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## Leadership Development Instruction Program using Flipped Learning Methodology

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### Abstract

*In this paper, we proposed leadership development instruction program for liberal arts class to develop university students' leadership skill using Flipped Learning methodology, and showed the results which were obtained from classes where we applied the program. Leadership ranks high in the skills of those employed by businesses. But it is not easy to develop and exercise leadership. There are many leadership classes for students in Universities, they focus on theoretic, not practical aspects. Flipped Learning could be an efficient instruction learning tool to develop leadership, and has gained much interest lately due to its process involving prior study(pre-class) followed by the students' classroom involvement(in-class). Most of the students taking a course recognize improvement of their leadership skill and have positive results by the proposed program.*

**Keywords:** Leadership, Flipped Learning, Character Development, 7 Habits, Instruction Program

### 1. INTRODUCTION

An emerging learning method, Flipped Learning, has gained much interest lately due to its process involving prior study followed by the students' classroom involvement, which direction matches that of the current educational policy that emphasizes self-directed learning. Flipped Learning is not a model that has been recently developed, as it uses the format of blended learning with the introduction of a new concept of prior learning that allows students to learn in advance through online lessons and video clips related with the classroom content to be covered. During class time, individualized supplementary or in-depth study is conducted on the basis of the students' prior learning. The main considerations for designing Flipped Learning are a flexible classroom environment, a shift in learning culture, intentional classroom content, and educators equipped with professional capability[1].

One of the highest reasons that this Flipped Learning could be executed is the ubiquitous access to various learning resources with the development of information and communication technology, and many students could use this rich resources much easier at home. Smart Education Promotion Strategies, which are being strategically pursued in various countries in recent years, are trying to transform traditional book-type textbooks into digital textbooks containing Internet resources, video, and simulations. In the situation where digital textbooks are not widely available, Flipped Learning appears in a timely manner.

Leadership ranks high in the skills of those employed by businesses. Among the 19 competencies required by employees in the United States, the top five items are collaboration, leadership, communication skill

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through text, problem solving skill and high work ethics. Leadership is second in the list. What is leadership and how is it exercised? John Dickson describes leadership in his book, 'Humilitas(2011)', as the art that inspires people to make the best contributions to their goals in a team. Jim Collins, a business analyst at Stanford University, argues for five levels of leadership in his book, 'Good to Great(2001)'. The leadership hierarchy he claims comprises level 1: highly capable individual, level 2:contributing team member, level 3:competent manager, level 4:effective leader and level 5 executive. Level 5 executive has characteristics of Steel-like determination and humility. Stephen Covey, an outstanding strategist in leadership, speaks of character and competence as two pillars of leadership[2]. John Dickson says character is most important element in leadership.

In this paper, we used Flipped Learning instruction methods in the liberal arts class for the students to develop character qualities such as humility, communication ability, will-power, and interpersonal skills that great leaders had, and leadership skills through them. And the improvement of the leadership level of the students was investigated and shown.

## **2. Flipped Learning and Development of Leadership**

Flipped Learning is an instruction method that facilitates full learning and proved to be an effective teaching methodology. There are three stages in the Flipped Learning instructional design model. They are pre-class, in-class and post-class. As a result of providing pre-class with a variety of teaching materials in advance, the number of hours in the in-class is secured, thus avoiding instructor-centered lectures and allowing learners to spend more time in their various learning experiences and reconstruct knowledge through cognitive re-elaboration raising integrated cognitive power[3-5]. Domestic research on Flipped Learning has been continued since 2012 and there are many examples of application. The typical instructional design models for Flipped Learning are as follows.

Concept and instructional procedures of Flipped Learning on the basis of ADDIE model as the class analysis elements(Analysis), instructional design(Design), instruction development (Development), instruction execution(Implementation), instruction evaluation(Evaluation) and reflection (Reflection) stages were presented[1]. The model was quoted in many papers that set the standards of the early Flipped Learning instructional design. Choi, Jeong-bin[6] defined Flipped Learning: 'Instructional Method by which learners acquire knowledge or information through pre-class by self-directed learning, and in in-class cultivate character and creativity through Problem Based Learning based on the teacher's coaching and collaboration with fellow learners.' She, taking into account the situation of Flipped Learning classes, emphasized instructional design through elaborate instruction model. And she developed a PARTNER (Preparation, Assessment, Relevance, Team activity, Nub lecture, Evaluation, Reflection) model that classifies the types of classes of engineering colleges through the diagnosis and the prescriptive approach of educational engineering perspectives, and presented step by step teaching strategies, and verified their effects. Another researchers also proposed several instructional design model for Flipped Learning such as, PATROL(Planning, Action, Tracking, Recommending, Ordering, Leading) model, and a modified model for flipped class which comprises 8 stages including providing study materials, learning and submitting study materials, answering questions in the classroom, small group learning/individual learning, small group presentations and discussions, teacher feedback, submission of homework, evaluation.

According to previous studies of Flipped Learning, teaching stages and the terminology of considerations are different, but there are common things in concepts and the phased context. First, emphasis on developing and providing learning sources in advance, and the need of analysis and redesign of the curriculum. Second, in order to successfully perform Flipped Learning, an execution strategy is required such as quiz and assessment in pre-class, smooth interaction with learners, and advanced learning through various collaborative learning. Third, in order to improve the quality of instruction, the evaluation system should be specified and the learners should be provided with an equitable evaluation.

