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A Study on the Utilization of Flipped Learning Education in Human Service Major College Students

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Abstract

This study tried to find ways to use flipped learning classes for college students through a basic survey on the classes. As a result of the study, it can be seen that the students of the Human Service Colleges prefer the flipped learning class, which the students take the lead, rather than the traditional class. Based on the above research results, suggestions for future research are as follows.

In the first place, it is necessary to conduct a more in-depth review of prior research considering the learning level and areas of interest of college students. Second, in order to successfully use flipped learning in a class at college, it will be necessary to verify the factors of the instructor in more detail. Third, rather than applying the flip learning method to all subjects, the characteristics of subjects should be considered. Fourth, after adding and investigating the above contents, it is necessary to construct a flipped learning model for college students and conduct the class, and then refine the model through feedback.

Keywords: Flipped Learning Education, Learning Satisfaction.

Introduction

1. Problem Posing

As the Internet network expands and the method of acquiring information through the network develops, many changes are taking place in the educational environment. Students can obtain a large amount of knowledge and information outside of the classroom, and a variety of environments in which they can learn at their own time outside the classroom have emerged, not just in the classroom and at a set time.

Flipped learning is a teaching-learning strategy that uses these networks to conduct learning. The basic structure of flip learning refers to a form of internalizing knowledge and information as one's own while attending a theoretical class related to a learning topic before class, discussing the content with a professor at school, and working as a team. In Korea, flipped learning is used in terms of reverse progress class and reverse classroom, which is a format in which students learn the learning topic they need to understand individually before starting the class, and then gather together during class time to apply and expand the learning content. is an expression that emphasizes

With these changes in society, the role of teachers (the sages on the stage) who had the monopoly authority in the classroom will decrease, and the role of helping them find the source of expertise (the guides standing next to) will continue to increase (Susskind Suskind, 2016). However, most of the domestic studies were conducted on university college students, and there were few studies on college students. In many cases, college students have relatively low enthusiasm or interest in basic learning, and the ability to understand and perform self-directed learning. Therefore, this study aims to investigate the similarities and differences between the learning satisfaction of flip learning and the research results for university students through a basic investigation of the flipped learning class for college students. If there is a difference, an exploratory study was conducted to examine the reason.

2. Literature Study

Flipped learning is a learning type that flipped the existing traditional teaching method. Flipped learning began to emerge in the education field in the mid-1990s, as Internet use became more

common, and it was called the antiwar classroom (Kang, 2015; Lage, Platt, and Tregua, 2000). In 1995, an engineering professor (Baker) accidentally uploaded lecture slides on a website and learned them in advance at home. He presented his experiences at conferences, and after that, he gained widespread attention throughout the United States (Jinah Bang and Jihyeon Lee, 2014). In Korea, after the revision of the curriculum in 2015, attempts at student-participation-centered classes have been initiated from professor lecture-centered classes.

The flipped learning teaching method is characterized by the opposite from the existing traditional teaching method. For example, it is a class method in which students learn class-related videos first before class, and in the classroom, perform tasks presented as a team or conduct in-depth learning such as discussion (Baker, 2000; Lage, Platt & Treglia, 2000). ; O'Flaherty & Phillips, 2015). This type of blended learning method is similar to blended learning, which is achieved by combining two or more learning methods. Blended learning usually refers to a class that combines face-to-face classes (classes at school) and online classes, while flipped learning is different in that it explains the more detailed learning process and content.

The definition of flip learning can be found in the papers of various scholars such as Bergmann & Sams (2012): Bishop & Verleger (2013): Lage, Platt, & Treglia (2000). Flipped

Learning means that the learner-led activities conducted in the traditional class are moved into the classroom, and the instructor-led lecture-style classes conducted in the classroom are moved out of the classroom using the teaching medium, so that the learner can learn from outside the classroom. Based on the acquired prior knowledge, it can be defined as a teaching and learning method in which activity-oriented classes are conducted in the classroom. As suggested by the constructivist learning philosophy in the online/offline class operation method, flipped learning can be viewed as an improvement in learners' problem-solving ability through unique classes and cooperative activities, considering the learner's responsibility and the professor's role as important (Lee Dong-yeop) , 2013).

