



# Chapter 8

## An Emerging Trend in Online Instruction: E-Flipped Classroom

**Hamza Polat**

 <https://orcid.org/0000-0002-9646-7507>  
Atatürk University, Turkey

**Halil Kayaduman**

 <https://orcid.org/0000-0001-5316-1893>  
Inonu University, Turkey

### ABSTRACT

*Most of the educational activities moved to online learning environments during the COVID-19 outbreak. The e-flipped classroom model is one of the learning strategies proposed by several researchers to make online instruction more engaging and effective. It is not more than the conventional flipped classroom, but it is the adaptation of that model to the online learning contexts. It includes three instructional phases: pre-class, in-class, and after-class online learning activities. Learners first experience the content—mainly in video lectures—before the live classes. The in-class activities generally include discussion sessions via videoconferencing tools to improve the cognitive skills of learners. Finally, learner performance is assessed after the live classes. These phases should be carefully designed to meet the desired learning outcomes in the e-flipped model. To do so, educators should consider the arguments of several theoretical orientations. This chapter focuses on the e-flipped classroom, an emerging method in online instruction, from different perspectives.*

### INTRODUCTION

Conventional face-to-face learning activities have been suspended for a certain period during the novel coronavirus (2019-nCoV) outbreak in the world. A paradigm shift in education has been observed during this process since many of the courses have been offered in online learning environments. Instructors or

DOI: 10.4018/978-1-7998-8701-0.ch008

organizations have commonly applied various educational technology opportunities, including instructional videos and videoconferencing systems, to fulfill the learning activities in these environments. Researchers have proposed several strategies to make the online learning process more effective, engaging, and motivating. It has been, for example, widely suggested that the duration of the video lectures should be reduced in a comprehensible manner (Seo et al., 2021), and the interaction among the stakeholders (i.e., the interaction between instructors and students, peers and students, content and students) of the process should be increased as much as possible (Castro & Tumibay, 2021). Making learners more active in a short time of online lecture has raised an instructional design question that how the online learning process should be planned so that the curriculum is implemented efficiently within online education limitations. One of the solutions suggested for this situation is the adaptation of flipped classroom, a learner-centered instructional strategy frequently cited in the literature, into online learning conditions. In this regard, this chapter focuses on the education during the 2019-nCoV outbreak, emerging educational issues, and video use during the pandemic. Additionally, the need for an e-flipped classroom model, a novel type of flipped format, is justified by elaborating the online education facilities during the Covid-19 pandemic. Furthermore, theoretical orientations for research in the e-flipped classroom and design issues for practical e-flipped activities are provided.

## **EDUCATION DURING THE COVID-19 PANDEMIC**

Coronavirus (Covid-19) pandemic has influenced people's lives in many ways due to its easily contagious nature. Countries across the world have taken drastic measures to prevent the spread of the Covid-19 pandemic. As one of the precautions, the authorities closed the physical campuses of educational institutions, and the institutions moved their educational practices to online environments to continue education. Accordingly, students, teachers, and faculties rapidly transitioned to the online education format (Bozkurt et al., 2020). This unforeseen transition to online education has brought various challenges. Bozkurt and Sharma (2020a) described this period as a wake-up call to see the weaknesses of education. In this regard, considering the challenges faced by students, teachers, and faculties in the times of the Covid-19 outbreak and offering instructional approaches to fulfill the challenges could help ameliorate future educational practices and produce better learning outcomes at large.

The differentiation of the educational practices in the Covid-19 pandemic from distance education is critical to form future educational practices. Although the teaching and learning activities in the pandemic occur in online environments through web technologies, they fundamentally differ from distance education. The studies in the literature define distance education as a more intentional and guided practice, whereas they describe the implementations in the Covid-19 pandemic as emergency remote education, which refers to obligatory online teaching activities in order to survive in times of crisis (Bozkurt et al., 2020; Bozkurt & Sharma, 2020a; Hodges et al., 2020). Moreover, while remote education implies spatial distance, distance education refers to the psychological distance (Bozkurt & Sharma, 2020b). Thus, the education practices in the Covid-19 pandemic could be described as emergency remote education due to the rapid and obligatory transition to the online education format.

17 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/an-emerging-trend-in-online-instruction/292363](http://www.igi-global.com/chapter/an-emerging-trend-in-online-instruction/292363)

## Related Content

---

### Leveraging Online Collaboration to Optimize Faculty Efficiency, Student Engagement, and Self-Efficacy: Self-Directed Learning at Scale

Sidneyeve Matrix (2016). *Increasing Productivity and Efficiency in Online Teaching* (pp. 106-119).

[www.irma-international.org/chapter/leveraging-online-collaboration-to-optimize-faculty-efficiency-student-engagement-and-self-efficacy/153276](http://www.irma-international.org/chapter/leveraging-online-collaboration-to-optimize-faculty-efficiency-student-engagement-and-self-efficacy/153276)

### A Shift Towards Visualization in eLearning

Wei Wu, Gulmira Bakirova and Ivan Trifonov (2021). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-12).

[www.irma-international.org/article/a-shift-towards-visualization-in-elearning/279368](http://www.irma-international.org/article/a-shift-towards-visualization-in-elearning/279368)

### Driving Success in e-Learning Portals: Piazza, a Multi-Faculty Collaborative Model

N. Vivekananthamoorthy and Venkata Subramanian D. (2019). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 31-49).

[www.irma-international.org/article/driving-success-in-e-learning-portals/221882](http://www.irma-international.org/article/driving-success-in-e-learning-portals/221882)

### Bug Model Based Intelligent Recommender System with Exclusive Curriculum Sequencing for Learner-Centric Tutoring

Ninni Singhand Neelu Jyothi Ahuja (2019). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-25).

[www.irma-international.org/article/bug-model-based-intelligent-recommender-system-with-exclusive-curriculum-sequencing-for-learner-centric-tutoring/234369](http://www.irma-international.org/article/bug-model-based-intelligent-recommender-system-with-exclusive-curriculum-sequencing-for-learner-centric-tutoring/234369)

### Promoting Learner Self-Regulation in Blended Learning: A Process for Systematic Application

Jeff Bergin (2023). *Supporting Self-Regulated Learning and Student Success in Online Courses* (pp. 1-20).

[www.irma-international.org/chapter/promoting-learner-self-regulation-in-blended-learning/320065](http://www.irma-international.org/chapter/promoting-learner-self-regulation-in-blended-learning/320065)