

Flipped Classroom: A New Era in Education

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التعليم المقلوب: عصر جديد في التعليم

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Abstract

In recent years, the traditional education model has been undergoing significant transformation, driven by innovative teaching approaches that challenge conventional classroom dynamics. "Flipping the Script: A New Era in Education" explores the shift from teacher-centered to student-centered learning, with a particular focus on the flipped classroom model. This approach inverts the traditional learning structure by delivering instructional content outside of class, often through digital platforms, while dedicating in-class time to interactive discussions, problem-solving, and collaborative projects, in this paper the author used a qualitative descriptive analysis on Flipped classroom as new era in education. The paper examines how this model empowers students to take greater control of their learning, promoting critical thinking, creativity, and deeper engagement with course materials. It also addresses the role of technology as an enabler of personalized learning experiences and the development of 21st-century skills. Additionally, the study explores the challenges educators face in adopting this model, such as rethinking lesson plans, student assessment, and classroom management. The result of this study finds that Flipping classroom is a new model in ELT. Also, by assigning students to watch videos outside of class, they would have more time during class to work one-on-one with students. **Keywords:** Flipped classroom, Virtual classroom, Pre-Class Learning, In-Class Active Learning, Accountability.

المستخلص

لقد شهد نموذج التعليم التقليدي تحولاً كبيراً في السنوات الأخيرة، مدفوعاً بأساليب التدريس المبتكرة التي تتحدى ديناميكيات الفصول الدراسية التقليدية. "قلب النص: عصر جديد في التعليم" يستكشف التحول من التعلم المتمركز حول المعلم إلى التعلم المتمحور حول الطالب، مع التركيز على نموذج الفصل الدراسي المعكوس. يعكس هذا النهج بنية التعلم التقليدية من خلال تقديم محتوى تعليمي خارج الفصل، غالباً من خلال المنصات الرقمية، مع تخصيص وقت داخل الفصل للمناقشات التفاعلية، وحل المشكلات، والمشاريع التعاونية. في هذا البحث، استخدم المؤلف التحليل الوصفي النوعي للفصل الدراسي المقلوب باعتباره حقبة جديدة في التعليم. تتناول الورقة كيف يمكن هذا النموذج الطلاب من التحكم بشكل أكبر في تعلمهم، وتعزيز التفكير النقدي والإبداع والمشاركة بشكل أعمق مع مواد الدورة التدريبية. كما تتناول دور التكنولوجيا كممكن لتجارب التعلم الشخصية وتطوير مهارات القرن الحادي والعشرين. بالإضافة إلى ذلك، تستكشف الدراسة التحديات التي يواجهها المعلمون في اعتماد هذا النموذج، مثل إعادة التفكير في خطط الدروس، وتقييم الطلاب، وإدارة الفصول الدراسية. وتوصلت نتيجة هذه الدراسة إلى أن Flipping Classroom هو نموذج جديد في تعليم اللغة الإنجليزية. وأيضاً، من خلال تكليف الطلاب بمشاهدة مقاطع الفيديو خارج الفصل، سيكون لديهم

المزيد من الوقت أثناء الفصل للعمل مع الطلاب بشكل فردي. الكلمات المفتاحية: الفصل الدراسي المقلوب، الفصل الدراسي الافتراضي، التعلم قبل الفصل الدراسي، التعلم النشط في الفصل الدراسي، المساواة.

1. Introduction flipped classroom is a pedagogical model that reverses the traditional learning environment. In the conventional model, teachers deliver content in the classroom through lectures, and students complete assignments or homework independently after class. It reverses this mode of learning whereby, instead of demonstrating an approach, students are exposed to new content outside the classroom-mostly via video lectures or reading assignments-and then class time is used to apply that knowledge with interactive activities, including group work, discussion, and problem-solving exercises. In this model, active learning by students is enhanced; there is increased student participation and more personalized instruction from teachers. Historical Context and Evolution of the Flipped Classroom The idea of a flipped classroom came about in the early 2000s, but in truth it has its origins in earlier pedagogical thought that emphasized student active engagement. The very notion of moving instruction out of the classroom is rooted in prior work of theorists like John Dewey and Jerome Bruner, who respectively proposed experiential and inquiry-based learning. However, the modern flipped classroom was often ascribed to Jonathan Bergmann and Aaron Sams, two high school chemistry teachers who started recording their lectures owing to students who often were absent from class. They realized that if they had students watch videos out of the classroom, they would be able to spend class time working directly with students on more advanced concepts and applications (Bergmann & Sams, 2012). Success from Bergmann and Sams with this model influenced the wider adoption of flipped classrooms in varied educational contexts - from K-12 schools to higher education institutions. The wider availability of various digital tools has made it easier to create and share out-of-class instructional content, thus further popularizing the flipped classroom approach.

