


Chapter 5

Beyond Lectures: The Flipped Learning Model

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ABSTRACT

Despite the robust evidence supporting active learning, it is quite surprising that students complete weeks of lectures before an assignment, the product of their learning, is due. In such classes, learning is assumed to occur as students complete the assigned readings and attend classes without demonstrating their understanding. Alternatively, courses designed based on an active learning approach require students to showcase their learning in various tasks in a collaborative environment. The literature provides a wealth of research studies with empirical evidence of the effectiveness of active learning strategies in enhancing student achievement shifting from didactic teaching to a student-centered environment. This chapter will introduce the Flipped Learning Model as an active learning pedagogy in an online classroom. The flipped learning model aligns with the social constructivist approach as a theoretical framework that underpins active learning. Two active learning strategies will be explored in the flipped classroom context: Jigsaw Groups and Active Reading.

BEYOND LECTURES: THE FLIPPED LEARNING MODEL

University-level teaching has historically relied on traditional lectures as the primary method for professors to convey knowledge to passive students. Over the past three decades, this approach has faced significant criticism for failing to engage students intellectually, maintain their attention, accommodate diverse learning paces, and teach higher-order skills such as application and analysis. Despite these

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criticisms and innovations in teaching methods, traditional lectures remain dominant in higher education. Surprisingly, robust evidence supporting active learning has not significantly altered this trend, and students often complete weeks of lectures before any assignment is due, assuming learning occurs through attendance and reading without the need to demonstrate understanding.

In recent years, higher education has evolved significantly, facing increasing pressure to enhance student learning and demonstrate the effectiveness of its programs. Despite the dominance of traditional lectures, research consistently shows that students often fail to develop critical thinking, creativity, or advanced reasoning skills in unengaging classroom settings (O'Flaherty & Phillips, 2015). Policymakers, scholars, and advocacy groups collectively strive to elevate higher education by employing evidence-based strategies to improve student outcomes. These institutions seek cost-effective, student-centered methods and curricula that offer dynamic and innovative learning opportunities. However, despite the push for new teaching methods, the lecture format remains prevalent due to its economic efficiency, accommodating large numbers of students with a single professor.

Universities are expected to nurture graduates who are creative and critical thinkers capable of addressing complex social, ecological, technological, scientific, and political challenges. At the same time, they must innovate their teaching methods and support a diverse student population transitioning to higher education. These demands necessitate critical and reflective teaching and learning strategies. Instructors are no longer the primary source of information; instead, students are central to the learning experience. Modern teaching methods enhance students' creativity, collaboration, and skills. In the classroom, students engage in analysis, research, and activities prepared by the instructor, utilizing active learning strategies that encourage critical thinking and reflection.

These concerns have led to growing support for flipped learning in higher education (Akçayır & Akçayır, 2018; Althubaiti & Althubaiti, 2023; Baepler et al., 2014; Bhagat et al., 2016; Brewer & Movahedazarhouli, 2018; Fisher et al., 2021; Lee & Wallace, 2018; Lundin et al., 2018; Steen-Utheim & Foldnes, 2018). The flipped classroom model, supported by theoretical foundations and empirical studies, effectively overcame traditional lecture challenges and promoted active learning strategies that engage students in higher-order thinking as outlined in Bloom's taxonomy, such as application, analysis, and synthesis. This approach reverses traditional teaching by having students complete classroom tasks at home and engage in interactive, meaningful activities in class. Higher education increasingly focuses on enhancing the learner experience, with technology-based pedagogies improving student satisfaction. Within the broader field of education, flipped learning has gained popularity as a contemporary teaching method. The appeal of flipped learning lies

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