

## Chapter 14

# Flipping the Class for Students to Learn to Teach Economics

**Micheal Moos van Wyk**  
*University of South Africa, South Africa*

### ABSTRACT

*The current debate at colleges of teacher education about introducing and redesigning learning programmes by including flipped classroom pedagogy emerged as a technology-integrated teaching strategy as a means to support students in an open distance learning approach. The flipped classroom pedagogy (FCP) is a student centeredness teaching strategy that the lecturer and student teachers interact through in-class or out-of-class activities. This chapter explores to what extent does a Flipped Classroom Pedagogy enhances student teachers' learning as compares to Direct Instruction method when learning to teach Economics at an open distance learning university. The study adopted quasi-experimental design, encompasses a pre-test, post-test and Flipped Classroom Pedagogy Questionnaire. A purposive sampling of Post Graduate Certificate of Education (PGCE) and Batchelor of Education (BEd: Senior and Further Education and Training phase) student teachers (n=371) was selected. Results showed that the used of Flipped Classroom Pedagogy in the quasi-experimental design and on the online survey influenced student teachers' performance as compared to the Direct Instruction method in the course. Further research is needed with larger samples including other teacher teaching methodology courses that will yield different results.*

### INTRODUCTION

The current globalized debate at faculties of higher education about the educational values of technology-integrated teaching strategies as a means to enhance student learning. According to Warschauer and Matuchiak (2010, pp.179-189) a rapid change from the traditional pedagogies employed by lecturers either in residential or in online classrooms to accommodate and include digital natives in the learning process is outdated. In view of this more Web 2.0 technologies are introduced to course. Furthermore, it is imperative to enhance students learning and accommodates their academic expectations, in particular, becoming qualified students (Strayer, 2012, p.174). The outcome of this view is to introduce and

DOI: 10.4018/978-1-5225-3940-7.ch014

to redesign learning programmes by including more technology-integrated student centered teaching strategies as a means to support students, in particular in online platforms towards self-regulated and lifelong learning (Bates, 2010, p.23). In line with the reimagining of this thinking, Bergman and Sams, subject teachers of chemistry at a Colorado High school started experimenting with the “inverted class” to support their learners who often missed classes. Bergman and Sams as many other teachers were worried of frequent in-class time loss of sports and other cultural activities interfering in student learning. These two teachers reimagining the design of in-class time and started experiments with videos and other supportive materials downloaded from YouTube to support students in out-of-class time. They created an out-of-class teaching paradigm, flipping classroom, for their students to watch, read and reflect anytime and anywhere at their own pace. In view of the popularity of this teaching approach, Bergman and Sams (2012, p.19) wrote a seminal text, *Flip Your Classroom*. The current debate at universities is whether to include technology-integrated student centered teaching strategies in the learning programmes, like the Flipped Classroom Pedagogy, ePortfolios and Web 2.0 technologies to support students towards self-directed (Jones 2010; Robichaux & Guarino 2012).

## **PURPOSE OF THE STUDY**

The purpose of this study was to assess and explore the effect of a Flipped Classroom Pedagogy versus a Direct Instruction method on student teachers’ learning in a teacher education course at an open distance learning university. To achieve the objective of this chapter, the components of foci included:

1. Motivation for using a Flipped Classroom Pedagogy in an open distance-learning context
2. A brief description of the FCP versus a Direct Instruction method;
3. Student academic performance and perceptions of FCP© as a pedagogical tool;
4. Context for designing the FCP as pedagogical strategy for an ODL online environment; and
5. Using a quasi-experimental design measuring the impact of the FCP versus a Direct Instruction method in an open distance-learning context.

## **MOTIVATION FOR A FLIPPED CLASSROOM PEDAGOGY IN AN OPEN DISTANCE LEARNING ONLINE CONTEXT**

With reference to the context of this chapter, I have mostly used teacher centeredness approaches because of my teaching workload, in particular, the Direct Instruction method. In 2014 was introduced to technology-integrated teaching strategies such Web 2.0 technologies and in particular to the Flipped Classroom Pedagogy (FCP), during in-house seminars arranged by the university’s professional development unit. The FCP strategy was born through critical collegial conversations on the educational merit of an approach for advancing active learning and participation of our online student teachers. In 2015, the university hosted the largest bi-annual *International Conference on Distance Education*, and several speakers, like George Siemens and Tony Anderson, speak on technology-integrated strategies and Web 2.0 technologies for online learning. After this conference, it emerged from several UNISA colleges’ debates and from the tuition policy directives that more technology-integrated teaching strategies must be used to support students. These directives compelled us to venture into the field of emerging technolo-

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/flipping-the-class-for-students-to-learn-to-teach-economics/199545](http://www.igi-global.com/chapter/flipping-the-class-for-students-to-learn-to-teach-economics/199545)

## Related Content

---

### Academic Writing in the Flipped EFL Classroom: A Case Study on Student Engagement in Oman

Afef Ahmed Gasmi and Michael Thomas (2017). *Flipped Instruction: Breakthroughs in Research and Practice* (pp. 145-160).

[www.irma-international.org/chapter/academic-writing-in-the-flipped-efl-classroom/174703](http://www.irma-international.org/chapter/academic-writing-in-the-flipped-efl-classroom/174703)

### The Effect of Pictures on Online Business English Vocabulary Retention of EFL Learners Amid the COVID-19 Pandemic

Kexin Zhang, Wei Wang and Hongmei Xu (2022). *International Journal of Technology-Enhanced Education* (pp. 1-16).

[www.irma-international.org/article/the-effect-of-pictures-on-online-business-english-vocabulary-retention-of-efl-learners-amid-the-covid-19-pandemic/302638](http://www.irma-international.org/article/the-effect-of-pictures-on-online-business-english-vocabulary-retention-of-efl-learners-amid-the-covid-19-pandemic/302638)

### Is This Your Best Work?: Complications and Limitations of Online Instruction for High Quality Student Engagement

Cynthia J. Benton (2014). *Handbook of Research on Education and Technology in a Changing Society* (pp. 82-91).

[www.irma-international.org/chapter/is-this-your-best-work/111824](http://www.irma-international.org/chapter/is-this-your-best-work/111824)

### Social Media in Education: Gains in Student Learning and Instructor Best Practices

Dena F. Rezaei and Nicola L. Ritter (2018). *Handbook of Research on Mobile Technology, Constructivism, and Meaningful Learning* (pp. 218-239).

[www.irma-international.org/chapter/social-media-in-education/191015](http://www.irma-international.org/chapter/social-media-in-education/191015)

### Investigating the Effects of Gamification and Ludicization on Learning Achievement and Motivation: An Empirical Study Employing Kahoot! and Habitica

Qi Zhang (2023). *International Journal of Technology-Enhanced Education* (pp. 1-19).

[www.irma-international.org/article/investigating-the-effects-of-gamification-and-ludicization-on-learning-achievement-and-motivation/326127](http://www.irma-international.org/article/investigating-the-effects-of-gamification-and-ludicization-on-learning-achievement-and-motivation/326127)