



## The Extended Classroom Model as a Methods of Teaching and Learning

<sup>1</sup>Chafa Admire

Faculty of Education, Department of Policy Studies and Leadership, Midlands State University  
[chafaa@staff.msu.ac.zw](mailto:chafaa@staff.msu.ac.zw)

### ABSTRACT

*The study examined how teachers in Bulawayo Metropolitan Province, specifically Bulawayo Central District used the extended classroom model as a teaching and learning tool. The purpose of the study was to define the extended classroom model, evaluate the advantages of implementing it with students, and identify the variables that affect the implementation of the extended classroom model in schools. Additionally, the study aimed to determine the difficulties that teachers have while implementing the extended classroom model with students. Lastly, the study made recommendations for potential enhancements to the extended classroom model that school teachers can implement. The study adopted a qualitative approach which then made it easy to use a Case study as a research design. A sample of 30 learners, 15 teachers, 10 administrators and 15 parents were randomly selected to take part in the study. Considering that this was an interpretive qualitative study, the study used interviews and observations to gather data. The study came to the conclusion that the extended classroom model is a teaching and learning strategy in which the majority of the learning is completed at home before the students gather as a class to discuss and wrap up the lessons as well as to assess and evaluate the concepts learned. The usage of technology, parents, and teachers are some of the most important variables that affect the implementation of the extended classroom model. The extended classroom model also has the advantage of moving quickly, relieving teachers of some of their workload, and guaranteeing that all students even those who are typically absent learn the same matter as the rest of the class. The extended classroom model aids in the development of the students' independence and problem-solving abilities. To enable learners to learn on their own, parents and schools must supply the necessary teaching and learning materials.*

**Key words:** Extended Classroom, Information Communication Technology, Teaching and Learning

### 1. Introduction

One of the most common teaching strategies in the Western World Europe and America is the extended classroom approach. The extended classroom approach, as its name implies, is one in which homework and class assignments are switched (Muir, 2016). While classes are in session, students complete their assignments at home. One reason that extended classrooms are necessary is the way that the world is changing due to the progress made in information and communication technology. The Fourth Industrial transformation (4IR), as defined by Srinivasan, Gibbons, Moran, K., & Milsom (2015), is a technological transformation in which the internet, or "the cloud," serves as a platform for meetings, business, and education. One industry that has been touched by the modifications and breakthroughs in information and communication technology is education. Thanks to technology, instruction can take place virtually using cloud-based programs like Zoom, Microsoft Teams, and YouTube. Hidayah & Mustadi (2021) have suggested that custom-made programs for self-directed learning, such as Google Scholar and some Cloud Learner Management Systems, can be used for teaching and learning.

Self-directed and self-paced learning has only been observed in post-secondary institutions in Africa. One of the universities on the continent where students can register to study without having to attend lectures is the University of South Africa (UNISA). Mutanana (2019) claims that the majority of their studying is done independently and at their own leisure, with only sporadic lectures required. However, until the Covid-19 era, primary and secondary school had not embraced this approach to teaching and learning. The only option available to schools was to switch to different teaching and learning strategies. Deb, Furceri, Ostry, & Tawk (2021) state that the continent's tardiness in implementing the 4IR, as well as the expense of internet usage, low awareness, and other constraints, continue to be a hindrance and expense in terms of catching up with the rest of the world and embracing alternative pedagogies and learning approaches, particularly those centered around technology.

Like most African nations, Zimbabwe only has a few higher education institutions that offer distance learning, self-paced learning, and self-directed learning. These include the Zimbabwe Open University (ZOU), Midlands State University (MSU), and Great Zimbabwe University (GZU), among others. These institutions also offer evening and weekend classes, self-directed learning, and distance education. Nevertheless, no elementary school has ever tried non-traditional teaching methods like homeschooling, self-paced learning, distant learning, or self-directed learning. Some primary and secondary education classrooms were forced to switch to different methods of instruction during the Covid-19 restrictions. To guarantee that the students were not falling behind in their classes, home learning was implemented in addition to video instruction and other methods of instruction delivery. Extended classrooms were a concept that some teachers individually introduced during the Covid-19 constraints. Teachers would film their classes and share the

videos with the students over WhatsApp. The instructors introduced their students to WhatsApp groups where they held classes and assigned homework. Classes met occasionally to go over assignments and make necessary revisions, but concept introduction and instruction were conducted virtually using platforms like WhatsApp.

