THE FLIPPED LEARNINGMODEL FOR GENERAL EDUCATION COURSE LEARNING MANAGEMENT

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Abstract— The purpose of this study is to find out a model of learning management for general education courses by dint of The Flipped Learning. The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University concentrates on learning management for students in mass and ability to create the flipped learning toward general education courses. Also the office aims to be a learning center which allows communities, organization, and soon to study or explore "The Flipped Classroom Management." by inviting expertises and community representatives, who can support university students and sharing ideas to support The Flipped Learning used in the second semester in the year 2014. Overall the result from university students showed very good satisfaction owning to the fact that the model was continually developed from GE SSRU Blended Learning Model and added the process of knowledge exchange. Finally, GE SSRU Flipped Learning was introduced.

Keywords— Flipped Learning, Flipped Classroom, Ubiquitous Education.

I. INTRODUCTION

At present there are various curricula in Thai universities for student. Considering Suan Sunandha Rajabhat University among many others, the university provides curricula and instructions covering 6 faculties and 7 colleges : Faculty of Science and Technology, Faculty of Technology and Industry, Faculty of Education, Faculty of Human and Social Science, Faculty of Management, Faculty of Fine and Applied Arts, Nursing Collage, International College, College of Art and Performance, College of Logistic and Supply Chain, College of Allied Health Sciences, and Graduate School with the structures of each curriculum that are divided into 3 categories namely General Education course, Course Requirement, and Free Elective Courses.

The purpose of General Education course is to develop competence for students to live in the society with wild vision and help tounderst and nature to line with others. Students are also able to think about responsibility and communicate effectively and ethically, and they must realize on values of Thai arts and culture, and international community. This includes learning integration in the classroom, using innovation and using a project as basis for the purpose of being responsible and self-reliance. (Ministry of Education, 2005)

According to General Education Curriculum (Program) of Suan Sunandha Rajabhat University, all bachelor students are required to study more than 30 credits as followings : 1) Language courses more than 12 credits 2) Social Science course more than 9 credits 3) Mathematics and Science more than 9 credits. This curriculum has been developed since 2009. At present The Office of General Education requires a curriculum corrected in the year 2009 and 2014 for learning management that commits to the policy of The University Affair and the university' s mission and vision. As mentioned, The Office of General Education and Innovative Electronic Learning provides 16 courses with mass instruction. That means the effective instruction and management must be effectuated to handle with about 600-800 students per class. From detail above, it's preferable that Flipped Learning and Blended Learning be introduced and continually developed. Flipped Learning Model, which was introduced for last semester, was harmonized by Blended Learning. Blended Learning Model is not limited to learning center, and students can go through various learning center, for instance e-learning, website, local wisdom, philosophy, course description with no time limitation. Student can use visual aids, equipment, and communication devices in anywhere and anytime: No need to be in the classroom. After that model had been introduced and led to satisfying results, all General Education course later were applied and begun from the first semester of the year 2014.

The researcher was interested in conducting a research on a topic of "Learning Management for General Education by Means of Flipped Learning Model. Also the researcher aimed to find out problem that might have course and finally the result from researching would be developed to benefit teacher and students as graduates based on vision of Suan Sunandha Rajabhat University.

II. DETAILS EXPERIMENTAL

2.1. The Way to Study

Flipped Learning is a conversed model of learning management that is comprised of 4 factors (Schoolwires, 2013) as following 1) To determine strategy to enhance experience or experimental engagement by requiring instructor to guide students with various activities, experimental media or branches of arts 2) Concept Exploration by requiring

instructor to guide students from media, for example v.d.o. recorder, Podcasts, Website, or online chats 3) To build meaningful knowledge or meaning making by requiring learners to create knowledge from media from electronic knowledge boards (Blogs), Tests, on Social Networking & Discussion Boards and 4) Demonstration and Application by allowing learners to create own projects and presenting afterwards. The research introduced Flipped Learning and Blended Learning as a model to developed instruction and support as a learning model in the curricula of General Education Course.

2.2. The Process of Study

The process of Studying The Flipped Learning Model was divided into 7 steps : 1) To indicate concept by launching the meeting for staff to share and exchange ideas among one another. 2) To create and seek for the aim by brainstorming teachers and assistants and provide educations trip to Thammasat University : The Project of Academic for People. 3) To manage in system by meeting General Education teachers and determine to apply this model as learning management. 4) To evaluate by inviting some expert teachers or professors to assess. 5) To assess knowledge by providing The Flipped Learning Model toward the curriculum of each subject and expose via website of the university-http://www.km.ssru.ac.th 6) To share and exhibit Flipped Learning to teachers or the interests from various organization, for instance Udon Thani Compus, Ranong Campus, Salaya Campus, and Samutsakorn Campus. 7) To apply this model to the classroom starting from 5 courses in the second in the year 2014 namely : GEH1102 Thai Society in Global Context, GEH2201 Self Development, GEH2204 Civil Education, GEH2205 Life Skills for The Absolute Human, and GEH2206 Life and Health.

