



APPLICATION OF THE FLIPPING CONCEPT IN EDUCATIONAL PLANNING

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Introduction

- The flipping classroom concept offers great opportunities for educational planning to strengthen its traditional planning process.
- Significance of flipping is further elaborated in achieving greater planning efficiency and effectiveness.



Purpose of the Paper

- The purpose of this paper is to explore the basic elements of the flipping classroom concept to determine how best it could fit in for educational planning use.



PPBES

(An Example of Planning Model)

- The planning model of Planning, Programming, Budgeting and Evaluation System (PPBES) (Guthrie, Hart, Ray, Candoli, & Hack, 2008) is employed as a planning example to examine how the flipping concept could help improve the planning system.

The major elements of flipping as an instructional strategy



- **Class Preparation:** Students at home look up website materials to prepare for class.
- **Home Learning:** Exercises for self-learning, online course forum, and reaction to reading materials.
- **Use of Technology:** Online work enriches students academic resources, and their technical skills.
- **Interaction:** Student-student and student-teacher sharing.
- **Practical Application:** Students apply what they learn in class to live situations.
- **Learning Hierarchy:** Students learning level is brought from basic knowledge to application.

Flipping Studies in Secondary Schools



- **Rosenberg (2013)** reported that all the flipped classrooms in Clintondale High School, Michigan, had student passing rates of English, math, science, and social studies significantly increased.
- **Schultz, Duffield, Rasmussen and Wageman (2014)** indicated that students in flipped chemistry classrooms performed higher on average and had a more positive perception than students in the traditional classrooms.
- **Hunley (2016)** showed that teachers agreed that it was beneficial in developing teacher-student relationship. Students indicated that flipped classroom prepared them for college and future career.
- **Roshan (2017)** learned that without having parents on board to support classroom flipping, she had to struggle to gain the trust of the students.

Flipping Studies in Higher Education



- **Lage, Platt and Treglia (2000)** claimed that flipping met the needs of students with various learning styles.
- **Kaw and Hess (2007)** indicated higher academic performance and more positive student perception toward the web-enhanced flipping class.
- **Strayer (2007)** showed that students in flipped classrooms were not satisfied with how the classroom setting oriented them to their learning experiences.
- **Mo and Mao (2017)** found that certain aspects of the flipping were more beneficial to students than others.
- **Luttenberger, Macher, Maidl, Rominger, Aydin and Paechter (2018)** found that students who watched and re-watched the videos more than their fellow participants performed better academically.

FLIPPING AS APPLIED TO EDUCATIONAL PLANNING MEETINGS

- **Delivery of the meeting materials** and the meeting agenda participating members a few days before the meeting.
- More time in the meeting can be devoted to **discussion, interaction, exploring the pros and cons of options**
- The flipping approach to planning allows plenty of time for planners **to investigate different alternatives through scenarios** before deciding on the best option to take.

USING FLIPPING CONCEPT IN PPBES

- **Planning:** Provision of all the necessary information to the planners for review facilitate the planning process.
- **Programming:** In-depth interaction among planning members help develop an implementation plan to attain the goals and objectives.
- **Budgeting:** Practical approach of flipping offers the options of developing high, medium and low levels of funding to meet the needs.
- **Evaluation:** Data collected for planning evaluation need to be valid and reliable. Technology use could facilitate sophisticated data analysis

Authors' Recommendations

- **Provision of more data** will allow planning team members to be exposed to some out-of-the-box ideas and be more prepared for the planning meeting.
- **More alternative actions with scenarios** need to be explored and thoroughly discussed before decision making.
- **Increased interaction of the flipping approach** is needed among planning team members in any format so they can understand one another better from different perspectives.

Conclusion

- The field of educational planning has been flipped to certain extent right from the beginning.
- An in-depth study of the essence of the flipping concept can further solidify and enrich our planning approach
- The key elements of the flipping concept, “Increased interaction” and “practical application”, strengthen the educational planning process.



The End

- Discussion/Interaction