

Exploring Moral Thinking Using Videos in Flipped Classroom

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Abstract

In the advent of technology, over loaded of information often mislead the moral thinking of an individual. Moral thinking needs to be aligned with proper teaching in the classroom. Therefore, active learning is an important approach to enhance the students learning process. Active learning could be enhanced through the presence of flipped classroom technique. A flipped classroom is an important tool to facilitate the students moral thinking in the 21st-century learning. This research explores the dimensions of flipped classroom based on the usage of videos in the classroom. The usage of the videos in the classroom, especially in pre-lesson has provided impetus for the students learning process. The learning platform such as schoology, immensely made the pre-lessons easily conducted. This made the active learning in the classroom more dynamic and meaningful. This paper provides an alternative for teaching and learning technique particularly in Moral studies.

Keywords: Flipped Classroom, Moral Thinking, Active Learning, 21st Century Learning, Schoology

INTRODUCTION

Globalization era has changed the way we think and do things. It is an era where an individual slowly adapting and changing his/her way of thinking. This era also witnesses a person to have a load of information at their finger tips and thus making unprecedented decisions within seconds. With just a click, people can access to any form of information and change their way of thinking and living (Werhane, 2008). Each and every day, this new form of information shape up the thinking of people faster than we have ever imagined before. The Internet, for instance, has not only allow people to access media but open up possibilities for people to produce their own professional or non-professional media's. These media might contain various kind of news which could be true or untrue. As a result, the lines between true and untrue media become blur. More and more issues are reported and analyzed according to individual's perspective. Therefore, the information from media and other sources have dominated the pupils thinking. Indeed, the impact of these media to people and learners particularly in education are

potentially high. In the Digital Age where the information overloaded, moral thinking is something that needs to be guided carefully (Agerström & Björklund, 2013). The society is intense with lots of moral problems and moral issues. The problems and issues related to moral education in many societies today are sum up as below:

- Unsettled drug threat, corruption in the public and private sectors, indiscipline in schools and road bullies;
- Rejections to contraceptives, alcohol, abortion, homosexuality, gambling; or
- Violence towards another human being and slander.

Not denying, the acts of violence and malicious crime, especially with deep global turmoil in many societies nowadays are also worrying. Thomas Friedman in his book 'The Lexus and the Olive Tree' predicted that globalization will not only affect the economy and politics but the moral structure of people. What is worrying is that the people's opinion about moral issues are also changing. People have their own interpretations about moral issues. They claim that there are no right or wrong answers to moral issues. But at the same time, people should be able to act within the boundary of their norms and moral principles. Each and everyone should be guided cautiously in order to understand phenomena in a right and better perspectives. The individual feeling from the inner mind should be the focal of thinking (Wang, 2004). Through this means they can have a better understanding about the moral issues. True morality is not merely adhered to the laws of the land or of religion, but with principles that contribute to a fair and harmonious society which are embedded with the inner mind. Therefore there should be a balance between developing specific good traits and habits and building moral thinking about justice and fairness (Thambusamy & Elier, 2013).

MORAL THINKING

Moral thinking is thinking itself. In other words, moral thinking is a cognitive process where people engaged in conscious reasoning and behave as rational agents. People make moral decisions based on the reflections on particular situations. For instance, when they watch a street crime video clips, they make pre-assumptions. Those assumptions are guiding them to make thoughts. The reflections endorse their actions. Reason-based models by Piaget and Kohlberg suggested justification for their moral thinking. The ability to make judgements is the primary indication of moral maturity (Kohlberg, 1981). However, the capacity to engage in sound moral thinking is affected by a variety of challenging cultural and classroom settings.

Moral thinking in the globalization era is threatened by a series of ignored values and principles. Moral thinking is so subjective; therefore any interpretations about moral could be sub-Judice. (Scanlon, 2013). As posted by Wenar "Which of these moral phenomena involves a right? In the context of education, everything look possible to interpret moral issues. This is due to the 'moral' term which is a vague term. A moral thinking becoming the important topic of discussion for many educators as it involves many interpretations. It is evident since the important audience in the classroom are children. Children in the digital age are exposed to

various kind of digital media such as interactive television and the Internet. These media open up new doors to the world outside the home (Calvert & A.B. Jordan, 2001). They can easily access various information in the form of videos or other materials at any time or place. A piece of information that a person obtains can lead to good or bad things. Therefore, these technologies brought a new perspective to voices of children in education. The role of the school to enhance the children’s moral thinking need to be highlighted. School has been a place for thinking, particularly moral thinking.

