

## **Exploring Teacher Students' Perspectives on the Application of the Flipped Classroom at Imam Al-Kadhumi College**

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### **Abstract**

This study aims to explore student's perspective on the application of the flipped classroom at Imam Al-kadhumi college. The study utilized a qualitative research design and collected data through a questionnaire with a sample of student teachers. Thematic analysis was used to analyze the data, and the findings indicated that the student teachers had a positive perception of the flipped classroom approach and found it to be an effective teaching method. The approach enabled them to better engage with students, provided more opportunities for collaboration, and allowed for more personalized instruction. The results of the study suggest that the flipped classroom approach can be successfully implemented at Imam Al-kadhumi college and can provide a valuable learning experience for teachers. Based on the findings, it is recommended that further training and resources be provided to teachers to help them effectively implement the flipped classroom approach, and that schools should consider adopting a blended learning approach to combine the benefits of both traditional and digitally supported teaching methods.

**Keywords:** Flipped Classroom, Iraqi, Universities' Settings, student teachers.

### **Introduction**

The use of technology in education has become increasingly prevalent in recent years, with various pedagogical approaches being implemented to enhance student learning and engagement. One such approach is the flipped classroom, in which students engage with course content before class and use class time for active learning and problem-solving activities. The flipped classroom approach has been found to have a positive impact on student engagement, motivation, and learning outcomes in various educational settings around the world. However, there is a lack of research on the implementation and effectiveness of the flipped classroom approach in the context of Iraq, particularly in universities (Obari and Lambacher, 2015 ).

Understanding the perspectives of student teachers on the flipped classroom approach in this context is crucial for the development and implementation of effective teaching strategies in Iraq. The flipped classroom approach is a pedagogical method in which students engage with course content before class, typically through video lectures or readings, and use class time for active learning and problem-solving activities. This approach has been found to have a positive impact on student engagement, motivation, and learning outcomes in various educational settings around the world. Studies have shown that the flipped classroom approach can increase student engagement and participation

in class, as well as improve student understanding of course content and critical thinking skills (Bergmann & Sams, 2014). Additionally, the flipped classroom approach has been found to be particularly beneficial for students who struggle with traditional lecture-based instruction (Flipped Learning Network, 2016).

However, the flipped classroom approach also poses certain challenges, particularly in terms of technology integration and student preparation. Some studies have found that students may not engage with the pre-class content, leading to a lack of preparation for class activities (Lage, Platt, & Treglia, 2000). Furthermore, technology integration can be a challenge in some settings, particularly in developing countries where access to technology and internet connectivity may be limited (Al-Hussein, 2017). In the context of Iraq, there is a lack of research on the implementation and effectiveness of the flipped classroom approach in the Iraqi universities (Ahmed, 2017 ).

However, studies have shown that the integration of technology in education in Iraq is still in its early stages, with a lack of infrastructure and resources for technology integration in schools (Al-Hussein, 2017). Additionally, there is a lack of teacher training and support for the integration of technology in the classroom (Al-Hussein, 2017). This highlights the need for research on the implementation and effectiveness of the flipped classroom approach in the context of Iraq, particularly from the perspective of student teachers.

Despite the potential benefits of the flipped classroom, there is a lack of research on its exploring student's teacher's perspective on the application of the flipped classroom at Imam Al-kadhumi college. The main objective of this study is to investigate the exploring student's teacher's perspective on the application of the flipped class room at Imam Alkadhumi college. The question the study tries to find answer to is: What is student teacher's exploring perspective on the application of the flipped class room at Imam Alkadhumi college ?

### **1.Literature Review**

The literature review of this academic study on the flipped classroom approach in Iraqi universities' settings will explore the existing research on the use of the flipped classroom in education and its potential benefits and challenges, as well as the current state of technology integration in Iraqi schools. Firstly, as per (Al-Sultani, S., & Al-Nassiri, A. 2020) This study examined the effectiveness of the flipped classroom approach in teaching English language skills to university students in Iraq. The study found that the flipped classroom approach was effective in improving student's speaking, listening, reading and writing skills.