III. RESULTS AND DISCUSSION

The result from the study showed that The Flipped Learning Model of The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University reached to the research of Pangleela Burabhapichitpai who used this model in Thailand. The research showed that using flipped classroom showed the satisfying result. Students had to know and prepare to study from either documents or media. Students had to know assignments beforestudying and each teacher had to be professionally competent to the topic in order to develop student's thinking process and attitudes towards lessons. Mostly students got better scores and were satisfied with this model : Flipped Classroom In conclusion, the model was to allow students to prepare lessons before study while the teachers prepare the topic accurately. The Flipped Learning Model was continually developed from GE SSRU Blended Learning by adding exchanging process, and that finally led GE SSRU Flipped Learning as followings:

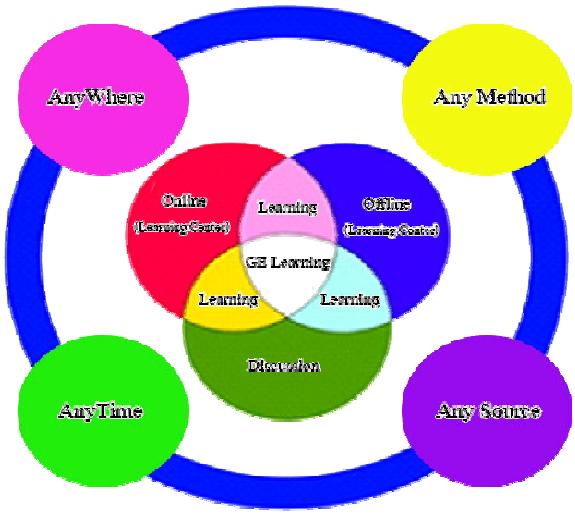


Fig.1. GE SSRU Flipped Learning

The GE SSRU Flipped Learning Model is, in fact, designed and screened from teachers who teach General Education courses and expertises. The model is conformed with 2 main factors : 1) Ubiquitous Education and Blended Learning. Ubiquitous Education consists of learning everywhere from computer and information from internet including wireless. This is very convenient to exchange information and communicate, for example, mobile Phone Smart Phone, Tablet. This is also called Ubiquitous learning environment : ULE or pervasive or omnipresent education or learning which leads to U-Learning. This benefits the users to connect to the world anywhere and anytime with electronic device including the progress of website in the new century allowing mutual communication. Regarding website 3.0, this is a speed website which is able to present information that reaches to the need of learners and this is the future learning system that focuses on distance learning from everywhere with no time limitation and way of learning 2) Blended Learning is to conform proportion of online content 30% per 79%. This model is to harmonize online learning with classroom learning. Mostly the content is online and able to discuss on line. Actually, the normal learning has no contents transmitted while blended learning transmits content online 1-29% requiring website as instruction and 80% - 100% is online learning. Charles R.Graham, 2012) Brigham Young University defined that the blended learning model and face to face model are comformed via computer network. MichaleB.Horn and Heather Stackers (Horn and Staker, 2011) of Innosight Institute defined the learning model that conforms k-12 students that students are independent to learn and can control learning factors including place, time, ways of studying, and ability to perceive. RadamesBernath (Bernath, 2012) concluded that Blended Learning

means the program of conformation between E-Learning and classroom teaching. The development of the model started from 2001 by renewing from teaching management of General Education Course.

From the learning model, evaluation shows as following:

1. Testing Evaluating knowledge from documents and books on Website of the course-20%
2. Joining activities on website of the course-30%
3. Completing portfolio-30%
4. Doing groupwork assignment-10%
5. Exchanging knowledge (KM Fair)-30%

From the evidence above, GE SSRU Flipped Learning showed the high level of satisfaction from students by evaluating student's grades from 5 courses in the second semester 2014. The comparison of grades from 1st semester and 2nd semester showed that student got lower than grade C approximately 24% but higher than C with 76% However, students got about 21% lower than grade C and 79% was higher than grade C. This showed 3% for the butter development. The keys to success were executives who support activities, The Office of General Education and Innovative Electronic Learning with provided courses, and the cooperation with community by integration. The problem was that time management of each member is not suitable for brainstorming.

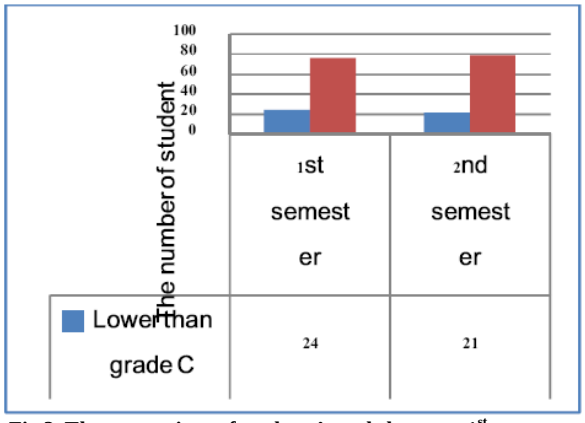


Fig.2. The comparison of students' grade between 1st semester and 2nd semester.

CONCLUSIONS

According to The Flipped Classroom Model known as semi-classroom, the researcher came to the conclusion that

1. GE SSRU Flipped Learning Model was the model for curriculum and instruction that was merged between GE SSRU Blended Learning and Ubiquitous Education. That was suitable for 21st century learning with ICT supporting.
2. GE SSRU Flipped Learning Model helped develop student's academic results. Student got better grade, and that should have been applied to other GE courses.
3. The problem found after applying GE SSRU Flipped Learning Model was that student were too excessive and caused to efficiency of instruction. To solve that problem, the number of student had to be decreased in order to enhance teaching effectiveness and help teachers easily control the classroom. There should not be more than 100-200 students. Next research had to be with other GE courses.

The Flipped Learning Management showed that The Office of General Education and Innovative Electronic Learning realized on the importance of learning model development to conform the identity and vision of the university that envisions graduate as competent ones based on the standard of The National Higher Education (TQF). The researcher agreed to apple the model to each course so that the teaching and learning development was continually useful for both teachers and students.

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