

https://dspace.org/

Exploring the impact of the Flipped Learning Model (FLM) on educators' teaching practices at a private school in Johannesburg

Gerassi, Joseph

2016

http://hdl.handle.net/10539/22622

Gerassi, Joseph (2016) Exploring the impact of the Flipped Learning Model (FLM) on educators' teaching practices at a private school in Johannesburg, University of the Witwatersrand, Johannesburg, <http://wiredspace.wits.ac.za/handle/10539/22622>

Downloaded from a DSpace repository. https://dspace.org/

Abstract

This study investigates the impact of the Flipped Learning Model (FLM) on the teaching practices of four educators in a private school in Johannesburg. It investigates the pedagogic processes and experiences of these educators' respective attempts to shift from their standard educator-centered methodologies to the FLM's highly collaborative and blended methodology. In so doing, the study exposes the educators' resistance to the primary assumptions of constructivist epistemologically informed pedagogies. It also demonstrates the extent to which epistemological assumptions underpinning the 'official curriculum' are imbued within the dominant pedagogic discourse and aligned with educators' beliefs and professional identities. The study exposes the necessity for transformations in educators' traditional thinking, epistemological assumptions, perceptions, attitudes and roles to occur before any substantial attempts to introduce the FLM in 'classrooms' are made.

Furthermore, the FLM takes for granted the ease of embedding technology in the teaching/learning process. This study exposes the relationship between a lack of technological familiarity/ know-how and the strength of resistance to 'flipping the classroom'.

South African educators work in an environment that promotes very strong boundaries between: classroom/home; educator/learner; and schoolwork/homework. Flipping, weakening or altering these, challenges educators' strongly held notions of what it means to be a professional educator. It is within this context that Bernstein's work with respect to the development of such seminal concepts as 'pedagogic device', 'classification' and 'framing' provided the language of description and analytical basis for this research study.