According to Lipman (2003), thinking involves inquiry skills, reasoning skills, information and organizing skills and scientific skills. In the classroom, the children have ample of opportunities to engage them in inquiry skills, reasonings skills, organizing skills and scientific skills. The children have more choices to voice out their opinions and feedback through various means of technology which enhances these skills. Children need clear directions and discussions on moral issues. Children should be given opportunities to do good deeds and take part in many discussions. In regards, the teachers will be the facilitator to guide the children through out the learning process.

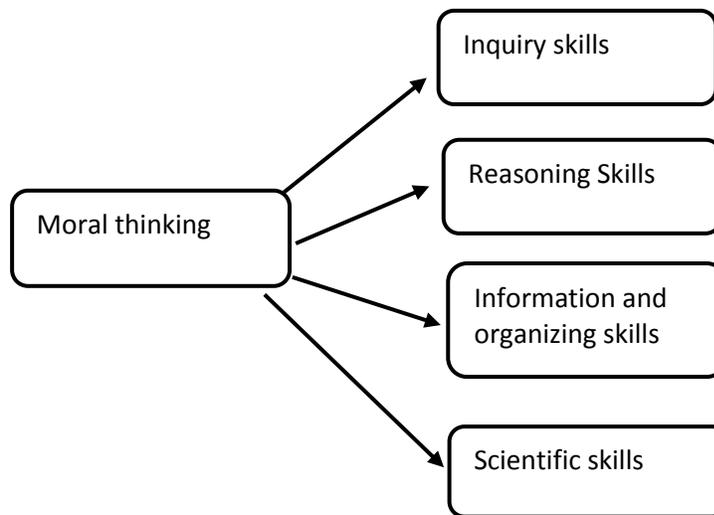


Figure 1: Dimension of moral thinking
(Adapted from Adams & Hamm, 1988)

Students need to engage themselves in active learning to ensure these skills inculcated in learning process accordingly. Active learning practice which are embedded across any curriculum is a powerful way to equip children with intentionally formed moral thinking. Active learning through technologies has become a modern trend in teaching and learning communities. Among the technology elements used in the teaching and learning are Youtube, Twitter, Facebook and Learning Management Systems (LMS) such as Schoology and Edmodo.

ACTIVE LEARNING IN EXPLORING MORAL THINKING

The concept of active learning is not something new in the learning context. In the Moral studies, the children are encouraged to challenge the opinions of others. The simplest way to understand active learning is through the question-answer session in the classroom (Robin A. Q, Houts, & Graesser, 1994).

In a broader context, active learning is an approach where children will be interacting with teaching materials. Pupils will carry out activities such as recognizing, processing and applying moral values taught by teachers. According to Young (2013), the moral thinking of children enhanced when they are given ample of opportunities to participate in the classroom.

Active learning becomes a reality when children are given the opportunity to interact and present various views related to what have been learned. Active learning is an enjoyable mental process, especially when children are given the opportunity to talk and participate in teaching and learning activities. In a positive learning environment, the teacher will act as a facilitator who helps children to carry out the learning process. Studies have shown that active learning is an effective approach in the learning process of children. The information gained through active learning stay longer in their mind and the learning process is enjoyable. Active learning differs from a traditional one-way method. Various studies have shown that passive involvement of students do not help to retain information among pupils.

Therefore, giving feedback and opinions are highly encouraged in Moral studies. But how to make sure that the children are prompted to give views and ideas in Moral studies? Teachers need to plan various activities so that the children will be able to give opinions and feedback in the classroom. Among the activities that are relevant to the 21st century, learning is Think-Pair-Share, Round Robbin, question and answer sessions, and trade a problem activities.

FLIPPED CLASSROOM

Flipped Classroom was introduced in 2007 by Bergmann & Sams (2014) through their initial attempt to video lesson for children who did not attend the class. FC has been used as a substitute for face-to-face classes. Rahman, Aris, Mohammed, Zaid, & Abdullah (2014) have used short videos to provide lessons to children who are absent from classroom to follow the lessons that they missed. DeRuisseau (2016) also argued that Flipped Classroom is useful for students who are having the distraction in the classroom due to their absence and therefore cannot complete their assignments.

Using video as an initial material is important to children as it gives an outline and first experience before an actual class is conducted. Flipped Classroom requires children to view videos and create assignments assigned to them. Through these practices, Bergmann and Sams find out that Flipped Classroom has also improved the interaction of children in the classroom. Bergmann and Sams's experience found that videos and materials provided to children allowed them to spend more time in the classroom to interact with the lesson content. In this way, the

atmosphere of traditional learning is no longer viable, but the classroom has become the place of active learning.

