



Promoting Conceptual Change Through Constructivist Approach – (Special reference of Flipped classroom)

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Abstract

This research article explores the effectiveness of promoting conceptual change using constructivist approaches in context of a new approach of constructivist through flipped classroom. The study examines the role of a flipped classroom in helping students develop a deep understanding of concepts by engaging in active learning and collaborative problem-solving activities. It also highlights various instructional strategies and technologies that support the constructivist approach in a flipped classroom. The paper aims to provide educators with evidence-based insights into the potential benefits and challenges associated with implementing constructivist approaches in a flipped classroom setting. Although that approach is a quite new approach in present education system, it plays a vital role in the field of paradigm shift in higher education. That is why very little empirical research has been conducted specially in the Indian context.

Go to hell active learner all learners not able to key to keep conceptual understanding YouTube time constraints and distance constraints a new teaching I learning approach known as the flipped classroom.

The main motive of this review article was to explore the effectiveness of flipped classroom in terms of an instructional tool. The present article reviewed results and analyzed approaches to learning styles on the basis of different research findings. Major three aspects were considered in this article to analyze the learner's experience and perception of flipped classroom, as an instructional tool and perception towards new constructive approaches in the frame of the flipped classroom.

Key Words: conceptual change, constructivism, flipped classroom, active learning,

Introduction-

Announcement of national education policy in early 2020-20 online teaching is faster to implement. Adapting to the time and place and allowing students to enhance decision making skills. Additionally, research shows that e- learning is effective as it motive learning and engagement. The concept behind the flipped classroom is a constructive approach and outcome based learning that supports dynamic and inclusive learning with their own pace. This review article provides a review of the available literature and provides an overview of the story, highlighting the most important aspects of the flipped classroom.

The aim of this article to explore the effect of new approach in the teaching learning process.

This article reviews the results and examines the methodology of the study based on different studies. This article mainly analyzes students' experiences and understandings of the flipped classroom, teaching tools, and the use of new learning methods in the flipped classroom framework from three perspectives. This study also identified the differences between different learners' knowledge and achievement.

Flipped Classroom Model

In the flipped classroom, students are exposed to another approach of conventional class. through different modes of interaction i.e. AV, Podcast, MOOCS and Multimedia. Conventional and formal class time is then dedicated to discussions, problem-solving, and collaborative activities that depth understanding and promote conceptual change. By shifting the passive consumption of information to the individual learning space, students can free up class time for active exploration and consolidation of knowledge and conceptual understanding .

The purpose of this article is to review a constructive approach to conceptual and cognitive development using the inverted class . This article looks at explaining the nature of students' alternative ideas, the ways in which intellectual and cognitive models are changing in learning and teaching, and provides guidance for teachers of all levels. An article try to explain patterns that occur in teaching: to explain the status of students' alternative ideas, how the standards of learning and teaching knowledge and skills have changed, and to provide guidance to teachers.

Constructivism and the Flipped Classroom

"For more gifted students, getting clarity from previous work can be very frustrating" Woolnough & Allsop (1985, p. 14) . 8) . As an alternative pedagogical approach, constructivism, began to be adopted, the aims and objectives of classroom work changed dramatically .

Constructivists believe that learning is interpretive because new information is given meaning based on the student's previous experiences . From a constructivist perspective, each learner actively constructs and reconstructs his own understanding, rather than taking it from various authoritative sources . Constructivism is not the accumulation or memory of knowledge, but thinking and analysis . Constructivism is not to interpret but to understand and apply (Cavide Demirci 2009) . It is an active learning process instead of receiving prepared information from others (Narrator : Özdemir, 2002) . At its core is professional development in both academic and non-academic fields .

Active Learning and Flipped Classroom

This model facilitates change in several ways . In general, by providing prior knowledge, students have the opportunity to deal with the content on their own, which leads to better knowledge and thinking . However, in the classroom, students participate in peer discussion, problem solving, and hands-on activities that encourage active learning and build new insights .

