

Flipped Classroom Practices in Improving Economic Skills and Social Learning

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Abstract

The study was conducted to identify the significant relationship on utilizing flipped classroom in improving the economic skills and social learning of grade 9 students. With the use of descriptive-quantitative research design wherein information was gathered about the variables without changing the environment, the study was conducted with 108 students of a public national high school in the Philippines. A researcher-made questionnaire was formulated to gather the responses of the participants. The study was conducted to identify the significant relationship between utilizing Flipped Classroom Practices to improve the academic achievement of grade 9 students in Araling Panlipunan. In relation to this, the study gained the responses of 108 Grade 9 learners through the cluster sampling method. Furthermore, the study utilized descriptive quantitative for its research design, focusing on the Grade 9 learner's. In relation to the academic achievement of grade 9 students, the teachers were able to get the interest of the students, collaboration was promoted among the students, and the learning environment helped the student to achieve more academically. It was also concluded that the student-centered flipped classroom practices were able to affect the economic skills of the students in terms of analyzing hence, implying that the student-centered practices were helpful in improving the economic skills of the students in terms of analyzing. Moreover, the flipped classroom practices were also able to affect the social learning of the students, wherein the flipped classroom practices were able to improve the student's social learning. For this reason, teachers may provide other means of making the student more engaged in the lessons being discussed, such as providing an assessment on every finished lesson to keep the students more focused during discussions.

Keywords: *flipped classroom, connectivity, economic skills, social learning*

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1. Introduction

The Flipped Learning Network introduces the idea of flipped learning by the abbreviation FLIP, which represents the flexible environment, learning culture, intentional content, and professional educator (Flipped Learning Network, 2017). These four components, named "the four support points," are the foundations of an instructing approach that is versatile, creative, interactive, and student-oriented. Various researchers use the term "inverted learning" equivalently while characterizing or clarifying flipped learning (Midun et al., 2019). In writing, the period of converted education has likewise been approximately applied as blended learning in different structures when any two kinds of understandings have been joined with advanced innovation, for example, the mobile blended cooperative learning model all through the homeroom (Avci & Adiguzel, 2017), composite learning climate and online learning environment (Hung & Chou, 2018) and blended English getting the hang of utilizing on the web and versatile advances (Milthorpe et al., 2018).

The flipped classroom (FC) is one of the critical online distance schooling draws near. A few researchers have characterized the model. For instance, Bergmann and Sams (2019) portrayed it as leading conventional study hall exercises at home and doing schoolwork tasks in the homeroom. The most acknowledged concept was formulated by Bishop and Verleger (2020) as anchored on the four principal components in the FC procedure given by the Flipped Learning Network (2017). In the strategy, guidance is PC helped and led outside the study hall, and gathering exercises are guided in the homeroom. This incorporates an adaptable environment, learning society, deliberate substance, and expert teacher. Chen et al. (2017) detailed that these support points would be lacking in advanced education. As indicated, moderate exercises, drawing in growth opportunities, and expanded stages should be added to the four components. Among these variables, they permitted adaptable conditions that separated the flipped study hall from different models (Filiz & Kurt, 2018). The flipped homeroom centers around the understudy rather than the educator and urges the understudies to try. Likewise, flipped study hall is a viable learning model that prompts dynamic and significant picking up during in-class and out-of-class learning exercises (Forsey et al., 2020). It was resolved that the model further develops student inspiration and execution when contrasted with customary guidance (Lai & Hwang, 2019; Smit et al., 2017). One of the upsides

of the flipped homeroom is the accessibility of moment input in synchronous meetings led after the understudies are prepared (Hattie, 2018).

There is no unmistakable agreement on the meaning of flipped learning; in any case, most specialists concur that in a flipped homeroom, assignments customarily completed in the study hall should happen outside the homeroom, as well as the other way around, schoolwork in the homeroom (Al-Zahrani, 2018). Generally, it is anything but another idea: schoolwork to do before class, for example, examining or looking into an illustration, has been utilized for quite a while. The systematic utilization of innovation to convey revelatory information makes a flipped homeroom different. The utilization of online recordings is the same as an expert class, and the present instruments make it simple for instructors to make their recordings, which has lifted this model. This permits better utilization of the time in class to learn through training, which can prompt significantly better-extended haul maintenance (Clark & Mayer, 2017). Among the impediments, a few creators include the trouble of drawing in understudies while advancing at home, just as in bunch conversations in the homeroom (Tanner and Scott, 2018).