---

## 2. Objectives of the Study

- To define the concept of the extended classroom.
- To ascertain the advantages of using the extended classroom concept in primary schools.
- To ascertain the variables that affect primary school students' utilization of the extended classroom model.
- To determine the difficulties primary school teachers encounter when implementing the extended classroom concept with students.
- 5.To suggests improvements that can be made for effective use of the extended classroom model with learners in primary schools.

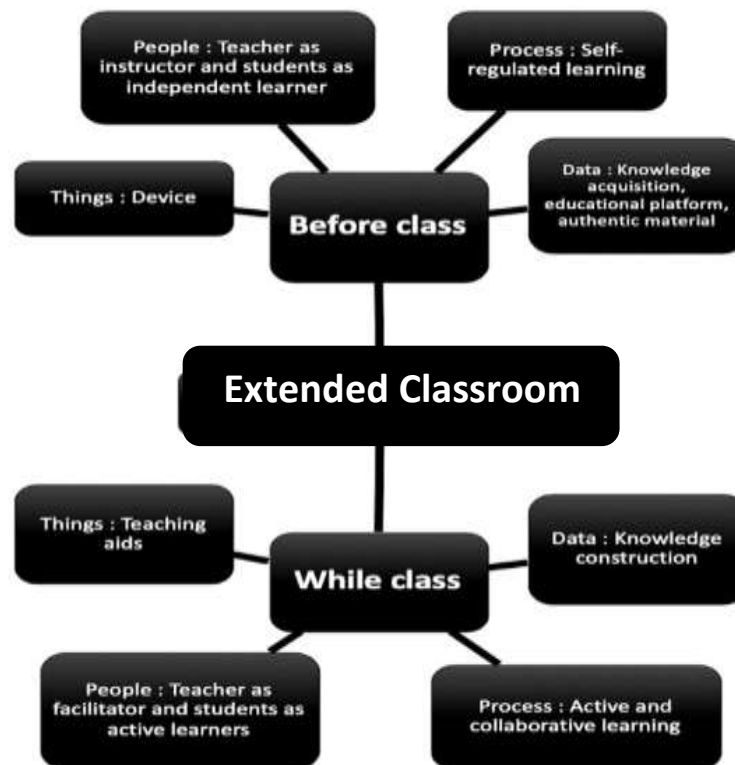
---

## 3. Theoretical Framework: The Theory of Mastery Learning

In the 1960s, Benjamin Bloom championed Mastery Learning. Rather than endorsing extended learning as a universal approach, this idea emphasizes how crucial it is to apply extended learning in a purposeful and organized way. Mastery learning allows students to study at their own speed. Learning is therefore differentiated. According to the principles of mastery learning, all students must master common, well-organized objectives. Remedial instruction is necessary when a student fails to meet a learning target. According to Chen, N. S., Cheng, I., & Chew, S. W. (2016), Mastery Learning facilitates extended learning by offering diversified, asynchronous, and student-centered instruction as well as a setting for effective feedback and correction. This is consistent with flipped learning, in which students can learn at their own pace and with some degree of time management autonomy. Mason, Shuman, & Cook (2013) investigated extended learning in engineering courses using the semi-Mastery Learning paradigm. During class, they employed a combination of group projects, quizzes, and projects. Even while the study included aspects of Piaget and Vygotsky, it also included assessments and quizzes that were similar to Mastery Learning. They discovered that while there were advantages to implementing extended learning strategies in the classroom, such as increased student autonomy and differentiated and active learning, overall student performance did not alter from traditional learning.

The study of extended learning and mastery learning are connected in a number of ways by the behaviorist and operant conditioning concepts of reinforcement. First, in a manner similar to mastery learning, students have a stimulus getting a good mark or learning something and, according to theory, they will keep studying until they have mastered the material to a satisfactory degree. In the extended classroom scenario, students must be able to study in a way that will help them get ready for the activities in the classroom in addition to studying the contents, which are the videos. Skinner states that although pupils may be perplexed at first, they eventually grasp the idea or, at the very least, the procedure required to comprehend the stimuli. Similar to mastery learning, a student will generate a specific product depending on formative or summative evaluations that will establish whether or not he needs to re-learn or advance to a new level or subject. Over time, students will learn how to react appropriately when they desire the desired outcome a good grade or comprehension or when they do not. This is in line with Skinner's theory. Thus, even though reinforcement theory may not be the primary theory underlying the pedagogical foundations of extended learning, it may account for the smooth transition from traditional to extended classroom environments; additionally, it may explain the relationship between extended learning and mastery learning in terms of conditioning and stimuli.