Al-Mamori, A. (2019) This study investigated the impact of the flipped classroom approach on students' achievements in English language in a university in Iraq. The study found that the flipped classroom approach had a positive impact on students' achievements in reading, writing, speaking and listening skills. Obari and Lambacher's (2015) study compares a flipped

classroom to a traditional classroom to determine which is more effective. the researcher found that surveys administrated after exposure to the flipped lesson activities indicated students were satisfied with their flipped class room lessons and motivated by the blended learner's environment that incorporated.

Al-Hussein, A. (2017) This study investigated the effectiveness of the flipped classroom approach in the teaching of English as a foreign language to Iraqi students. The study found that the flipped classroom approach was effective in improving student engagement, motivation, and understanding of course content. Al-Hussein, K. (2016) This study compared the effectiveness of the flipped classroom approach to traditional classroom instruction in the teaching of English as a foreign language to Iraqi students. The study found that the flipped classroom approach was more effective in improving student engagement, motivation, and understanding of course content.

In conclusion, the literature review has shown that the flipped classroom approach has the potential to improve student engagement, motivation, and learning outcomes in education. However, it also poses certain challenges, particularly in terms of technology integration and student preparation. Additionally, there is a lack of research on the exploring student Teacher's perspective on the application of the flipped class room in Imam Al-kadhun college.

## **2. The Tool (Methodology)**

Prior to conducting the main study, a pilot study was carried out to test the reliability and validity of the questionnaire. The pilot study was conducted among 10 student teachers at Imam Al-Kadhun University. The participants were asked to respond to the questionnaire and provide feedback on the clarity and comprehensibility of the questions. The pilot study revealed that the questionnaire was easy to understand and the questions were clear and unambiguous. The participants provided valuable feedback, which led to minor modifications in the wording of a few questions. The changes made were intended to ensure that the questions were relevant and appropriate to the research topic. The pilot study also helped to establish the internal consistency of the questionnaire. The results showed that the questionnaire had a high level of internal consistency, with a Cronbach's alpha coefficient of 0.89. Based on the results of the pilot study, it can be concluded that the questionnaire is reliable and valid for use in the main study. The questionnaire was modified slightly to reflect the feedback provided by the participants in the pilot study.

### **2.1. The questionnaire**

The purpose of this study is to investigate the perspective on the application of the flipped classroom of English department students at Al-Imam Al-Kadhun College/ Diyala. The students participated are from both 3<sup>rd</sup> and 4<sup>th</sup> grades (junior and senior). The questionnaire was adopted from this work Talbert, R. (2017) as follows:

1. Are you familiar with the concept of flipped classroom? (Response options: Yes/Maybe/No)
2. Do you feel that flipped classroom is useful at Imam Al-Kadhumi college ? (Response options: Yes/Maybe/No)
3. Are you using any flipped classroom techniques in your current teaching practice? (Response options: Yes/Maybe/No)
4. Do you think that flipped classroom techniques can improve student performance in Iraqi universities? (Response options: Yes/Maybe/No)
5. Are there any challenges or difficulties you have faced when implementing flipped classroom techniques? (Response options: Yes/Maybe/No)
6. How have students responded to flipped classroom techniques so far? (Response options: Very good/Not good/Not sure)
7. What are the main benefits of using a flipped approach at Imam Al-kadhumi College ? (Open-ended response)
8. Do you think that a blended learning environment combining traditional and digitally supported teaching methods will be beneficial for these students? (Response options: Yes/Maybe/No)
9. Are there any particular tips or strategies for making the most out of flipped classrooms in these settings? (Response options: Yes/Maybe/No)
10. Do you think that greater use of technology could help facilitate flipping strategies in Iraqi universities' settings? (Response options: Yes/Maybe/No)

The questions were designed to be clear and concise, and multiple-choice answers were provided to allow for easy analysis of the data. The questionnaire was distributed to college students in the department of English (student teachers) at Imam Al-Kadhumi College, and a total of 103 students completed the survey. 51.5% of the participants were junior students while 48.5% were senior.