As can be seen from the above studies, research has been conducted on the effectiveness of flipped classrooms in the last five years .

The results of these studies are often based on unexamined variables .

The concept of the flipped classroom adopted in these studies is also very different . The fields of study in which these studies are carried out are diverse and complex . Therefore, it is not possible to draw some general conclusions based on the analysis of these studies . Also, most of these studies have been done outside of India, for example in western culture, where education is delivered via computers and online . India is not doing good research . The flipped classroom is not widely used in India, especially in school education . But the concept of the flipped classroom is starting to make its way into schools and will likely become a reality in the next

Few years.

In this article, the authors try to briefly explain the literature and scientific research in order to understand the current state of science . For better communication and reflection,

"reversing the class is turning the traditional class upside down" . (MurilloZamorano et al . ,

2019) (MurilloZamorano et al 2019 to ensure that there are two ways to interact to better

understand the concept . On the other hand, by using a constructive approach in the past classroom, teachers can encourage educational changes that support students' transformation and

prepare them for continued learning and positive thinking .

Take the lesson outside (MurilloZamorano et al2019) . While the overall experience was good but achievement gain was not improved (Goedhart et al. , 2019) .

To encourage learner's engagement and active learning, educators often need to change some

teaching methods in the classroom (Cai et

al, . 2019) . Ha et al. (2019) discussing the results of the flipped classroom in their data, the

researcher said that the students were transferred to the

"freefeed" system and thus they began to fail for the flipped model classroom (Ha et

al, . 2019) . Relevant observations have been reported by Castedo(etal, . 2019) where student

s first fail to follow the state path . Kai etal, . 2019,Goedhart (etal, . 2019) pointed out that, con

trary

to negative explanations, combining prelesson selfregulation with classroom activities can sup

port deep learning . This is confirmed by research work by Awidi and Paynters (etal, . 2019) ,

which highlights the positive findings that changes in the classroom can lead to student

learning and benefits . The best results in higher education regarding the flipped classroom c

onfirmed the positive impact on students' conceptual understanding, skills and engagement (

Alamri, 2019; MurilloZamorano etal, . 2019) . It is another fact that students realize active

learning in this way . Ball (2013) compared three different teaching strategies in literature

connected to this approach and found that students participating were also more active and

constructive with the learning environment than other .

With the learning environment than other medical teams . Several findings have shown that

learners prefer self-learning and flipped classrooms to conventional methods (Gilboy,2015,

Butt,2014,Davies,2013,Larson &Yamamoto,2013) Regarding the evaluation of outcome-

based education, Love,Hodge, Grandgenet, and Swift(2014) showed that students studding

through flipped classroom scored higher than students using traditional methods . In 2015

the findings of Hung was very similar to English Similar study by Jalal Nourifound that flipped

classroom was more effective in terms of active learning.

The most valuable facts about flipped classroom are students' interest in learning using AV,

MOOCS, Multimedia and self-learning opportunities, flexibility and mobility that can be used,

video classroom and flipped classroom.

Benefits and Challenges :

The combination of structure and flipped classroom model provide many benefits, including increased student engagement, enhanced critical thinking, and deeper understanding .

However, in order to be successful and successful, the problems related to the acquisition of technology, the initial resistance of students and teachers, and the management of personal education should be mentioned .

Conclusion :

Our analysis shows that these changes are not just the result of the teacher, but must be felt throughout education . A report on a design approach to support strategic change when using the translated classroom . Changing understanding is important for effective learning, and a design approach combined with the flipped classroom model is a good way to achieve this goal . Flipped classrooms offer students the opportunity for collaborative, collaborative, and active learning . Future research could explore the impact of this approach on multiple disciplines and explore ways to improve its application .

By using a flipped classroom design approach, teachers can support transformative learning that encourages students to think creatively and prepares them for lifelong learning and positive thinking .

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