To develop leadership for students using Flipped Learning, the curriculum was constructed based on the contents of Stephen Covey's book, '7 habits of highly effective people.' He divides the leadership stage of highly effective people into dependence(self-leadership), independence and interdependence(interpersonal

leadership)[2]. Dependence comprises ‘be proactive’, ‘begin with the end in mind’ and ‘put first things first’. Interdependence comprises ‘think win-win’, ‘seek first to understand, and then to be understood’ and ‘synergize’. They make up 7 habits of highly effective people with 7<sup>th</sup> habit, ‘sharpen the saw’. Habits 1, 2, and 3 are focused on self-mastery and moving from dependence to independence. Habits 4, 5, and 6 are focused on developing teamwork, collaboration, and communication skills, and moving from independence to interdependence. Habit 7 is focused on continuous growth and improvement and embodies all the other habits.

The liberal arts course for university students’ leadership development focuses on self-leadership for four weeks. Table 1 shows an example of curriculum.

**Table 1. Curriculum example**

week	Contents of class
1	Course Introduction, and Leadership and Character Development Methodology
2	Introduction of 49 character qualities, understanding and application of attentiveness
3	Practice and Sharing of Attentiveness
4	Understanding and application of Self-control
5	Practice and Sharing of Self-control
6	Virtue and effective leadership
7	Self-leadership: Paradigms and Principles
8	Midterm presentation and evaluation
9	Self-leadership: Be proactive(Self-Driven Life)
10	Self-leadership: Begin with the end in mind(Goal Setting and Action)
11	Understanding and application of Responsibility
12	Practice and Sharing of Responsibility
13	Understanding and application of Gratefulness
14	Practice and Sharing of Gratefulness
15	End of term evaluation

Students study by 3 stages, pre-class, in-class, and post-class learning. In the pre-class learning, students watch videos about Self-leadership and summarize the contents. In the in-class learning, they study deeply through various individual and group activities. At the end of the semester, students were asked about improvement of their leadership level. The survey was conducted over two semesters, fall semester in 2018(22 students) and spring semester in 2019(29 students). A total of nine levels(1: very low, 5: medium, 9: very high) were given and one of them was chosen by students. Students noticed that their leadership level improved on average from 4.2 to 7.1(2018) and from 4.1 to 7.1(2019). Table 2 shows an example of instructional plan for Flipped Learning of 9<sup>th</sup> week.

**Table 2. Instructional plan example(9<sup>th</sup> week)**

Stage	Learning Activity	Instruction activity	
		Instructor activity	Learner activity
Pre-class	On-line individual learning	<ul style="list-style-type: none"> <li>● Video lessons for self-leadership</li> <li>● Provide resources on self-driven life among 7 habits</li> </ul>	<ul style="list-style-type: none"> <li>● Watch video and summarize content</li> <li>● Write questions</li> </ul>
In-class	Pre-class learning assessment	<ul style="list-style-type: none"> <li>● Quiz for checking video watching and homework</li> </ul>	<ul style="list-style-type: none"> <li>● Take quiz using smartphones and materials</li> </ul>
	Pre-class learning relevance	<ul style="list-style-type: none"> <li>● Present class’ educational goals</li> <li>● Introduce cases of self-driven life through questions</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to lectures and answer questions</li> </ul>
	In-depth learning activity	<ul style="list-style-type: none"> <li>● Understand the concept of self-driven life and character in self-leadership development</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to lectures and answer questions</li> <li>● Group activities (gather 2-3 questions per group from individual questions)</li> </ul>

		<ul style="list-style-type: none"> <li>● Group discussion and question making</li> <li>● Group Habruta performance guidance</li> <li>-Understanding self-driven life and one's own leadership</li> <li>-Understanding and applying continuity of maturity guidance</li> <li>● present group activity evaluation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Habruta performance: writing together the results per group</li> <li>● Presentation of results of group activities</li> <li>● Upload group activity output to E-Class</li> </ul>
	Nub lecture	<ul style="list-style-type: none"> <li>● Summary of class' contents and present information of next class</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to lectures</li> </ul>
Post-class	Homework & reflection	<ul style="list-style-type: none"> <li>● Inform reflection journal upload and feedback</li> <li>-Personal application examples and feelings of self-driven life</li> <li>-Introduction of best practices of submitted reflection journals</li> </ul>	<ul style="list-style-type: none"> <li>● Submit reflection journal to E-Class</li> <li>● (learned things / feelings points / executed things)</li> </ul>

### 3. CONCLUSIONS

This paper presents the contents and results using the flip-learned teaching and learning method, which is recently attracting attention in the liberal arts classes aimed at developing university students' leadership.

This paper presents the contents and results of leadership development instruction program for liberal arts class to develop university students' leadership skill using Flipped Learning methodology. Flipped Learning is recently attracting attention in the education world to boost students' learning effectiveness. It is known from common sense that people couldn't obtain leadership by merely studying theory of it. It could help, but time and practical application to one's own life are also needed.

There were significant results by applying proposed program that existing theory-based instructional methodologies could have difficulty to achieve, and the majority of students recognized that their leadership had improved on average from 4.2 to 7.1(2018) and from 4.1 to 7.1(2019)..

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