



Flipped Classroom at MBA-Effective Teaching Innovation Model for Strategic Management

By Dr.(Hc). D. M. Arvind Mallik

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Methodology: This project introduces the idea of "flipped lecturing" to a group of second-year undergraduate students of MBA. The aim of flipped lecturing is to provide much of the "content delivery" of the lecture in advance, so that the lecture hour can be devoted to more in-depth discussion, problem solving, Students were provided with online lectures in advance of their lectures.

Findings: Many of the characteristics of the flipped classroom teaching model, illustrated with some practical solutions offered to the subject Strategic Management. Pedagogical benefits of the model are highlighted along with potential challenges to its use.

Results: The result indicated that implementing Flipped classroom have potential benefits for students while they engage themselves in learning with innovative teaching pedagogy as my results.

Conclusion: The concept of student comfortability with learning activity is presented and can be developed high in light of learning environments research.

Keywords: *flipped classroom, strategic management, social media, teaching innovation, MBA.*

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I. INTRODUCTION

A teacher stands at the front of the classroom, delivering a lecture on the Strategic Management and writing on a Green board. Students are hunched over desks arranged in rows, quietly taking notes. At the end of the hour, they copy down the night's homework assignment, which consists of reading from thick textbook and answering questions at the end of the chapter. This dramatic, defining period in formation of various issues pertaining a Corporate understanding, which left questions unanswered that are as relevant today as they were then, has been reduced to a dry, familiar exercise. The teacher is acutely aware that many students do not understand the day's lessons, but does not have the time to meet with them to help during the 60-minute class period. Education today has seen a paradigm change from the past to the present day, as technology advanced the education system has its own significant change. It is acquiring knowledge and sharing it with the students, but today the source

through which students gather information is plenty and chances of misleading themselves is more.

II. BACKGROUND

Gone are the days where you use the carrot and stick method for students and making them learn. Teaching is more practical and is more fact based knowledge the art of transforming that information as knowledge to the students is important, that is where the modern education aids plays a vital role. Educators are developing ways to personalize learning, using technologies such as video, digital simulations, and computer games. However, unless the traditional teaching model is altered, technologies such as these will have limited effects. One alternative model gaining attention and advocates is called Flipped classroom. In this model, we have taken a practical approach of Strategic Management Subject been taught at MBA level where some lessons are delivered outside of the group learning space using video or other modes of delivery.

a) History

The flipped classroom concept has been around for a number of years, and it has garnered much attention from educators around the globe. We began using teacher-created video as an instructional tool in 2007, and we have since been regarded as some of the pioneers of the flipped classroom. In this article we hope to draw from our experience as educators and share some of the successes and failures we have encountered through the process of developing our flipped classrooms. As pioneers and prominent voices in the flipped classroom conversation, we are often asked to define exactly what a flipped classroom is. This has been difficult because a flipped classroom looks different in every instance. A fourth-grade teacher will implement a flipped classroom differently than a high school English teacher. A flipped classroom really starts with one simple question: What is the best use of your face-to-face class time? Since each teacher will answer that question in a different way, there is no such thing as one definition of the flipped classroom. However, some commonalities can be seen across the educational spectrum, and we refer to these commonalities as "Flipped Class 101." In Flipped Class 101 direct instruction (lecture) is delivered at home via videos that teachers either create or curate, and that which has

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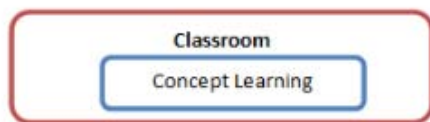
traditionally been done as homework is done in class. This flip of the time and place that lecture and homework are delivered is the most rudimentary form of the flipped class. There is value in this simple flip that has helped many teachers transform their classrooms into centers of learning and engagement. (Jon Bergmann and Aaron Sams, 2014)

b) *Meaning*

Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized-guidance instead of lecturing (Christopher Nwosis et al., 2016). Essence, “flipping the classroom” means that students gain first exposure to new material Outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem solving, discussion, or debates. The flipped classroom, a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for information literacy instruction (Sara Arnold-Garza, 2014).

Suneet Singh Tuli(n.d.) refers A flipped classroom is the complete opposite of the way a traditional teaching class takes place. In the flipped model, students get their lectures at home at their convenience and do the assignments in their classroom. How is it different and how does it help? Well, it helps immensely. In a flipped model, students get desired lectures in the form of pre-recorded videos or access those that they understand better, over the internet. It eliminates redundancy and improves efficiency in

Traditional

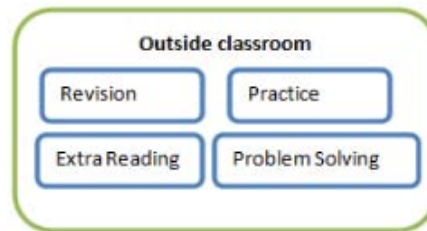


learning. The lectures are not time-bound; students can access and review the same lecture numerous times.

c) *Difference between Traditional and Flipped Classroom*

The popularity of the flipped, blended, or hybrid classroom has grown rapidly in recent years, due in part to the understanding that traditional methods of instruction are not always the most successful. Although teachers in traditional classrooms often work to differentiate lessons for students of varying levels of interest and ability, it is difficult to help every individual student find his or her way. So, whether out of curiosity or exasperation, a teacher’s first experience flipping the classroom often originates from his or her inability to help all students reach their goals (Karen Muldrow, 2013).