1.1 The objectives

1. Exploring how this model empowers students to take greater control of their learning, promoting critical thinking, creativity, and deeper engagement with course materials.
2. the study explores the challenges educators face in adopting this model, such as rethinking lesson plans, student assessment, and classroom management.

1.2 The limitation of this study This study deals with empowers students to take greater control of their learning, promoting critical thinking, creativity, and deeper engagement with course materials on virtual classes only and the traditional learning structure by delivering instructional content outside of class, often through digital platforms, while dedicating in-class time to interactive discussions, problem-solving, and collaborative projects.

1.3. The method of this study This study deals with flipped classroom and how the lectures are presented in, additionally this method of teaching has great role in COVID 19 pandemic, then this study deals with a qualitative descriptive analysis on Flipped classroom as new era in education

1.4. The value of this study This current paper is important for the educators in which way that if we applied this model could be find a better achievement for those who are in necessary to get a good knowledge in school or college.

2. Key Components of Flipped Classroom The flipped classroom focuses on a few different aspects central to its methodology, distinct from other teaching methodologies.

2.1. Pre-Class Learning What this means is that the initial exposure to new content occurs out of class in a flipped classroom. In some cases, these are reading assignments, podcasts, and interactive digital resources, though generally it involves recorded video lectures. Students are supposed to make enough contact with pre-class material on their own to come to class prepared, so they are allowed to do it at their own pace. Students can also easily rewind and rewatch segments of a video lecture to clarify points with which they do not understand, allowing them to better grasp course materials. In fact, studies indicate such flexibility in video lectures leads students to retain course information even better than live lectures can (Bishop & Verleger, 2013). Finally, the ability to access the materials at any time allows learning to become more adaptable to one's personal schedule and pace. That would save the class time of teachers for other more interactive works. On the contrary, a pre-class preparation places a greater responsibility on students for their learning, which is sometimes difficult to take by the students-for example, the ones not being able to manage their time or develop motivation.

2.2. In-Class Active Learning

The flipped classroom model reverses class time from passively receiving information to active learning. Since students have already been exposed to the new information, class sessions could be used to reinforce and give depth to their learning by including group discussions, case studies, collaborative projects, or problem-solving exercises. This active learning approach is based on educational research that indicates students learn best when they are actively involved in the learning process rather than being passive recipients of information (Prince, 2004). Classrooms now become places where students can ask questions, further investigate concepts, and solve problems collaboratively, while the teacher takes the role of facilitator and mentor instead of lecturer. In this way, by encouraging higher-order thinking, the flipped classroom rewards students for moving beyond mere memorization of facts to engage in critical analysis, application, and synthesis of knowledge. Roehl, Reddy, & Shannon, 2013 The flipped classroom is therefore promoting a set of skills necessary for contemporary everyday success in collaboration, communication, and problem-solving skills.

2.3. Role of Technology

Technology is a significant cornerstone of the flipped classroom model. It enables content delivery at home and also allows for interactive learning activities in the classroom. The technologies currently in use within flipped classrooms include, but are not limited to, video hosting platforms like YouTube or Vimeo, an LMS such as Blackboard or Moodle, and Google collaborative tools such as Docs or Padlet. These technologies both reduce instructor workload in development and distribution for the instructors, while at the same time allowing students to engage more meaningfully with course materials. For instance, instructors can create quizzes, interactive activities, or discussion boards online that students can utilize to test their knowledge prior to entering class (Lo & Hew, 2017). Analytics from such platforms could also help teachers track student progress in their learning progress and identify areas where students may need additional support. However, there is also a price to pay for this increasing dependence upon technology. After all, there is unequal access to the internet or new digital devices, which may turn this pre-class exposure unequal for students. Besides, creating high-quality instructional videos and digital content requires much time from teachers. It needs novel skills and significant preparation time from them.