By interacting, teachers can guide children to go far and develop their potential. Yang (2015) finds this way allows children to have their ownership of the learning process. Children are no longer passive recipients, but they are active thinkers. Besides, children' learning time can also be controlled. The students are free to learn their own leisure time. They can access the learning materials at their convenience. Children are also able to re-watch learning material such as videos which are provided by the teacher. They can stop the video at any time, and rewind their desired part. Therefore children can plan their learning at a subsequent time.

Dimensions of Flipped Classroom

Pre-class activities	Teacher	<ul style="list-style-type: none"> • Searching relevant and suitable videos from youtube and another online web • Give an explicit instruction to children about what to do.
	Student	<ul style="list-style-type: none"> • Watch the videos • Jot down feedback and comments on the videos
While Class Activities	Teacher	<ul style="list-style-type: none"> • Teachers conduct hands-on activities
Post Class Activities	Student	<ul style="list-style-type: none"> • Student participates in the activities. • Worksheets • Reflections
	Student	<ul style="list-style-type: none"> • Problem-based activities • Create blog or video clips

In the flipped classroom, Yu & Zhu (2016) has argued that the learning process is enhanced through the usage of various technological means such as clickers and learning management system. Therefore, Flipped Classroom is another new method to facilitate the children's thinking in the classroom by using videos or other materials. The usage of videos in the classroom is not uncommon. The magic of the videos in education has changed the landscape of the teaching and learning.

Studies have highlighted the use of video in Flipped Classroom. A study by Nouri (2016) noted that the Flipped Classroom concept as an element that supports student's active learning notably lower achievers. Student's academic achievement has increased as children actively participate in various learning instruments such as online learning, case studies, video-watching

or cooperative discussions. Student-centered learning is growing with the use of Flipped Classroom when different active learning elements are used (Clark, 2015). Teachers are not only relying on teaching in the classroom alone but need to provide additional homework for children to gain knowledge.

USING VIDEOS IN FLIPPED CLASSROOM

In the TED Talk program which hit more than 2 million people in Youtube, Salman Khan talked about how the video has changed today's classroom environment. Even the co-founder Coursera, Daphne Koller predicts the use of video will take over the current learning. The use of video in Flipped Classroom has been widely discussed in education especially in institutions of higher learning. The students are not only watching videos but critically think about the moral issues. The focus of watching a video is as knowledge, thoughtful analysis, and critical thinking. Making the right connections between the technology and moral issues can enhance further understanding about analysis perspectives (Adams & Mary Hamm, 1988). The teachers in the classroom will have some chances to change the point of view of the moral thinking through discussions and dialogues.



Figure 2: Schoology provides platform for watching videos and online activities

It is evident to note that the FC model has changed the role of teachers from teacher-centered teaching to student-centered learning. While FC optimizes the utilization of video outside the classroom, it is a pedagogical concept that replaces classroom lectures with opportunities to explore and study materials. Preclass activities can be carried out through watching video clips and exploring. These activities also stimulate thinking activities through interpreting issues and analyzing issues.



Figure 3: Videos in Youtube helps students to think various perspectives

A student-centered learning environment takes place where children are encouraged to engage in thinking process actively. In Flipped Classroom, knowledge building, collaborative discussions and problem-solving occur on both sides. Butt, Townsend & Raymond (1990) says that children prefer to engage in hands-on activities, rather than attending lectures. When class lectures are replaced with watching video footages and other materials online, children have a different autonomy in learning processes. They have a higher level of confidence in problem-solving abilities while having greater control over the learning process.

The use of video in Flipped Classroom can also make a process of teaching and learning more efficient as it enhances children' understanding (Al-Zahrani, 2015). Pupils can also study individually or in groups without a teacher presence. The realistic role of the video is to make a thinking process wider. For example, realistic warfare video will show how warfare affect many people who are not guilty. Roff (2014) concludes that "with video as one component in a thoughtful lesson plan, children often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom."

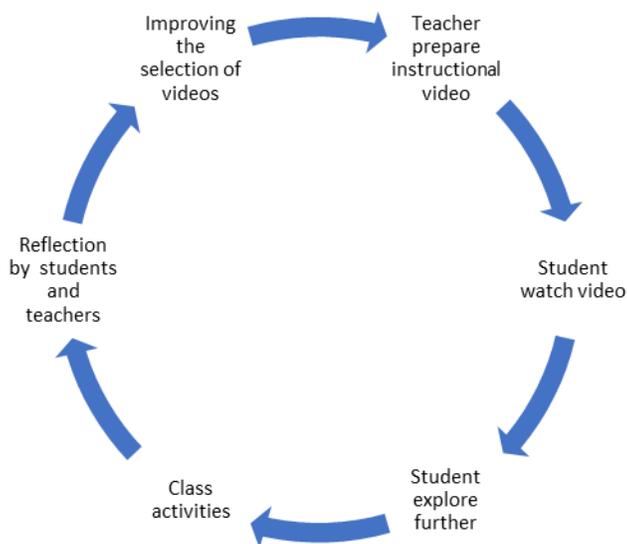


Figure 4: The design of watching videos in Flipped Classroom (Adapted from Beatty, Merchant, & Albert, 2017)

