

The Art of Taming AI and Digital Tools in the FLEND (Flip / Blend integrated) Class

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Abstract

Roosevelt's famous quote, "We cannot always build the future for our youth, but we can build our youth for the future," underscores the essential connection between education and the ever-changing global landscape. In today's rapidly evolving world, marked by the Fourth Industrial Revolution (4IR), traditional education methods that focus on IQ often struggle to keep pace (Krishnan, 2020), especially with the emergence of new, unpredictable technologies like AI and rapid advancements in digital tools. To bridge this gap, a methodology called FLEND (Flipped and Blended Learning Integrated) has been developed. FLEND focuses on cultivating students' knowledge while enhancing their digital and leadership-oriented skills. This paper will introduce the complementary relationship between flipped and blended learning and explore how AI and digital tools can help students learn how to learn. Teachers can use AI to create tailored language activities that promote engagement and personalized learning, customize comprehension passages to meet individual student needs and levels, and incorporate AI-generated "Smart Questions" to encourage critical thinking. As for the students, they create a Class Data Bank (CDB), a repository that saves statistics, facts, and quotes, becoming a valuable resource for further activities, including writing, discussions, and debates. Additionally, they create lesson-related posters that help develop visual literacy, foster creativity, and enhance communication. Finally, they produce videos that showcase their creativity, critical thinking, and communication abilities. In summary, the FLEND methodology demonstrates that AI is not a malevolent tool to be banned; rather, it should be "tamed" to serve students effectively and efficiently when integrated into the modern learning environment.

Keywords: artificial intelligence; 4th Industrial Revolution; Personalized learning; learn how to learn; student-centered.