

Enhancing Teachers' Professional Development Programmes by the Implementation of Flipped Learning Instruction: A Qualitative Study

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Abstract : The pedagogy of 'flipped learning' is a form of blended instruction which is gaining widespread attention throughout the world. However, there is a lack of research concerning teachers' professional development (TPD) in teachers who use flipping. The aim of this study was, therefore, to identify teachers' perspectives on their experience of flipped PD. The study used a qualitative approach. Purposive sampling recruited nineteen teachers who participated in semi-structured, in-depth interviews. Thematic analysis was used to analyse the interview data. Overall, the teachers reported feeling more confident in their knowledge and skills after participating in flipped TPD. The analysis of the interview data revealed five overarching themes: 1) increased engagement with the content; 2) better use of resources; 3) a social, collaborative environment; 4) exchange of practices and experiences; and 5) valuable online activities. These findings can encourage educators, policymakers, and trainers to consider flipped TPD as a form of PD to promote the building of teachers' knowledge and stimulate reflective practices to improve teaching and learning practices.

Keywords : engagement, flipped learning, teachers' professional development, collaboration

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