Flipped learning can be applied in various forms depending on the learning topic and learning situation. Panopto, an online platform that creates and shares various educational videos, provides basic flipped learning, discussion-oriented flip learning, lecture-centered flipped learning, pseudo-flipped learning, group activity-centered flipped learning, virtual reality-based flipped learning, and flipped teacher. There are all seven types of flipped learning (<https://www.panopto.com/blog>). However, in addition to the 7 forms, flipped learning can be applied in various forms depending on the learning topic or the characteristics of students.

Figure 1: Comparison between traditional class and flipped-learning class.

traditional class	learning Objectives		flipped-learning class
Before class: Students prepare themselves for class <Student individual learning>		understand remember	Before class: Students are introduced to the learning content for the first time through lecture videos or class materials. <Student individual learning>
In class: Students are introduced to the learning content for the first time and listen to the lecture by the professor's lecture. <Teacher-centered learning >		apply analysis evaluation creation	Lesson Start: Students check their learning through assignments or quizzes <Interaction between professors and students>
After class: Students review the learning content on their own without the involvement of the professor <Student individual learning>			In class: The professor guides the students about the activity or answers the students' questions, and the students work together to practice and apply the content. <Interaction between professors and students>

As can be seen in Figure 1>, in traditional classroom instruction, among the six learning objectives, understanding and memorizing are mainly conducted in the form of lectures, and applying, analyzing, evaluating, and creating are conducted in the form of tasks outside the classroom. by the students themselves. That is, in traditional classroom instruction, students stay in the stage of listening, understanding, and remembering what the teacher is teaching without interaction (Bergmann and Sams, 2015). On the other hand, in the case of the flipped-learning classroom class, understanding and memorizing the learning topic is performed through video classes before class, and in the classroom class, the learning goals of applying, analyzing, evaluating, and creating are student-centered. In order to perform, various activities are conducted between students and with guidance or comments from the instructor. Therefore, in the flipped-learning class, the ability of students to think and learn on their own and to solve problems by taking on new challenges can be achieved more effectively than in the traditional classroom class. The flipped learning class can convey the theory and knowledge of the class well, and it provides quality learning activities to students, and the classroom class can perform student-

centered tasks through multi-faceted team cooperation (Bergmann and Sams, 2015).

A specific feature of the flipped-learning class is that, first, it allows learners to form prior knowledge through media and technologies related to learning outside the classroom rather than in the classroom (Nam-Ik Kim, Bo-ae Jeon and Jeong-im Choi, 2014; Bergmann and Sams, 2012). Materials for pre-class learning can be used for online pre-learning of various lecture materials such as videos and handouts. Second, learning activities are carried out based on group activities in the classroom (Strayer, 2012). This is a learner-centred activity, and cooperative learning can take place with several fellow learners. In the case of offline activities performed in the classroom, interactions between instructors, learners, and learners actively occur. Interactions like this can promote attention to learning and learner thinking and participation. In this case, the role of the instructor is not to convey knowledge to learners, but as a facilitator and guide who helps students in their learning. Third, the subject of the class becomes the learner (Fulton, 2012). In the flip learning class, unlike the traditional class, the learner, not the instructor, is the center of the class. Research on these flipped learning classes is also being

conducted from various angles. Among them, the studies on class satisfaction or effectiveness for Korean university students related to this study include Kim Ye Na-rae and Pyo Kyung-hyeon (2017), Koo Bon-hyeok (2015), Song Ju-hyeon (2017), Song Ji-yeon and Lim Byeong-bin (2017), and Lee Hae-ryun (2017). 2019) and others. Most of the research results showed that there was a positive reaction to the flip-learning class and that they were satisfied with the class.

3.. Results and Suggestions

This study was conducted at a junior college in Seoul, and 105 students majoring in human services were targeted. For the final analysis, 103 copies were used except for 3 copies with insincere answers. Frequency analysis and class satisfaction survey were conducted to utilize the survey contents as exploratory research data.