Several studies have explored the effects of the FC Model on students' achievements, commitment, learning results, and inspiration. Studies have shown that the Flipped Learning model upgrades students learning execution (Zengin, 2017), produces improved learning results (Chen Hsieh et al., 2017; Smallhorn, 2017), and expands students' inspiration (Chyr et al., 2017; Graziano, 2017; Smallhorn, 2017; Yılmaz, 2017). Flipped learning conditions can add to teachers' pre-administration learning, abilities, and complete feeling of improvement, explicitly by making a significant and natural setting for learning. Graziano (2017), for example, directed a review to reveal the advantages of the Flipped Learning Model for pre-administration educators, its effects on understudies' prosperity, and the hardships of the model. It was seen that students were more valuable and excited to take part in flipped examples (Ray & Powell, 2014).

In the context of the study, the flipped learning model introduces another methodology in showing Blended learning instruction. One of the instructing ways that require innovation in teaching is blended learning. This suggests learning through utilizing innovation pre-class and inside the classroom, learning through the materials posted on the Learning Management System (LMS), Quizziz, Google Classroom, Microsoft Teams, or MOODLE when the class,

up close and personal learning with the instructor, and student commitment with companions and dynamic mastering for creating more significant level abilities. The third Renaissance time frame is the comprehensive utilization of data advancements and online media networks in training. To concentrate on the students of this period, the broadened, unique, and powerful learning conditions are essential (Wu & Li, 2015). It is seen that these new-age innovative learning conditions lean toward performing various tasks and cooperative gathering exercises in the homeroom climate (Roehl et al., 2013). At the point when educators viably coordinate data advances into their lessons, there will have established fascinating learning conditions for students who have effectively embraced and generally involved innovation in their lives (Danker, 2015).

The blended learning framework is a framework that builds variety in classroom exercises. It expands the innovativeness of the teachers by compelling them to track down new movements and potentially opens the door for students to comprehend face to face the hour of the data provided to them and permits them to foster their singular acquiring abilities (Gençer, 2015). The online learning environment enables face-to-face learning to get direct help on subjects that understudies don't comprehend while establishing a learning climate outside the homeroom through technologies and online platforms (Hughes, 2007). The exploration hole of the review is as per the following: difficulty to propel students, issues with using time productively, homeroom the board issues, and not having the option to guarantee the inclusion of students in exercises (Şahin et al., 2020), students probably want to avoid group exercises (Johnson, 2013) and there is no prompt revision of student's mistakes and error (Enfield, 2012). Hence, this study aims to develop a guideline proposal using Flipped Learning Model in Araling Panlipunan.

2. Literature Review

2.1. Flipped Learning Model for Academic Success

Kozikoglu (2019) describes flipped learning as a creative and viable learning model among instructors. Flipped learning proposes that the substance ought to be gotten by the student's self-learning before the class to permit teacher-student cooperation in the study classroom. Moving the showing break of the school under the student liability, the flipped learning model adds time for the educator to manage students independently and practice in

the classroom. Subsequently, additional time is allowed for the instructor to direct the learning exercises of the students and tackle their concerns (Ercan-Demirel, 2019; Hwang et al., 2018). Consequently, flipped learning model works with learning in the homeroom with the utilization of innovation outside of the classroom and considers expanding educator students' connection in the class.

Flipped learning is applied at elementary, secondary, and higher education levels. This model uses pre-arranged video instructional exercises to expand up close and personal homeroom exercises (Yoshida, 2019). As such, in the flipped learning model, out-of-class learning works with the procurement of lower request thinking abilities (terms, definitions, ideas, fundamental understanding, and so on) and in-class exercises work with the securing of higher request thinking abilities (censure, addressing, applying, investigation, union, and so forth) (Sarawagi, 2020). The flipped learning model comprises four parts: adaptable climate, learning society, deliberate substance, and expert teachers (Flipped Learning Network, 2017). The flexible environment involves different instructing and learning ways to meet the students' interests, necessities, and assumptions. Gaining society alludes to the change from a teacher-centered way to dealing with a student-centered methodology in which the student is dynamic. The purposeful substance attracts consideration not exclusively to the inclination of the educator, yet in addition to the instructor's job in investigating and setting up the importance of the necessities of the students. The part of expert instructors stresses the requirement for proficient and skilled educators to apply flipped learning model who sees how students learn and who can direct them by giving vital input (Alharbi, 2018).