#### 4. Conceptual Framework



Source: A Conceptual Framework on Technology Integration in English Writing Extended Classroom - Scientific Figure on ResearchGate. Available from: [https://www.researchgate.net/figure/Conceptual-framework-of-flipped-classroom-shows-the-conceptual-framework-of-flipped\\_fig1\\_351121582](https://www.researchgate.net/figure/Conceptual-framework-of-flipped-classroom-shows-the-conceptual-framework-of-flipped_fig1_351121582) [accessed 17 Oct 2024]

According to Bennet et al. (2020), despite the differences in appearance, two extended classrooms have one thing in common: they both actively distribute knowledge prior to class so that students have more time for in-class activities. The teacher will then take on the role of facilitator, helping the students instead of just imparting knowledge, and the students will stop being passive recipients of information and start acting as active learners. A permanent archive of the class material will be created by using an online sharing platform like Google Classroom. There will be an opportunity for students to study on their own. As a result, the students would have more time in class to finish the assignment and activity. Things, people, process, and data are the components of the Internet of things that form the foundation of the extended classroom concept. In an extended classroom, there are two components: before class and during class.

#### 5. Methodology

The interpretivism paradigm is adopted in this research investigation. According to Kumar, (2022), interpretivism is a paradigm for research that leans toward qualitative inquiry. The interpretivism paradigm gives researchers the chance to carry out studies in natural environments, particularly social studies like the examination of the extended classroom strategy used by primary school teachers. A qualitative method is used to analyze how primary school teachers employ the extended classroom model as a teaching and learning tool. Marr (2021) defines qualitative research as an investigation in which quantitative outcomes are not possible to get. This research study then had to adopt a Case Study Research Design. Ruiz Estrada (2021) defines case study research design as, a research approach that is used to generate an in-depth, multifaceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in social sciences.

The population of this study was made up of the primary schools, school administrators, teachers and learners in Bulawayo Central District Primary schools. Bulawayo Central District has a population of 11,344 learners, 306 teachers and 60 school administrators. For this research, the parents of the learners are also instrumental to have their views aired. Therefore, the research population also comprises the parents of the learners in the district. From the said population a sample of 30 learners, 15 teachers, 10 administrators and 15 parents were randomly selected to take part in the study. Considering that this was an interpretive qualitative study, the study used interviews and observations to gather data.

---

## 6. Findings

The majority of the educators who participated in the research study as responders said they understood what the extended classroom concept entailed. According to the majority of the teachers, the extended classroom model involves switching between in-class and out-of-class assignments. Students receive materials to help them study the new ideas at home, and then come together in class to debate and draw conclusions about the topic. In certain instances, the instructor may assign homework assignments and tests to gauge the students' progress.

Additionally, the respondents claimed that the extended classroom paradigm is somewhat ineffective, particularly when used with primary students. This is due to the fact that they are still young to learn the majority of the material on their own. The primary school learners may find it too challenging to engage in self-directed learning. In opposition to this, a few respondents said that primary school students can receive assistance from their parents, guardians, and siblings. In this situation, the learners' parents, guardians, and siblings must be contacted by the teachers.

One of the advantages of the extended classroom style is its rapid pacing. The teachers are less burdened, and students who miss class still gain from it because they are still learning the same material. As a result, students who miss class for a variety of reasons are able to catch up with the other students with ease. Additionally, it is beneficial since it gives students the ability to solve problems, think critically, and pursue independent learning.

The fact that students spend more time at home than in class is one of the variables influencing the effectiveness of the extended classroom concept. Incorporating technology into the extended classroom model can also be advantageous. In order to maintain communication between educators, students, and their parents, digital media has been utilized in recent years. Furthermore, for the extended classroom concept to be successful, parental involvement is essential. They are required to assist the students in grasping certain ideas. The extended classroom encourages students to become active learners by giving them responsibility for acquiring basic knowledge at home, enabling them to spend more time in class on engaging and interactive learning activities.