2.3. Advantages of the Flipped Classroom Model A flipped classroom model involves many advantages to be shared among students and teachers. Its focus will always be on obtaining effective active, student-centered learning.

2.3.1. Engagement of Students Probably one of the biggest benefits to the flipped classroom is the increase in student engagement. By taking the more passive portions of learning-outside the classroom, such as listening to a lecture-students will spend class time actively participating in discussions, group work, and hands-on activities. This has proven to enhance students' comprehension and retention of material as noted by (Bishop & Verleger, 2013). The flexibility within the flipped classroom allows students to learn at their own pace, taking extra time to digest information and reviewing certain materials repeatedly before class if needed. Individual learning like this meets the great variety of needs which students with varying styles and abilities have.

2.3.2. Enhanced Teacher-Student Interaction In a traditional classroom, teachers often spend most of the class time delivering lectures, leaving little opportunity for one-on-one interaction with students. The flipped classroom frees up class time for more personalized instruction, enabling teachers to work more closely with students who need extra help or clarification. This increased interaction can lead to stronger teacher-student relationships and more effective feedback (O'Flaherty & Phillips, 2015). Also, since the students come to class with the basic knowledge, the teacher may go further into more complex and detailed aspects of the subject matter, thus handling even more depth in the class.

2.3.3. Critical Thinking Skills Development The flipped classroom model encourages the students to think in higher orders. Students are not just passively learning information, but by means of active class activities, they need to apply, analyze and evaluate what has been learned. Emphasis is laid on critical thinking; this provides the students with the problem-solving skills and also lets them be able to think independently, which is important in later academic and professional lives. Roehl et al., 2013.

3. Structure of the Flipped Classroom The flipped classroom model of instruction is mainly based on shifting the idea of learning from conventional methods of learning to more interactive and active ways of learning, centered on students. Traditionally, learning begins inside the class, but in the approach of the flipped classroom, students are normally prepared after exposure to the new content outside the classroom

via video lectures, readings, or other multimedia resources. This way, out-of-classroom activities free up time during the actual classroom sessions that could be better used for more collaborative and problem-solving activities that enhance higher understanding. In a nutshell, the flipped classroom "flips" the traditional schedule, reversing what students do both in- and outside of the classroom. In the Flipped Classroom, there are two key components: learning out of class. Such a shift is more interactive and collaborative for learning, achieving excellence in both self-paced instruction and collaborative problem-solving.

3.1. Pre-Class Preparation In the flipped classroom, students' initial contact with new material occurs before they come to class. Whereas in traditional instruction this initial contact happens during the class, through lecture or presentation. The pre-class phase generally will involve: Video Lectures: Pre-recorded lectures are a cornerstone in the flipped model; students can learn at their own pace. These videos often represent condensed versions that focus on key concepts which then provide the building blocks for subsequent class discussion of more challenging material. Research indicates that video-based learning increases student engagement and improves retention of course materials, since students have the ability to pause, rewind, and review sections of the video that they don't understand. Readings: Assignments may involve set textbooks, articles, or even online resources utilized in support of the video lectures. The readings form a basis for the knowledge to be applied during the in-class activities. Interactive Quizzes or Digital Resources: In each pre-class, teachers would include interactive quizzes or questions embedded in the video lectures or readings to ensure students engage in that pre-class. Such a strategy would be one for immediate feedback in letting students self-evaluate their comprehension before coming to class. Indeed, research supports such a view when it indicates that formative assessments-quizzing-serve to better prepare students for more complex tasks later on. The pre-class preparation does not aim at students coming into the class with base-level understanding of the topic but rather ready to engage in higher levels of thinking and application.