According to Huber and Werner (2019) and Catrambone (2018), student accomplishment was augmented by flipped learning while Rahman et al. (2017) found that flipped learning model positively affects student accomplishment. Similarly, the analysis of Uzunboylu and Karagözlü (2017) found that flipped learning model has been applied in 48 diverse branches of knowledge and, for the most part, directed to college students. Moreover, utilizing meta-analysis, Tatal and Yazar (2017) presumed that flipped learning has a moderate and constructive outcome on the scholastic accomplishment of the students contrasted with the conventional strategy.

According to Bursa and Kose (2020), flipped classroom practices increased students' academic achievement statistically and significantly. This outcome is predictable with the

aftereffects of various examinations in writing. A portion of these examinations was done in the Social Studies course (Dursunlar, 2018; Erdogan, 2018; Nayci, 2017), while others were led in different classes and at various instructive levels (Carlisle, 2018; Cakir, 2017; Duffy, 2016). In support of this result, Herreid and Schiller (2020) emphasize the importance of videos that enable students to focus on content in flipped classroom practices and that such videos will positively affect the classroom process and bring about a student-centered environment. In addition, Hsin and Cigas (2020) showed that video usage increases students' achievement scores, in line with the results obtained in the study. One of the most critical features of videos that increase academic success is that they can be watched again in a quiet environment according to learning preferences and stay in the virtual classroom at all times. In support of this result, Oyola (2019) concluded that flipped classroom practices encouraged the student to learn at home and that reteaching was facilitated by watching the videos. In addition to this feature of the videos, the questions included in the videos also positively affected the increase in academic achievement. Similar to this result, Wilson (2019), in his research, tried to reveal the effectiveness of the questions added to the videos he shared in the Edpuzzle application. As a result of the study, the questions added to the videos effectively improved students' learning.

Another result of flipped classroom practices positively affecting academic achievement is related to the visuality of e-learning videos shared with students. Visually rich educational materials are thought to appeal to more senses and people (Dhandabani & Sukumaran, 2018). In this study, some students said that the visuality of the videos makes the information better understood and remembered, and their success increases. A few investigations in the writing cross over with this consequence of the exploration. In one of these investigations, Cabi (2018) recommends that recordings that guide students in extracurricular examinations should be chosen or created with rich substance.

2.2. Teaching Flipped Classroom Practices in Araling Panlipunan during Pandemic

According to Alay (2021), to have a fruitful online classroom to teach Araling Panlipunan, it should have planning, managing, and handling to provide adequate knowledge context and create established learning for diverse learners. Moreover, the student's physical condition and psychosocial setting should be prioritized in establishing learning inside the online classroom or google meet. Teaching Araling Panlipunan, which is led by flipped

learning, will increase the participation of students (Chen, 2016; Lazarus, 2018). Likewise, re-watching the recordings before the tests in flipped homeroom rehearses emphatically influences students' academic achievement in anticipation of tests (Bergmann & Sams, 2019). Moreover, it is expressed that obligation will create in students involving flipped homeroom rehearses in Araling Panlipunan (Evseeva & Solozhenko, 2018; O'Flaherty & Phillips, 2018). Responsibility, which is emphasized to create in students with flipped study classrooms practices, is characterized as follows: "The individual is to adjust, to satisfy his/her obligations and to accept the outcomes of the impacts of his/her activity on others, to regard the privileges of others and to safeguard the results of his/her conduct" (Sezer, 2017). It is envisioned that the expansion in the implementations of the students in the classroom and outside the study hall, passing on the control of figuring out how to the student and giving accentuation to the significant level thinking abilities in the exercises in the study hall (Li et al., 2017).