The framework used for explaining the flipped classroom typically focuses on reasons for not using classroom time to deliver lectures. As most commonly proposed for secondary education, the “flip” means moving lectures from the class to pre-class homework, while reserving class time for having students to do the problems and exercises that have traditionally been the domain of out-of-class assignments. Actual “Flipped Classroom” is that new ICT technologies make it easy to convert instructor lectures through digital recordings and place these online for student access outside of face-to-face class time. There is a considerable amount of critic in academic circles at all levels, focused around the flipped classroom. These appear mainly as academically-oriented newspaper articles and online webs. The definition of the flipped classroom is that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa (Lage M.J et al., 2000)

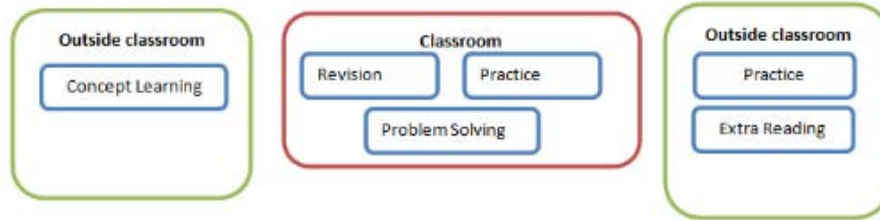


Method: Inside the classroom

Traditional classroom: Lectures, questions & answers

Flipped classroom: Practice Exercises, Problem Solving & Group-Based or Open-Ended Problem Solving

Flipped Classroom



Method: Outside the classroom

Traditional classroom: Practice Exercises & Problem Solving

Flipped classroom: Video Lectures, Closed-Ended Quizzes & Practice Exercises

III. METHODOLOGY AT MBA

Student led Flipped classroom model starts with the subject I engage, strategic Management for 3rd semester. Initially while idea popped which itself was Hercules task as I imagined it can create sense of confidence if I put in a novel concept “How to start/establish a business or company” to my students. Do not get confused with Business plan, in fact its beyond investing huge amount of money for any company rather softer side of forming a firm, at last an idea screened out from scratch. It brings me logical question on how can I break down my idea into procedural ways which can execute in the way I anticipated.

a) *Problem statement*

Flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class. Generally, this approach whose applications are done mostly in Physical Sciences, also attracts the attention of educators and researchers in different disciplines recently. Flipped classroom learning which wide-spreads rapidly in the world, is not well recognized in our country (Ozdamli, Fezile & Aşıksoy, Gülsüm. (2016). To study the effectiveness of student’s performance with special reference to implementing Flip room- An Exploratory Teaching Methodology.

b) *Objectives*

1. To explain core concepts and provide examples of their relevance and use by actual companies.
2. To focus on what every student needs to know about formulating, implementing and executing business strategies in today’s market environments.
3. To teach subject by illustrating effective implementation of ICT tools to embrace valuable teaching points and spark student’s interest.

c) *Step by Step idea implementation*

1. Flipped classroom concept is exclusively for 3rd semester MBA (VTU).Karnataka State.

2. Classroom will be divided into 7-9 teams with students range of 6-8 /team (depending upon total no of students).
3. Students will be given an opportunity to own their own dream company (Product/service) of their choices as any idea should be original & should huge potential in terms of value adding to society and earn better profits.
4. Every team member should have their company designated name plate in front while they learn Strategic Management classes.
5. Ex- X student is Finance Manager at his/r firm; they should have Name plates which has their designation, acts as direct motivational factor.
6. Activity will run for 56 hours, 5 hours/week set for 3 months, starts from day one to the last working day.
7. Students need to study practically feasibility outside classroom by integrating theoretical concept which dealt in classroom.
8. While in class, students need to work constitutently with me on several aspects on understanding how to build a great company from zero.
9. Students should integrate set of instructions given by me at the end of every module into their Idea or dream company.
10. Student driven presentation will happen once 2 module completes and thus every team will get an equal opportunity at least 3-4 times in one semester to reconcile their efforts.
11. Contents used in learning includes Strategy Formulation, analyzing a Company’s External Environment, Analyzing a company’s resources and competitive position, Generic Competitive Strategies, Business Planning in different environments, Strategy Implementation and its control. This covers all 8 modules of Strategic Management syllabus prescribed by VTU.
12. To conclude the concept, mega event in department is conducted where every team will present their ideas to elite judges and winner will be announced by certifying personalized Award of Excellence will be given to all participants(Launch

pad is the event name for flipped classroom, which I have organized two time in row).