3.2. Knowledge Application within Class

Once students have completed the pre-class preparation, class time is employed in applying knowledge gained through various active learning strategies. In this way, this interactive and collaborative approach enables students to further develop their knowledge in a way that allows the expression of higher-order thinking. Active Learning: Active learning is an instructional method that engages students in the learning process; students are not passive recipients of information. Instead of passively listening to a lecture, students in a flipped classroom may be asked to solve problems, work in groups, discuss topics, and apply what they have learned (Prince, 2004). Some in-class activities common in flipped classrooms include: Problem-solving exercises: The tutors set various challenges that the students are required to solve using practical knowledge. Students work individually or in groups and work out the solutions with the teacher acting as a facilitator guiding them through and answering questions. Such learning exercises move students beyond the memorization of facts into application and synthesis. Group Discussions: Most Flipped classrooms also afford the students the opportunity for active learning through collaborative engagement. Students debate and argue over different perspectives on how to solve problems, which is helpful in fostering deep understanding and critical thinking as the students articulate and defend their reasoning. Case Studies: Another common approach is the method of case studies whereby students apply theoretical knowledge to real situations. It encourages students to deliberate on multidimensional, open-ended problems and develop practical solutions. Peer teaching is any activity where students become the teacher in these flipped classrooms, explaining the concept to their classmates. As a matter of fact, it does not only reinforce learning of the material being studied; peer teaching also fosters a more collaborative and supportive environment for learning. By emphasizing active learning, flipped classrooms align with theories such as Bloom's Taxonomy, which aims to progress students from lower-order thinking skills of remembering and understanding into the higher-order thinking skills of applying, analyzing, evaluating, and creating. Though highly criticized, Anderson and Krathwohl (2001) describe the revised version of Bloom's Taxonomy in this manner.

3.3. Teacher's Role in the Flipped Classroom

This suggests that a teacher in the flipped classroom begins to step away from the central role of being the authority of content delivery and steps more into the facilitator and supporter of the student in his or her learning journey. Instead of being at the front of the room, lecturing for the majority of the class time, teachers within the flipped model move around the room, providing individualized support and feedback. This shift allows the teacher to take more time with students who may not be grasping the material and for those students who are more advanced to continue at their own pace. Research has demonstrated this personalized approach

improves student outcomes, because teachers can immediately provide specific feedback and help adjust instruction according to the needs of their students' needs (O'Flaherty & Phillips, 2015) .

3.4. Use of Technology Technology forms the core of the flipped classroom model, supporting both the pre-class and the in-class segments of the learning process. Learning management systems include, but are not limited to, Google Classroom, Blackboard, and Moodle. These allow instructors to house handouts, communications, and student monitoring for the flipped classroom. In fact, through these platforms, instructors are able to keep track of which students have done the homework assignments before they come into class and which concepts might need to be revisited during the class period.

Video Platforms: The use of platforms such as YouTube, Vimeo, or any other specific educational video services for hosting pre-class video lectures is very common. Some of these platforms provide teachers with the capability to embed quizzes or interactive elements into videos that ensure students engage with the material.

3.5. Collaborative Tools: Technology during class, including Google Docs, Padlet, or shared virtual whiteboards, enables group work whereby students will be able to collaborate on projects in class in real time. The tool also allows teachers to observe student contributions and provide feedback throughout the activity. Inclusion of technology in the flipped classroom enhances learning to be more accessible, interactive, and personalized (Bishop & Verleger, 2013).

3.6. Flipped Classroom Model Benefits There are a number of advantages to the flipped classroom model over traditional instruction, most of which involve deeper learning and engagement by students.

3.6.1. Self-Paced Learning Probably one of the biggest advantages of the flipped classroom is the flexibility it offers students. By delivering content outside of class through videos and readings, students can learn at their own pace. Because videos can be stopped or replayed, or other resources may be utilized to further explain something that wasn't understood, flexibility allows students the ability to take ownership of their learning and to interact with course materials at times that best meet their needs or individual learning styles. Lo & Hew, 2017

3.6.2. Increased Student Engagement This is the focus of the flipped classroom on active learning—that students can be more engaged at a higher degree compared with the traditional lecture-based teaching approach. Instead of passively listening to information, students discuss, collaborate with their peers, or apply knowledge in solving problems. Studies prove that students in flipped classrooms are more likely to be engaged and retain information in this interactive nature, thereby promoting deeper understanding of the model.

