



Flipped Classroom: Review of its Pros and Cons

Dr. Rajesh Kumar Singh,

Assistant Professor, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur

Ms. Shivani Sharma,

Research Scholar, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur

ABSTARCT

The Flipped Classroom Model represents a modern teaching method that inverts the conventional teaching learning process. In this model, students learn at their own pace at home. All class time is dedicated to discussions, group activities and problem-solving. In post-class phase students are evaluated through assessments, projects etc. This study represents a review of the literature on the Flipped Classroom to examine its pros and cons for both teacher and students. The findings reveal major pros of flipped classroom are better student engagement and improvement in learning performance. Certain challenges also exist, they are primarily related to out-of-class activities.

Keywords: Flipped Classroom, Active Learning, Engagement.

INTRODUCTION

We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.

-David Warlick

Flipped classrooms also called inverted classrooms, a new emerging concept in field of education. It is the application of technology in whole teaching and learning process, from pre-recorded lectures, class activities and grading of students. A flipped classroom (Horneffer, 2020) is a teaching strategy which falls under the category of blended learning and is focused on student engagement and active learning. In the flipped classroom model, instructors have students interact with new material before in-class learning begins. Instructors can then use in-class time to discuss the new information and put that new knowledge into practice.

The flipped classroom (Rodrigues & Mouraz, 2015) is considered to be a popular teaching methodology in recent years in schools and higher education. The students of the 21st century demand innovative pedagogical models by using Information and Communication Technology (ICT). The flipped classroom flips the traditional approach and motivates the students to actively



participate in classroom activities. The flipped classroom (Anja et al. 2015) is focused on student-centered approach rather than conventional classroom teaching. The in-class face-to-face session allows the learners to collaborate with the peer or instructor and involve actively in an individual or group activity, thereby improving the learners' cognitive skills. The flipped classroom demands students active participation during out-class and in-class activities which acts as a catalyst for the self-motivation for the learner.

FLIPPED CLASSROOM

The flipped classroom (otherwise called an altered classroom) is one where class work and homework are turned around from the traditional classroom. In the traditional classroom class time is utilized for the conveyance of substance through addresses, showings, readings and so on, and after that students at home apply the new material to an arrangement of issues or exercises. In the flipped classroom students invest energy before the lesson (generally at home) pre-investigating and investigating more often than not by means of pre-recorded recordings of classroom lessons, maybe joined by other material, and afterward class time is utilized for instructors and students in groups to take a shot at activities, applications and further investigation (Saban, 2013).

PHASES IN FLIPPED CLASSROOM

Phases of flipped classroom strategy divided into three phases:

PRE-CLASS LEARNING PHASE: in this phase, students learn content independently at their own pace at home. Students can communicate with their peers and teachers via online discussions. Lectures provided to students in the form of video lectures, PPTs, e-books, modules, Text etc.

IN-CLASS ENGAGEMENT PHASE: in this phase, teacher engages students in activities and discussions that encourages students to reflect on and apply what they studied at home.

POST CLASS APPLICATION AND CONSOLIDATION PHASE: in this final phase students demonstrate their understanding through assessments, projects and by solving real-world problems.

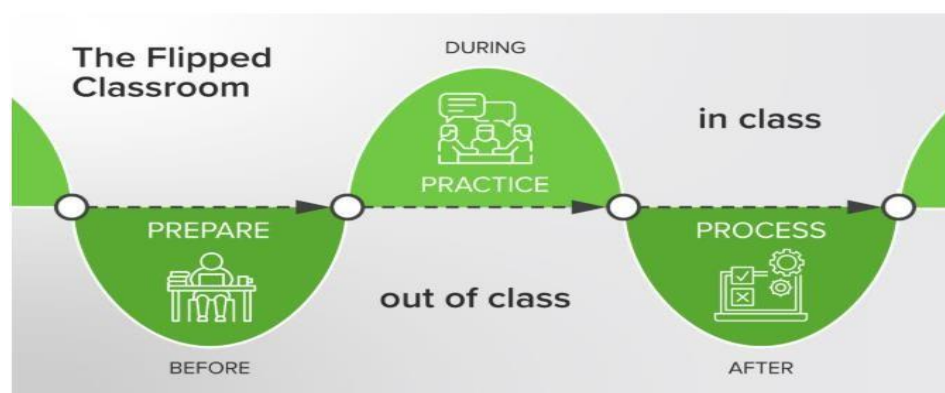


Image retrieved from [implementing a Flipped Classroom in Medical Education](#) (Horneffer, 2020)

Fig: Represents phases of Flipped Classroom PROS OF FLIPPED CLASSROOMS

Various benefits of Flipped Classroom are discussed below:

Self-Paced Learning: In flipped classroom strategy students are active in all the three phases. Students learn at their own pace in Pre-Class Phase at their own pace. They can see video as much time they want, they can play the presentation at what time they want etc. Flipped classroom (Basal, 2015) beneficial in terms of 4 categories based on the content analysis of the responses: learning at one's own pace, advance student preparation, overcoming the limitations of class time, increasing the participation in the classroom.

Collaborative Work: Flipped Classroom Model fosters collaboration, as the in-class engagement phase involves activities such as group discussions, project work, and other interactive tasks that encourage active and collaborative learning. Students benefit (Jhonson & Renner, 2012) from the flipped method due to the transitioning of class time from lower-level activities to collaborative group work.

