Higher flipped classroom or inverted classroom. the

Education, Teaching

Higher education institutionsare facing increased scrutiny to improve student learning and demonstrateprogramme effectiveness. One of the primary components of effective teaching isstudent engagement and that engagement is critical for learning (O'Flaherty andPhilips, 2015). In recent years, many instructors have moved away from a solediet of traditional lecture, with the occasional short-answer question to theclass in which students listen, repeat, and occasionally apply, toward amodified menu of pedagogical platforms in which, much of the time, students areactive participants in the learning process. This include blended learning; where students may receive a combination of traditional face to face (F2F)instruction in class and are also required to complete activities outside ofthe class, facilitated through a range of technological resources. This haspromoted the rise of the flipped classroom or inverted classroom. The flippedclassroom is an innovative pedagogical approach that focuses onlearner-centered instruction. This approach suggests thatmultimedia lectures be recorded so that students can view them out of class andat their own pace (homework).

This asynchronous approach frees up in class timefor student centred synchronous learning activities. Each student isresponsible for coming to class with a basic understanding of the material, sothat she or he can fully participate and engage in class discussion. Contentacquisition then is self-paced and self-guided, enabling students to controlwhen and how much content they view. This fosters student ownership of learningthrough the completion of preparatory work and being more interactive duringactual class time.

Instructors will guide students to the content, challengestudents to think creatively, and provide expert insight and feedback. The flippedlearning approach is significant as it has the potential to fully equipstudents, and those already in the work force, with skills to address 21stCentury science discipline-related problems. Therefore, this study aimed toexamine students' satisfaction and engagement and to enhance teaching andlearning experiences through interactive teaching and learning process based onflipped classroom approach.