3.6.3. Improved Interaction between Instructors and Students Since teachers are not wasting class time lecturing, they have more time to work directly with students, giving individualized instruction and feedback. Increased interaction lets the teacher identify students in difficulties and give needed support in particular fields. Also, it helps in relationship building as teachers can devote more time to sorting out individual needs rather than delivering the content to the whole class.

3.6.4. Critical Thinking and Collaboration Skills Development Flipped classrooms stress higher-order thinking whereby students are made to apply, analyze, and evaluate what has been learned. Such a strong focus on an active way of learning encourages the building of critical thinking and solving skills that are necessary in whatever path to future success a student may pursue. Additionally, communication and teamwork development are highly encouraged in most flipped classroom activities, a skill useful in real-life situations or challenges.

3.7. Drawbacks of the Flipped Classroom Model Even though the flipped classroom model possesses a number of merits, it is equally subject to a considerable deal of demerits.

3.7.1. Student Accountability One of the greatest drawbacks with the Flipped Classroom is that the students must come to class prepared. Unless the students view the videos or read the assigned text before coming to class, they cannot engage in the activities in class. In this regard, it always is advisable that the teacher hold students responsible for their learning out of class through quizzes and other types of assessments. Lo & Hew, 2017.

3.7.2. Access to Technology The flipped classroom really relies on technology, and not all students have equal access to the devices or the internet. This has sometimes created inequities in experiences within the learning environment, which happen to be brought about by the digital divide, especially for students coming

from low-income backgrounds. Schools and teachers need to find ways of accommodating students without access to the needed technologies, like using printed materials and access to school computers.

3.7.3. Increased Workload of Teachers In making and implementing a flipped class, there is an increased need for teachers to prepare well. Besides preparing the pre-class videos and other materials, it is also incumbent upon the teacher to plan interactive in-class activities that ensure reinforcement of the content. Such an increase in workload may prove cumbersome, especially for those teachers that are novices in flipped classroom teaching (Herreid & Schiller, 2013).

4. How to Implement a Flipped Classroom Model Flipping a classroom can go well beyond merely homework assignments with video and in-class activities. It can involve more-reflective planning, preparation, and adaptation in response to the students' and the learning environment's needs. Flipped classroom teaching is a pedagogical practice in which the traditional model of instruction is flipped or reversed such that students learn new content outside of class and then come to class to work on applying what they have learned. Accompanying best practices and evidence-based strategies, here are the key steps toward successful implementation in an educational setting.

4.1. Define Learning Objectives

First of all, there needs to be a clear identification of the learning objectives for any flipped classroom model to get implemented. Any flipped classroom experience requires a very clear idea of what the students are supposed to learn. Such objectives should be clearly communicated to the learners and need to be aligned both with the out-of-class content and with the in-class activities. According to Bergmann and Sams-the founders of the flipped classroom model-clear learning objectives help instructors determine what to put in the independent learning assignment and what to save for deeper discussions and activities when students are together in the classroom. In other words, defined class objectives ensure that the out-of-class learning resources and the in-class activities together reinforce the students' learning and application of the subject material.

4.2. Curate or Create High-Quality Pre-Class Materials The effectiveness of a flipped classroom is directly related to the quality of the material with which students engage outside of class. Pre-class materials will generally take one of the following forms: video lecture, readings, podcasts, or interactive module. Based on the subject and student needs, instructors may curate or create pre-class materials. One of the immense advantages of using video is that it puts students in the driver's seat of their learning: they can pause, rewind, or replay as needed for deeper contemplation of the material (Chen, Wang & Chen 2014). However, creating this engaging video content requires thoughtful design. Videos should be between 5 and 15 minutes in length so that students do not lose attention; this will keep them focused on learning more. According to Guo, Kim, & Rubin (2014), guiding questions or quizzes are other possibilities at the end to check for comprehension and keep students accountable for viewing the video assignment. Alternatively, faculty can adapt Open Educational Resources, OERs and other open platforms such as YouTube, Khan Academy or TED-Ed where excellent content already exists. There are cases where great care needs to be paid that the material is accessible to all students or all students have equal access to internet and technology.