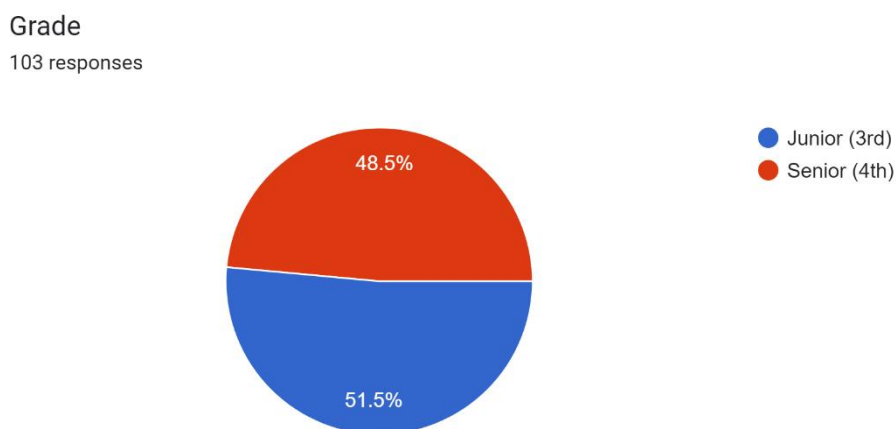


Figure 1: Distribution of students according to grade.

The department of English has a majority of female students and this has its effect on the questionnaire responses according to gender.

Gender  
103 responses

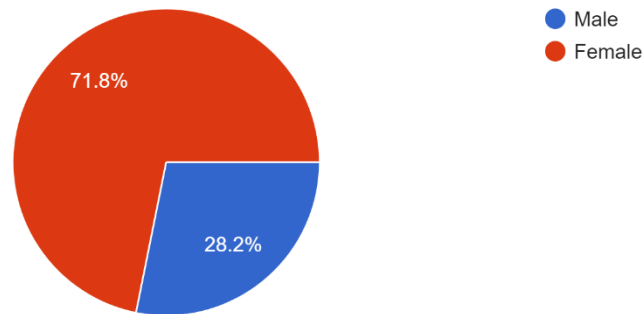


Figure 2: Gender based distribution of the students

The students of the morning studies are more than the evening studies students. This becomes clear in the questionnaire results because morning classes students kept their advancement.

Study  
103 responses

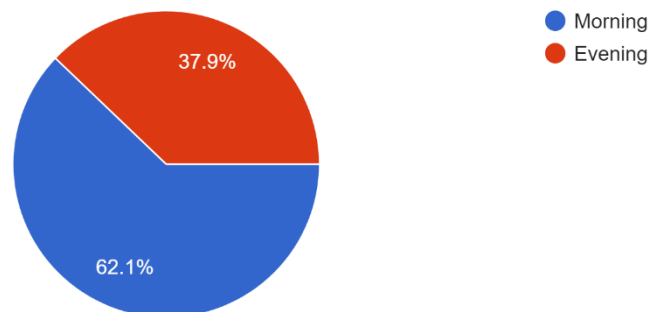


Figure 3: Students' distribution according to study: morning/ evening

### 3. Results and Discussion

#### 3.1. Results

Based on the questionnaire results, here are the key findings of the study:

1. Familiarity with Flipped Classroom: More than half of the students (54.4%) were familiar with the concept of flipped classroom, while 26.2% were unsure and 19.4% were not familiar.

Are you familiar with the concept of flipped classroom?  
103 responses

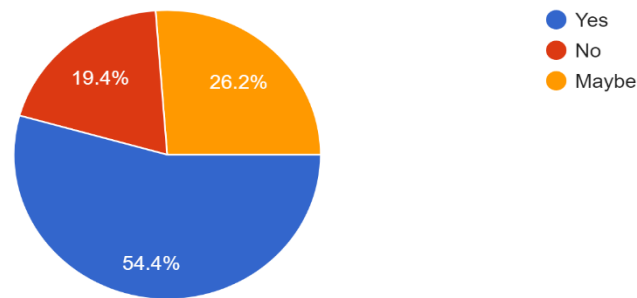


Figure 4: question one

2. Perceived Usefulness of Flipped Classroom: When asked if they felt that flipped classroom techniques were useful in Iraqi universities' settings, the majority of students (38.8%) responded "Yes," while 47.6% said "Maybe" and 13.6% said "No."

