

Comparison of the Effect of Flipped Learning through Video Images and Multimedia Methods on Learning in the Mathematical Science Course of Sixth Grade

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Introduction

Given the rapid developments in the field of science and knowledge, one has to look for ways to learn how to learn, and it can learn at any time and place, and among these methods, methods that are closer to the learning style of learning. And causing more conflict with content. The purpose of this study was to investigate the effect of flipped learning through video and multimedia methods on learning in the mathematical science course of sixth grade.

Method

This quasi-experimental study was a post-test pre-test with control group. The statistical population of this study includes all sixth grade elementary school students in Shoush city and its sample consists of sixth grade pupils of the School of Pooshinebaf, Reyhaneh and Danyal Shoush city. At first, three schools were selected purposefully. Then, from these three schools, a school was selected as a draw for a flipped learning through video, and a flipped learning school through multimedia and other school method for traditional methods. The study volume was 81 students. 30 students were in the reverse training group using video images and 30 students in the multimedia reverse learning group and 21 students in the traditional education group. In this research, a learning test, a movie CD of teacher

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teaching, and a researcher-made multimedia CD were used to collect the data. In order to infer the data, covariance analysis were used.

Results

The findings showed that flipped learning, using video and multimedia methods, has a significant effect on learning mathematical lessons. As well as between the two methods of flipped learning, flipped learning by multimedia method has a significant effect on reverse learning by means of video images on learning.

Discussion

flipped learning because the students were ready in class, the teacher had enough time to give more and diverse questions. As well as more practical application of the students' lessons learned, which leads to more learning. In between the two methods of flipped learning, flipped learning by the multimedia method is due to multimedia features such as interactivity, Being attractive, using animations and pictures, and singing various exercises, taking tests and giving feedback on the series It has more impact on learning.

Keywords: flipped learning, Multimedia, video images, learning.

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