Table 1: frequency analysis.

division		Frequency	Percentage (%)
Gender	Male	38	36.9
	Female	65	63.1
grade	1grade	67	65
	2grade	36	35
Age	Under 29	71	68.9
	30-39	0	0
	40-59	6	5.8
	Over 60	26	25.2
major	Social Welfare	63	62
	child care	6	5.8
	Silver Care Business	33	32
	health administration	1	1

As shown in <Table 1>, there were more female students than male students, higher participation in the first year,

students in their twenties, and the majority of students majoring in social welfare.

Table 2:

division	not at all (%)	usually not (%)	usually (%)	generally, yes (%)	it really is (%)
degree of difficulty	1(1)	1(1)	41(39.8)	38(36.9)	22(21.4)
understand	0(0)	6(5.8)	44(42.7)	35(34)	18(17.5)
amount	1(1)	5(4.9)	37(35.9)	43(41.7)	17(16.5)
Convenience	3(2.9)	10(9.7)	31(30.1)	36(35)	23(22.3)
time efficiency	3(2.9)	5(4.9)	39(37.9)	40(38.8)	16(15.5)
order of progress	0(0)	3(2.9)	41(40.2)	44(43.1)	14(13.7)
feedback	3(3)	7(6.9)	35(34.7)	39(38.6)	17(16.8)
Colleague's opinion	1(1)	2(2)	36(35.6)	41(40.6)	21(20.8)
Autonomous opinion presentation	5(4.9)	5(4.9)	40(39.2)	31(30.4)	21(20.6)
Active participation in class	2(1.9)	6(5.8)	27(26.2)	37(35.9)	31(30.1)
Difficulty participating in class	2(2)	8(7.8)	35(34.3)	38(37.3)	19(18.6)
satisfaction	4(3.9)	5(4.9)	33(32)	38(37.9)	22(21.4)

<Table 2> is the detailed survey result of the flipped learning class. Although there is a slight difference, almost all items about the flipped learning class show positive answers. In particular, about the satisfaction of the flipped learning class, 60% of the responses were positive. They answered the most

positively to the item that the opinions of fellow students came freely. Then, positive scores were found to be high in terms of the amount of class, time efficiency, and the progress of the class.

Table 3:

division	traditional class (%)	flip learning class (%)
interest in class	44(42.7%)	59(57.3%)
understand the class content	47(45.6%)	56(54.4%)
class satisfaction	51(49%)	53(51%)

<Table 3> compared the traditional class and the flip-learning class in a tangible way. Although there is not a big difference in the flipped-learning class, a positive answer was given. Most of the students said that the flipped-learning class was more interesting than the traditional class, followed by that it was more helpful in understanding the class content, and the students who chose the flipped-learning class with a marginal difference (2%) in satisfaction. There were many. In addition, regression analysis was performed on the flip

learning class according to grade, age, and major, but none of them showed any significant results. Combining the results of the above research, it can be seen that the students of the Human Services College prefer the flipped-learning class made by the students rather than the traditional class. On the other hand, the students' demographic characteristics or majors did not affect their satisfaction with the flip-learning class at all. Based on the above research results, suggestions for future research are as follows.

In the first place, it is necessary to conduct a more in-depth review of prior research considering the learning level and areas of interest of university students. This is because the factors used in the study on flip learning were a study targeting university(4years) students, and the results of this study showed quite different patterns.

Second, in order to successfully use flipped-learning in a class at a college, it is necessary to verify the factors of the instructor in more detail. In this study, only student factors were examined as factors affecting satisfaction with flip learning. Since college students are more dependent on instructors than university(4years) students due to the characteristics of college students, how the instructor organizes and conducts classes has a significant impact on satisfaction with flipped learning. is considered to affect

Third, the characteristics of the subject should be considered. Due to the nature of the Human Services major, the main purpose of the class is to understand and remember subjects such as policy and law, so there is a limit to the application of flip learning. Therefore, rather than applying the flipped learning method to all subjects, the characteristics of subjects should be considered.

Fourth, after adding and investigating the above contents, a flip learning model for junior college students is constructed and the class is conducted, and the model should be refined through feedback.

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