103 responses

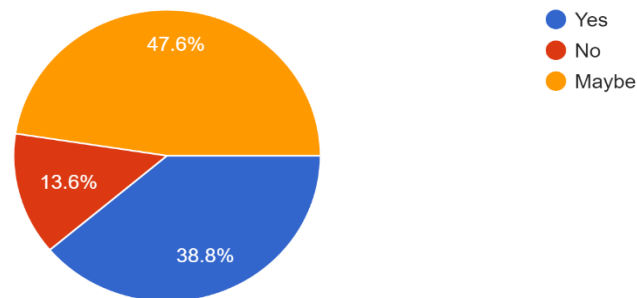


Figure 5: question two

3. Current Use of Flipped Classroom: 45.6% of the surveyed student teachers reported that they were currently using flipped classroom techniques in their teaching practice, while 30.1% were unsure and 24.3% were not using them.

103 responses

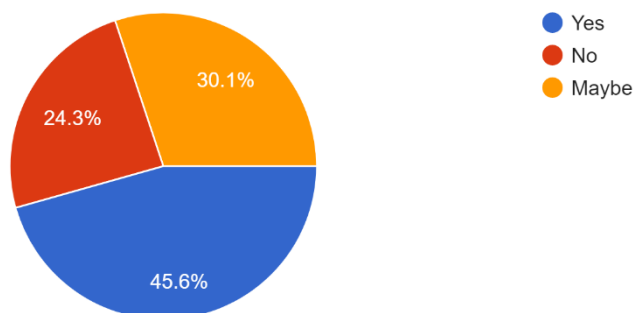


Figure 6: question three

4. Effectiveness of Flipped Classroom: More than half of the students (50.5%) believed that flipped classroom techniques could improve student performance in Iraqi universities' settings, while 44.7% were unsure and only 4.9% believed it would not be effective.

103 responses

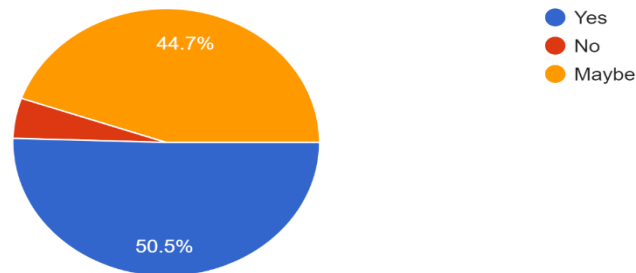


Figure 7: question four

5. Challenges with Flipped Classroom: A significant number of students (41.7%) reported facing challenges when implementing flipped classroom techniques, while 36.9% were unsure and 21.4% did not face any challenges.

103 responses

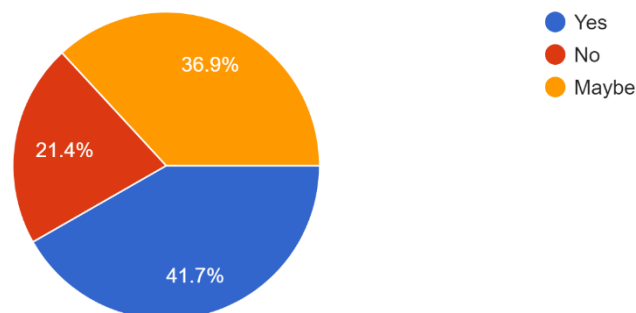


Figure 8: question five

6. Student Responses to Flipped Classroom: When asked how students responded to flipped classroom techniques, a majority of students (52.4%) were unsure, while 35% reported that their students responded very positively and 12.6% reported a negative response.

103 responses

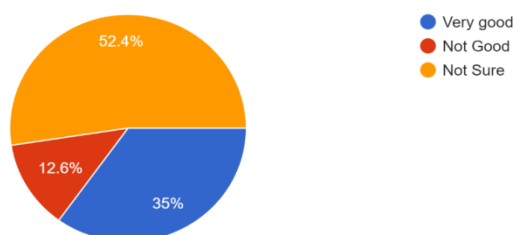


Figure 9: question six



7. Benefits of Flipped Classroom: Some of the benefits reported by the students of using a flipped approach with Iraqi University students include better use of class time, individualized learning, building stronger relationships between teachers and students, and promoting critical thinking and self-learning skills.
8. Blended Learning Environment: A significant majority of students (60.8%) believed that a blended learning environment combining traditional and digitally supported teaching methods would be beneficial for Iraqi university students.