Experts argue that by using class time for student discussion, collaboration and problem solving, the traditional lecture based mode of instruction can be replaced by a more student-centered learning that is not only more effective. To penetrate the above model, I used YouTube videos which can outsmart learning habits, a simple technology with a giant scope of making a difference. Sharing information about the events and classroom information specific to strategic Management was shared via SMS (regular phone and whatsapp too) to respective student coordinator.

d) *Key Elements of the Flipped Classroom*

According to Cynthia J. Brame(2013) points out at 4 main elements which impact Flip concept and they are-

1. *Provide an opportunity for students to gain first exposure prior to class.*

The mechanism used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screen casts. For example, Grand Valley State University math professor Robert Talbert provides screen casts on class topics on his YouTube channel, while Vanderbilt computer science professor Doug Fisher provides his students video lectures prior to class (see examples here and here. These videos can be created by the instructor or found online from YouTube, the Khan Academy, MIT's OpenCourseWare, Coursera, or other similar sources.

2. *Provide an incentive for students to prepare for class.*

In all the examples cited above, students completed a task associated with their preparation....and that task was associated with points. The assignment can vary; the examples above used tasks that ranged from online quizzes to worksheets to short writing assignments, but in each case the task provided an incentive for students to come to class prepared by speaking the common language of undergraduates: points. In many cases, grading for completion rather than effort can be sufficient, particularly if class activities will provide students with the kind of feedback that grading for accuracy usually provides.

3. *Provide a mechanism to assess student understanding.*

The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding. If automatically graded, the quizzes can also help students pinpoint areas where they need help. Pre-class worksheets can also help focus student attention on areas with which they're struggling, and can be a departure point for class activities, while pre-class writing assignments help students clarify their thinking

about a subject, thereby producing richer in-class discussions.

4. *Provide in-class activities that focus on higher level cognitive activities.*

If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity will depend on the learning goals of the class and the culture of the discipline.

e) *Fostering Values and Ethics*

Mahatma Ghandhiji says, "Be the Change that you wish to see in the world" and yet few aspire to achieve excellence and few not. To introduce new idea, people/system resist and I am no exceptionally to face criticism from my own surroundings as I have been agitated on several fronts, discouraged by own colleagues, embarrassed by filthy words. Regardless of dishonor I strongly believed in its outcome, being Creative is not our responsibility but rather it's our inborn right to seek and shall find within us to make our life more beautiful and meaningful which actually is larger than life. My view goes beyond and I seek confidence in the direction of creating larger difference creating everlasting impressions. Students were encouraged to do mistakes often and given a fair chance to correct and move on fast. To my surprise even my students resisted my idea initially (maybe they were been influenced by external for not to participate).

IV. RESULTS AND DISCUSSION

Flipped learning, or the flipped classroom, refers to pedagogical practices that allow students to learn course contents traditionally delivered in classroom lectures prior to class, with the help of technology including but not limited to online videos (Yiran Zhao and Andrew Ho,2014).

Successfully implemented 4 times to my teaching tenure since 2011, results were stunning. Students are always stressful in given no time when they hear about examination or internals. If we observe behavioral pattern of any Students over preparation, anxiety overtakes learning rule which sometimes bounce back on their marks. Instead Flipping classroom effectively works beyond mere learning subjects which can give wings to their desire to excel. Students have felt so easy in remembering each module coupled with smart notes which they have revised even at the last moment and able to recollect the same in no minutes. They have rated flipped classroom concept learning with high respect as my average passing percentage is above 97%.

Table 1

SI No	Subject	Batch	Total No of Students	Total no of students passed	%
1	Strategic Management	2010-2012	91	88	96.70
2		2011-2013	98	97	98.98
3		2012-2014	61	57	93.44
4		2013-2015	51	51	100
				Total Passing %	97

Source- MBA Result Analysis (Form No: R/T&L/26)

Students approach to New Learning Methods is highly volatile as many prefer to keep education in a state that is similar to the one that they learned in a highly structured. Regardless of the innovative concept, faculty interest will be judged at high spirits which is to maintain challenging. Lack of class time for direct instruction as well as collaborative learning experiences is addressed with the flipped approach. It's no secret that not as much of College support for such initiative, whole heartedly.

V. CONCLUSION AND INSIGHTS

Although it is difficult to appeal to the learning styles of every student in the classroom, the inverted classroom implements a strategy of teaching that engages a wide spectrum of learners. New learning technologies make it possible for events such as lectures, which have traditionally taken place inside the classroom, to occur outside the classroom and events which possibly occurred outside the classroom to occur inside the classroom under the guidance of the instructor. The course format described in this article allows the instructor to present options that appeal to most learning styles while still maintaining control over course coverage and content (Lage M.J et al., 2000). The flipped classroom radically changed the way we taught. We were able to know our students better than ever before, and we were able to meet the educational needs of each student.((Jon Bergmann and Aaron Sams,2014).

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