Systems can be utilized to change, from exhausting to drawing in and invigorating students by planning another learning climate-related to computerized games in an assortment of settings and an assortment of subjects—plan in Learning centers around creating and supporting student elements (Zhu and Qi, 2018). For instance, Sebastian (2021) found the Quizizz gamified instructive apparatuses were progressively used to acquire partners' interests. This outcome in learning by consolidating novel game components, for example, pioneer sheets, images, and test reports, every one of which can assist with expanding commitment and inspiration. Yunus and Hua (2021) added that growth opportunities happen in stress-free conditions. This makes students' preferences and interests shown. The learning environment decidedly influences the exhibition of students by working with the learning system and expanding student fulfillment (Pratsri & Nilsook, 2020).

2.3. Teacher-aided Instruction in an Online Learning

Student-Centered. As indicated by Richards and Schmidt (2017: 326), student-centered education depends on "a conviction that regard for the idea of students should be vital to all parts of language instructing, including arranging to educate, and assessment. Learning is reliant upon the nature and will of the students. Students, as per this view, are not detached beneficiaries of information. Instead, they effectively develop knowledge through the social occasion by orchestrating data and incorporating this data with abilities like request, correspondence, and primary and innovative reasoning (Huba & Freed, 2017; Brown, 2017).

Unlike educator-focused methodologies, where instructors finish most work, student-centered guidance is an informative methodology wherein students impact the substance, exercises, materials, and learning speed. The educator isn't a supplier of information but a supplier of chances from which students can advance autonomously and from each other. The educator additionally mentors students in the abilities they need for free mastering (Collins & O'Brien, 2020: 399).

Al-maqtri (2019) found that most students are not propelled to learn Social Studies, that students are not ready to work in gatherings or groups, and that students are glad to be under the teacher's control. This was explained in the study of Yilmaz (2017), that educators had positive attitudes toward the student-centered approach and was agreeable to the constructivist learning hypothesis. Significantly, they accepted that a student-centered approach could make picking up connecting challenging, enjoyable, and applicable.

Interactive Classroom. Most studies are composed of positive perceptions about the impacts and the capability of the interactive classroom (Elaziz, 2017). For example, many investigations report the beneficial outcome of the interactive classroom on students' academic achievement (Thompson & Flecknoe, 2020; Yang et al., 2019; Yorgancı & Terzioğlu, 2020; Yang et al., 2019) but some report the impact of the interactive classroom as irrelevant (Glover et al., 2018; Higgins et al., 2020; Solvie, 2017). Numerous educators see the interactive classroom as an essential showing method (Warwick & Kershner, 2017) that empowers educators to plan and put together exercises, and examples utilizing an expansive assortment of multimodal assets and draw students' mental and creative possibilities into the learning system (Littleton et al., 2017). Moreover, it can be utilized to adequately convey the guidelines to the students (DeSantis, 2019), assist with changing the common homeroom conditions (Somyurek et al., 2018) and change many encountered educators' mentalities toward innovation (Huber, 2017).

Current research on interactive classroom utilization in instructive settings mirrors a few student benefits. For example, they foster students' independence (Harlow et al., 2017; Minor et al., 2020), increment student excitement and inspiration (Schmid, 2019; Torff & Tirota, 2020; Wood & Ashfield, (2017), can ease instructing and learning (Smith et al., 2018; Glover et al. 2018), upgrade the level of comprehension (Holmes, 2018; Wall et al., 2018), and empower students to take an interest in the examples being directed and give coordinated effort

in the class (Gray et al., 2018; Minor, et al., 2020). An and Reigeluth (2018) also found that K-12 teachers have a positive impression of interactive classrooms while An and Mindrila also found 70% of instructors with positive perception on interactive classrooms.

Teacher-aided. Few studies have investigated college instructors' view of teacher-aided and announced uncertain outcomes. Utilizing an adjusted form of the survey created by An and Reigeluth (2011), Tawalbeh and AlAsmari (2018) analyzed college instructors' impressions of teacher-aided in the Social Studies classes. They observed that members had an uplifting outlook toward teacher-aided and accepted that they were student-focused educators. Then again, Ha (2017) announced reactions of teacher-aided from three college teachers in Social studies and humanities classes. The members detailed that teacher-aided has been mishandled by many "lazy teachers who just do not get ready for their group and give students examine things access whichever ways they need to" (p. 400).