102 responses

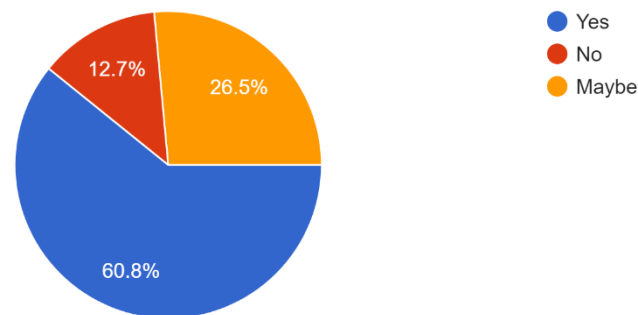


Figure 10: question eight

9. Strategies for Flipped Classroom: More than half of the students (55.3%) reported having tips or strategies for making the most out of flipped classrooms in these settings.

103 responses

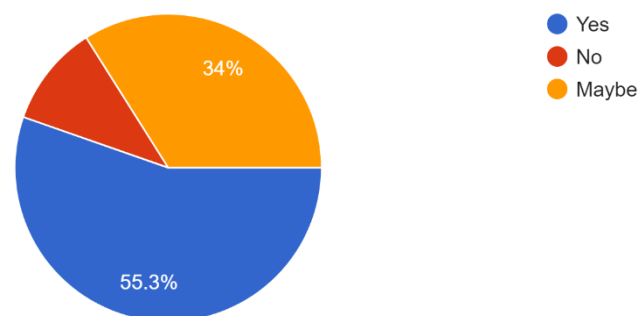


Figure 11: question nine

10. Use of Technology: A significant majority of students (59.2%) believed that greater use of technology could help facilitate flipping strategies in Iraqi Universities' settings.



103 responses

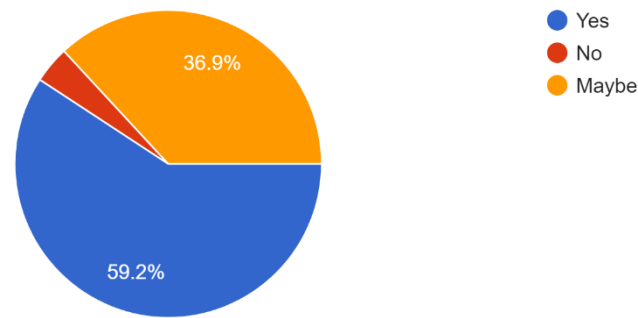


Figure 12: question ten

### 3.2. Discussion

The findings of the study suggest that a significant number of English department students at Al-Imam Al-Kadhum College/Diyala are familiar with the concept of flipped classroom, with 54.4% responding affirmatively to the question. This indicates that flipped classroom techniques are not entirely unknown or new to this student population. However, a sizable proportion of the respondents (19.4%) reported that they are not familiar with this concept, highlighting the need for more awareness and education on the subject.

In terms of the perceived usefulness of flipped classroom techniques at Imam Al-Kadhum College, the responses were mixed. While a majority of the respondents (38.8%) indicated that they believe flipped classroom techniques could be useful in this context, a significant proportion of students (13.6%) were not convinced of their efficacy. Furthermore, nearly half of the respondents (47.6%) expressed uncertainty about the potential benefits of flipped classroom techniques in this context. These findings suggest that more research is needed to determine the feasibility and effectiveness of using flipped classroom techniques in Iraqi Universities.

The study also revealed that a substantial number of students are currently using flipped classroom techniques in their teaching practice, with 45.6% responding positively to this question. This suggests that some students are already implementing these techniques and finding them to be useful. However, a significant proportion of students (24.3%) are not currently using flipped classroom techniques, highlighting the need for more support and training in this area.