Among the difficulties with the extended classroom approach are the costs associated with putting it into practice. The parents may have to bear the cost of data and other communication expenses. Furthermore, a portion of the education is typically lost in translation and interpretation because parents or siblings may not fully comprehend the directions provided to the students. Resources for instruction and learning also cost money. The learners typically need more learning resources while using the extended classroom style. Finally, there's the age component. The primary school students are too young for autonomous and self-directed learning. Switching to digital technologies is one strategy that can be taken to address the issues with the extended classroom approach. Cloud-based learner management solutions are available for use in schools. Additionally, schools have the authority to mandate that students use their phones or tablets for educational purposes. When schools implement the extended classroom model, parents and guardians are required to support their children's learning at all times. Lastly, if the extended classroom model is used, learning materials must be provided to the students so they have references for their education.

---

## 7. Conclusion

The researcher draws the following conclusions from the research study's findings: The extended classroom model is a teaching and learning strategy in which the majority of the learning is completed at home before the students gather as a class to discuss and wrap up the lessons as well as to assess and evaluate the concepts learned; A pandemic that necessitated a partial suspension of the school calendar led to the adoption of the extended classroom concept in the past. The usage of technology, parents, and teachers are some of the most important variables that affect the implementation of the extended classroom concept; The quick pace, ease of workload for teachers, and guarantee that all students, including those who are typically absent, benefit from the same material as the rest of the class are the advantages of the extended classroom model. The extended classroom model aids in the development of the students' independence and problem-solving abilities; It is said that primary school students are young to use the extended classroom paradigm, unless their parents, guardians, or siblings assist them. Additionally, digital media device usage can be taught to them. To enable learners to learn on their own, parents and schools must supply the necessary teaching and learning materials.

---

## 8. Recommendations

- ✓ Cloud learning management systems must be implemented in schools in addition to other digital tools for teaching and learning management. Planning, controlling, monitoring, and coordinating learning can be done with the use of these digital software systems and smartphone applications.
- ✓ The primary school learners need assistance with their education from their parents, guardians, and siblings.
- ✓ When primary school students are studying on their own, parents and schools need to provide them with instructional materials.
- ✓ The successful implementation of the extended classroom model necessitates the provision of mobile phones and tablets to learners along with instruction on their use.

---

## 9. References

Algarni, B. M. H. (2021). *Blended learning and the flipped classroom: the potential effect to enhance students' mathematical proficiency and self-efficacy. Education.*

- Muir, T. (2016). No More" What Are We Doing in Maths Today?" *Affordances of the Flipped Classroom Approach*. *Mathematics Education Research Group of Australasia*.
- Moran, K., & Milsom, A. (2015). *The flipped classroom in counselor education*. *Counselor Education and Supervision*, 54(1), 32-43.
- Hidayah, L. R., & Mustadi, A. (2021). *The Implementation of the Flipped Classroom for Early Grade Students in Elementary School*. *International Journal of Elementary Education*, 5(1), 98-106.
- Mutanana, N. (2019). *Open and distance learning in rural communities of Zimbabwe: Exploring challenges faced by Zimbabwe open university students in Kadoma District, Zimbabwe*. *Asian Journal of Humanity, Art and Literature*, 6(1), 49-58.
- Deb, P., Furceri, D., Ostry, J. D., & Tawk, N. (2021). *The economic effects of Covid-19 containment measures*. *Open Economies Review*, 1-32.
- Chen, N. S., Cheng, I., & Chew, S. W. (2016). *Evolution is not enough: Revolutionizing current learning environments to smart learning environments*. *International Journal of Artificial Intelligence in Education*, 26(2), 561-581.
- Mason, G., Shuman, T. R., & Cook, K. E. (2013, June). *Inverting (flipping) classrooms—Advantages and challenges*. In 2013 ASEE Annual Conference & Exposition (pp. 23-828).
- Kumar, N. A. (2022). *Think Write: A Theological Handbook for Critical Thinking, Research Methodology and Academic Writing*. SAIACS Press.
- Ruiz Estrada, M. A. (2021). Why is so Harder to Write and Publish Academic Papers?. Available at SSRN 3903049