4.3. Plan Interactive In-Class Activities When students have already been exposed to the relevant content at home, in-class time should be spent applying that knowledge through active learning activities. Talbert (2017) reminds that the flipped classroom uses in-class time for higher-order thinking skills such as analysis, synthesis, and evaluation-perhaps most easily remembered through Bloom's Taxonomy. Some examples of engaging activities include group work, problem-solving exercises, case studies, discussions, peer teaching, and hands-on experiments. Again, the focus is to create an active learning platform on which students construct their view of the subject. A think-pair-share activity, peer instruction, and collaborative learning in groups are some of the ways this interactive engagement with learning may be supported. Instructors must also be ready to play the role of facilitator-found leading discussions where appropriate, removing misunderstandings, and offering help where needed. For example, in a science class, students would watch a video over a certain concept, like cellular respiration, before coming to class. Students would then do an experiment in class or solve complex problems that would involve applying the knowledge of that concept in real-world situations. Hands-on learning helps students get a better grasp of the content and allows students to be more active among their peers and within the material they are learning.

4.4. Use Formative Assessment of Understanding

Regularly, formative assessments are a key component of flipped classroom model in order for the students to keep up with the material and be prepared to engage in the activities that will be held in class. In this context, formative assessment must be used to gauge the students' understanding of the pre-class content. These activities serve two key functions: holding students accountable for actually completing the pre-class work and providing a feedback mechanism for the instructor on areas where students are having trouble. By having this trouble exposed at the front end of the inclass session, instructors can tailor facilitation to better meet students' needs. Bishop and Verleger (2013) note that quizzes and short reflection assignments incentivize students to prepare more for class. For this, instructors can make the assessments interactive and engaging using tools such as Google Forms, Kahoot, or other educational apps.

4.5. Provide Structure and Clear Expectations Probably the most common concern with flipped classroom approaches is that students will come to class not prepared. Probably the best way to minimize this is to provide structure up front. This includes making the purpose of the flipped model clear and how that benefits them, outlining the responsibility for what work will be out of class and in class, and having pre-class deadlines consistently. According to Bergmann and Sams, establishing a clear routine "helps students to understand their role in this learning process and teaches them responsibility." Explaining the benefits of the flipped approach-for example, that students will get more individualized attention and have opportunities to engage in meaningful activities-can build investment and motivation as well.

4.6. Cultivate a Collaborative Environment of Reflection Flipped classrooms need to incorporate a change in mindset-both for the instructor and the students. Instructors should be changing from the "sage on the stage" to the "guide on the side" (King, 1993), where the role involves guiding the learning process rather than giving lectures. This way, the environment for learning can be more collaborative, where students have to take responsibility for their education. In addition to this collaboration, instructors also need to encourage students to reflect regularly. Encouraging students to reflect upon what they have learned-individually and as a group-reinforces key concepts and helps them connect new information to prior knowledge. This reflection may be carried out through discussion questions, journal entries, or by means of online forums.

4. 7. Be Flexible and Ready to Adapt Like all pedagogical approaches, flipped classroom teaching must be flexible. What works for one group of students may work less or not at all for another, and instructors must be prepared to change their approach accordingly, often in response to student feedback and learning results. Soliciting feedback from students on a regular basis-through surveys, anonymous feedback forms, or informal discussions-can refine instructor methods and enhance the effectiveness of the flipped model. What's more, the instructors should always be ready to readjust the balance between out-of-class and in-class work. For example, if students continually seem to be struggling with the material before class, then perhaps additional scaffolding-in the form of ancillary materials or even more guidance in class-will be necessary.

Conclusion During our years of attending parent conferences, parents would frequently inquire about their child's behavior in the classroom, as both of us recall. In reality, they wanted to know if my child would behave properly, raise their hand, sit quietly, and not bother other pupils. Although we struggled, they are definitely valuable traits for everyone to develop the responding to this question. Furthermore, the Flipped Classroom Model which is spreading around the world and whose effect is revealed with many studies is so new, there are many issues that are not agreed. There are many different practice styles of this method. However, main components such as direct teaching in classroom, using effective learning strategies, benefiting from teaching Technologies are common points of almost all practices. In addition to this, the number of participations to network called "Flipped Learning Network" is increasing day by day and the standards of this practice are still being mapped up. The result shows that that Flipping classroom is a new model in ELT. Also, by assigning students to watch videos outside of class, they would have more time during class to work one-on-one with students.

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