In terms of the perceived benefits of using a flipped approach with Iraqi University students, the responses were varied, with the most common responses being that it "ensures good use of class time", "allows students to repeat the lesson more than once based on their individual differences", and "encourages the best use of modern technology in the field of education". Other benefits mentioned by respondents include promoting critical thinking, self-

learning, building experiences, communication skills, and cooperation among students, developing independent learning skills, creating more engaging lessons, and preventing students who are absent from falling behind. These findings suggest that flipped classroom techniques have the potential to address a range of educational challenges and support positive student outcomes.

The study also identified several challenges or difficulties that students have faced when implementing flipped classroom techniques. These challenges include issues with technology, student motivation, and time constraints. Most students (41.7%) reported facing challenges in implementing flipped classroom techniques, while nearly an equal number (36.9%) were unsure if they had faced any difficulties. This suggests that while flipped classroom techniques have the potential to support positive outcomes, they are not without their challenges.

The findings of this study suggest that there is a need for further research and training to determine the feasibility and effectiveness of using flipped classroom techniques in Iraqi Universities' settings. The study also highlights the potential benefits of using a flipped approach, including more efficient use of class time and enhanced student engagement, but also underscores the challenges that must be addressed in order to successfully implement these techniques. Future research should focus on identifying strategies to overcome these challenges and provide support for students who wish to implement flipped classroom techniques in their teaching practice.

#### **4. Conclusion and Recommendations**

##### **4.1. Conclusion**

In conclusion, this study aimed to investigate student's perspective on the application of the flipped classroom at Imam Al-kadhmun college. The results of the study provide valuable insights into the current state perspective of flipped classroom at Imam Al-kadhmun college. The findings of this study suggest that a significant proportion of student teachers in the English department at Al-Imam Al-Kadhmun College are familiar with the concept of the flipped classroom, and a considerable number of them have incorporated these techniques into their current teaching practices. Moreover, the majority of student teachers believe that the use of flipped classroom techniques can improve student performance in Iraqi universities, and that a blended learning environment combining traditional and digitally supported teaching methods can be beneficial for these students.

The study also reveals that student teachers have faced challenges and difficulties when implementing flipped classroom techniques, and that students' response to these techniques has been mixed, with some students responding very well while others have not responded favorably. The benefits of using a flipped approach with Iraqi university students identified in the study include promoting critical thinking, self-learning, building experiences, communication skills, and cooperation among students, as well as creating a stronger relationship between student and teacher.

The findings of this study suggest that the flipped classroom approach has the potential to be an effective teaching technique in Iraqi universities. However, to fully realize its potential, there is a need for further research to identify the challenges and opportunities of implementing this approach in different contexts and to develop appropriate strategies for effective implementation.

#### **4.2. Recommendations**

Based on the findings of this study, the following recommendations are made for the implementation of flipped classroom techniques in Iraqi universities:

1. Provide training for teachers: The study shows that some student teachers have not yet incorporated flipped classroom techniques into their teaching practices. Therefore, it is recommended that training sessions be organized for teachers to learn about the concept of flipped classrooms, its benefits, and effective implementation strategies.
2. Encourage blended learning: As most student teachers believe that a blended learning environment combining traditional and digitally supported teaching methods can be beneficial, it is recommended that schools provide students with access to technology and digital resources to support their learning.
3. Address challenges and difficulties: The study revealed that student teachers face challenges and difficulties when implementing flipped classroom techniques. Therefore, it is recommended that schools identify and address these challenges and difficulties to ensure effective implementation.
4. Monitor and evaluate implementation: It is recommended that schools monitor and evaluate the implementation of flipped classroom techniques to assess their effectiveness in improving student learning outcomes.
5. Conduct further research: To fully understand the potential of the flipped classroom approach in Iraqi universities, it is recommended that further research be conducted to identify the challenges and opportunities of implementing this approach in different contexts and to develop appropriate strategies for effective implementation.

To sum up, the implementation of flipped classroom techniques at Imam Al-kadhumi college can be an effective teaching technique, but it requires careful planning, training, and support for teachers to ensure successful implementation.

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