healthy Habits

The old adage that a sound mind can be found only in a sound body still holds good. It is therefore important that our educational institutions which concentrate more on imparting academic knowledge and thus concentrates on 'sound mind' should concentrate equally on the other half of perfect health – that is sound body. It is in this context of looking after complete health of a student that the concept of healthy habits in educational institutions is gaining more and more importance. WHO has defined Health as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity". Taking this concept of WHO, Wood and Brownell have defined Healthy Habits as "Sum of all experiences in educational institutions and elsewhere that favorably influence habits, attitudes and knowledge related to the health of an individual, race or community". Important thing to understand is that the "Experiences" should "favorably" influence not only the "individual" health but also that of "race and community". The concept therefore is wider than common perception of health i.e. physical exercises etc.

At this stage it is important to understand the difference between 'Healthy Habits' and 'Physical Education'. Physical Education concentrates on physical activities which help in promoting health – for example games, sports and other exercises. Healthy Habits on the other hand encompasses a wider scope including health instructions, food habits, environmental cleanliness and supervision/follow - up etc. Physical Education therefore is a part and not synonymous with Healthy Habits. In the present scenario the technology excites and engages young people most of the time. Youth welcome the opportunity to be creative and to work in trendy mediums that produce tangible results, relatively quickly. Technology is an effective tool for teaching life skills. Such skills include self-confidence, creative and critical thinking, responsibility, goal setting, teamwork and other major life skills. Technology skills are extremely valuable in today's job market. Program participants often develop useful technical skills, with some going on to pursue technology-oriented careers.

Using Technology to Teach Life Skills

Effective options for harnessing the power of technology to strengthen life skills include:

- Blogs
- Polls/Surveys
- Text messaging
- Podcasts
- Digital stories
- Online training etc.

Flipped Learning – A Modern Trend

In this digital era the flipped classroom is one of the emerging trends in teaching – learning process and it is an easiest, economic and efficient practice to the present

generation learners in all levels of education. The flipped classroom is an inverse teaching - learning process and activities where students engaged with audio visual lessons outside the class through electronic gadgets and have hands-on training in the class. The flipped classroom or inverse classroom is an element of blended learning also; it is integrating both face-to-face learning in the class through group discussion and audio visual learning outside the class by watching synchronous or asynchronous audio visual lessons with collaborated activities.

Conclusion

Education suffers basically from the gap between its content and living experience of pupils. Our educational system is now relying more on examination that compares students to one another as the dominant assessment instrument. This tendency has focused teachers at all grade level to orient students to achieve learning objectives instead of internal mastery of goals. An unhealthy classroom scenario in which the examination system or standardized tests provokes considerable anxiety among students. A narrow curriculum focuses exclusively on academic achievement and ignores the traditional social skills and values and that contributes to the crisis. Education in its large sense to prepare pupils to face the challenges that they are bound to face in the society. In order to do so the education needs to be intimately linked with different Life Skills. So they enable individuals to deal effectively with the demands and challenges of everyday life. There is no doubt that flipped learning platform are the most powerful means of instructing strategies for Life Skills Education in tender minds.

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