Engaging: Flipped classroom model promote active learning and participation of learners. It encourages (Talan & Gulsecen, 2019) higher academic engagement. Flipped Classrooms (Smallhorn, 2017; Aycicek et al., 2018) increases student engagement and positive attitude towards learning. Flipping class (Murillo-Zamorano et al., 2019) also increases their skills and knowledge.

Increased Learner Academic Performance: As students are active throughout in the Flipped Classroom Model, it increases learner academic performance. Flipped model (Alamri, 2019) enhances student academic performance. Students in flipped classrooms (Tsai, Shen & Lu, 2015) outperformed in their critical thinking and problem-solving skills. The students (Mohanty



&Parida, 2016) experienced positive learning and higher engagement in the flipped classroom and were conducive to their learning. Learners studying (Mingorance et al., 2019) through flipped classroom obtained higher scores than those studying in the traditional classroom

Learner Satisfaction: Review of literature shows students feel more satisfied with the Flipped Classroom Learning Approach, as class time is fully utilised for discussions and doubt clarification. Students (Alamri, 2019; Awidi & Paynter, 2019; Talan & Gulsecen, 2019) feel satisfied and enjoy learning in flipped classroom environment.

CONS OF FLIPPED CLASSROOMS

There may be some challenges in applying Flipped Classroom methodology, but if planned systematically and given proper attention, they can be overcome.

Connectivity Issue: Not all students may have access to good internet connection and Wi-Fi devices at home.

Preparation Load on Students: As students have to review all study material provided by teacher before class; if they fail to do that, in class activities are less effective,

Increased workload for teachers: With a hectic schedule of school or college, it may be difficult for teachers to create videos, make PPTs, design classroom activities etc.

Classroom Management: Managing unplanned discussions and classroom activities can be difficult.

Assessment Difficulties: Measuring individual contribution in group activities can be challenging.

Health Issues: In Flipped classroom, since students are required to study before class, their screen time increases which in turn may cause health-related issues.

CONCLUSION

Flipped Teaching Strategy is an effective teaching strategy. In this student and the teacher both are active throughout the teaching-learning process. Flipped Classroom promotes active learning, better academic engagement, increases student performance, better student satisfaction, higher achievements etc. Though there are some challenges associated with Flipped Classroom approach, which can be minimised with better planning and organisation.



REFERENCES

- Alamri, M. M. (2019). Students' academic achievement performance and satisfaction in a flipped classroom in Saudi Arabia. *International Journal of Technology Enhanced Learning*, 11(1), 103-119.
- Anja J. Boeve, Rob R. Meijer, Roel J. Bosker, Jorien Vugteveen, Rink Hoekstra & Casper J. Albers (2015). Implementing the flipped classroom: an exploration of study behavior and student performance, Vol. 74, pp.1015–1032.
- Aycicek, B., & Yanpar Yelken, T. (2018). The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English. *International Journal of Instruction*, 11(2), 385-398. <https://files.eric.ed.gov/fulltext/EJ1174933.pdf>
- Awidi, I.T. and Paynter, M., 2019. The impact of a flipped classroom approach on student learning experience. *Computers & education*, 128, pp.269-283.
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish online journal of distance education*, 16(4), 28-37.
- Horneffer, M.D. (2020). Implementing a Flipped Classroom in Medical Education [Inc. Seminar]. Retrieved from <https://www.lecturio.com/inst/pulse/implementing-a-flipped-classroom-in-medical-education/> as on 7.09.2025
- Johnson, L., & Renner, J. (2012). Effect of the flipped classroom model on a secondary computer applications course: Student and teacher perceptions, questions and student achievement. *Unpublished doctoral dissertation*. University of Louisville, Louisville, Kentucky.
- Mingorance Estrada, Á. C., Granda Vera, J., Rojas Ruiz, G., & Alemany Arrebola, I. (2019). Flipped classroom to improve university student centered learning and academic performance. *Social Sciences*, 8(11), 315.
- Mohanty, A., & Parida, D. (2016). Exploring the efficacy & suitability of flipped classroom instruction at school level in india: a pilot study. *Creative Education*, 7, 768-776. Retrieved from <http://dx.doi.org/10.4236/ce.2016.75079>
- Murillo-Zamorano, L. R., Sánchez, J. Á. L., & Godoy-Caballero, A. L. (2019). How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction. *Computers & Education*, 141, 103608.
- Rodrigues, D., & Mouraz, A. (2015). "Flipped classroom" as new challenge in higher education:



a multi case study. *Curriculum studies: policies, perspectives and practices*.

Saban, Y. (2013). The flipped classroom instructional module. In proceedings of the 18th annual TCC worldwide online conference. Manoa, Hawaii. Retrieved from <http://scholarspace.manoa.hawaii.edu/handle/10125/27174>.

Smallhorn, M. (2017). The flipped classroom: A learning model to increase student engagement not academic achievement. *Student Success*, 8(2), 43-53.

Talan, T., & Gulsecen, S. (2019). The effect of a flipped classroom on students' achievements, academic engagement and satisfaction levels. *Turkish Online Journal of Distance Education*, 20(4), 31-60.

Tsai, C. W., Shen, P. D., & Lu, Y. J. (2015). The effects of problem-based learning with flipped classroom on elementary students' computing skills: A case study of the production of Ebooks. *International Journal of Information and Communication Technology Education (IJICTE)*, 11(2), 32-40.