Therefore, the presence of technology has helped educators to use materials such as video, pictures or internet platforms. Platform such as Schoology provide students not only watching various videos but also allows students to give feedback and comments. These materials have been used in different places such as the school hall, in the bus, or anywhere else as long as they have internet access. This Internet-assisted learning facility has given children the opportunity to gain knowledge on the go. Teachers in the classroom can optimize teaching by integrating and applying science. Teachers can also test the children's understanding of the various concepts of the lesson. Many studies on Flipped Classroom in the context of teaching and learning process were carried out. The latest were learning online, and learning activities using Facebook which gain momentum among children. Although Flipped Classroom has the advantages and disadvantages, educators still have a high degree of confidence in the role of Flipped Classroom as an agent that drives the learning process. Flipped Classroom helps children to learn the basic concepts of lessons first before being discussed in real classroom. Flipped Classroom also gives children the opportunity to learn the lesson content which will be discussed with teachers in the classroom.

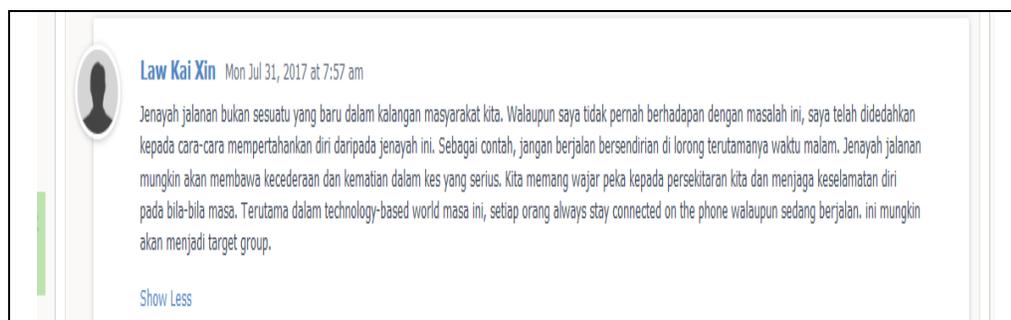


Figure 5: Participation in schoology after watching video

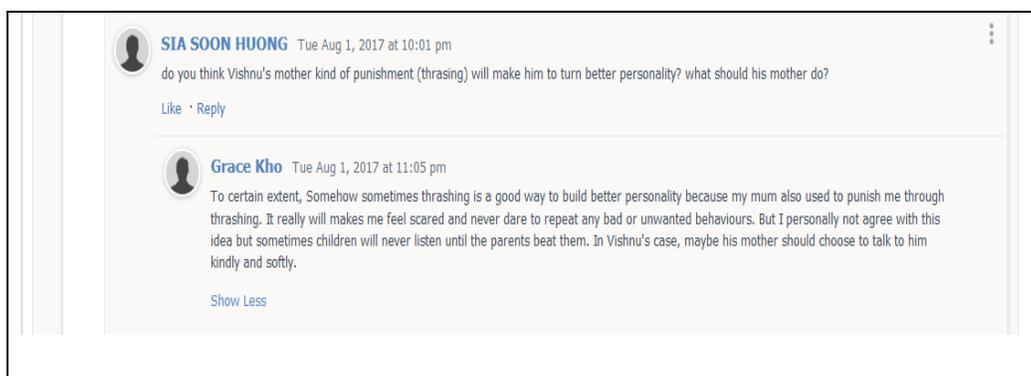


Figure 6: Students analysis enriches the critical thinking

CONCLUSION

To conclude, using video as a part of FC method in pre-lesson clearly enhances students participation in the classroom. In Moral studies, students are capable of articulating thinking and participating actively in the classroom activities. The children are exposed to more examples through the videos and therefore able them to discuss and give ideas. Thus, this process enhances the children's abilities to identify, discuss and interpret issues with the guidance of the teachers. Active participation of the children always be the dream of teachers, therefore using video in pre-lesson could give better alternatives to make the classroom merrier and fun. Of course, in Moral studies, participating in activities such as discussions are highly encouraged because it enhances further perspectives.

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