

Flipped Classroom Instruction: Reflecting on the Experiences of Teachers and Students at Undergraduate University Level

Authors : Mubeshera Tufail

Abstract : The purpose of the study was to explore the experiences and challenges faced by teachers and students with Flipped Classroom Instruction (FCI) for an undergraduate course at university level. The Flipped Classroom lesson plan consisted of two components: one was out-of-class component consisting of learning material for reading for students and other was within-class component involving a class quiz, class activity and the feedback/further reading task. Besides, experiences, the research study also covered the adaptations made to improve their experiences with Flipped Classroom during the study. The phenomenological research strategy was used for this research study. The data consisted of weekly reflective journals documented by class teacher and students. The reflective journals were recorded by teacher and students while working in Flipped Classroom for an undergraduate course at university level. The main challenges highlighted by teacher were related to effort and time required for planning, time management and students' guidance for shift of their role from passive to independent learner. The main challenges found in reflective journals of students were personal computers issue, electricity and internet speed issue. It is recommended to adapt to some locally useful lesson planning and classroom management techniques to enhance the effectiveness of Flipped Classroom Instruction in an undergraduate university level course.

Keywords : flipped classroom instruction, undergraduate students, independent learner, technology-integrated classroom

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