Researchers have noticed that learner-centered showing convictions do not prompt teacher-aided in education. Becker (2017) noticed that instructors are significantly more constructivist in thinking than in actual practice. An and Reigeluth (2018) announced that the absence of information about teacher-aided and different boundaries frequently keeps educators from making a student-centered environment even though they have student-centered beliefs. Kaymakamoğlu (2018) investigated the social studies teacher's convictions and saw practice and actual classroom practice comparable to traditional (teacher-centered) and constructivist (student-focused) education in Turkey. The outcomes uncovered that albeit the teacher-aided communicated constructivist or both constructivist and customary convictions, their apparent practice was generally conventional or teacher-centered.

2.4. Self-paced instruction, asynchronous activities for students

Teacher-centered. Few studies indicate that teacher-centered instruction is utilized in the Saudi setting (Fareh, 2010; Alrabai, 2014; Al-maqtri, 2016). For example, Alrabai (2014) observed that educators in Saudi study halls are moderators of information rather than facilitators of learning. Accordingly, Saudi students depend on the educator as the principal wellspring of information. Fareh (2010) showed that Social Studies educators in the Saudi homerooms spend most of the examples talking and seldom permit students an opportunity to speak or pose inquiries. Teacher-centered regularly has explicit necessities and interests for

which they participate, typically getting to divide courses or exercises (DeBoer et al., 2017). Students may likewise have to a lesser degree, a need to invest energy in practices assuming they are now equipped with the abilities that the exercises try to create (Perna et al., 2017; Shen & Kuo, 2018). To this end, students in online courses to date have shown less participatory examples, groupings, and timing of work (DeBoer et al., 2017). As a result of the variety of participatory models seen to date in self-guided online courses, it is valuable to additionally research the job that planning plays in the learning system in these conditions.

Lecture method. A couple of studies have analyzed the circumstance of lecturing in online learning, which has been utilized in settings, for example, proficient instructor turns of events, proceeding with training courses, or MOOCs (DeBoer et al., 2017; Kovanović et al., 2018; Miyamoto et al., 2018). The present circumstance is logical due to the profoundly time-adaptable nature of these courses, the low level of tension, and the low stakes on a piece of the students to take an interest. The trouble in associating the circumstance and measure of work performed to the course period significantly, mainly when course periods are distinctive for every member. Time-on-task has been famously difficult to gauge in program-based frameworks where the client is not continually interfacing, for example, clicking or effectively playing video (Calderwood et al., 2017; Karweit & Slavin, 2019). This way, DeBoer (2017) proposes that members' planning practices in self-guided online courses need more consideration.

Computer-aided. Work in adaptable and independent computer-aided has been as often as possible noticed not to be direct or follow classic examples (DeBoer et al., 2017). This problem in estimating computer-aided course material is particularly evident in online learning, where not all course movement happens inside online learning (Kovanović et al., 2018). Likewise, students are the arrangement, reiteration, and timing of learning exercises, like discourse and innovative works, and these ought to be focused on in future work (Lemke, 2018; Mercer, 2017; Roth, 2019). Moreover, contemporary or equal work during learning exercises is one more significant aspect that should be broken down. New methodologies that focus on conceptualizing the worldly components of learning would be helpful for informative planners and the training research local area.

There have been propelling informal and casual instructive settings as of late. Separating, practice, reiteration, and expanding the spans where work is acted in a course are

all work timing contemplations that have gotten significant review in computer-aided, as an impact on scattering work over the long-run has been shown to affect learning results in online conditions effectively (Kapler et al., 2018; Miyamoto et al., 2018; Rohrer, 2018). The allure of computer-aided proceeding with instruction courses to specific applications is their adaptable planning or a platform where time is variable and cutoff times are not implemented. Accordingly, the connected advantages of how work is spread over the long run will probably be inspected inside such time-adaptable learning conditions to see what dispersing means for students when they are in full command over their course timing.

3. Methodology

3.1. Research Design

This research adopted the quantitative method wherein, utilizing descriptive quantitative for its research design, focusing on the Grade 9 learner's academic achievement in Araling Panlipunan. According to Baker (2017), this research design gathers information about the variables without changing the environment. Moreover, descriptive designs range from cross-sectional surveys to comparative designs to correlation. Analyzation of the collected data through statistical methods. In this, the findings on the nature of the profile of the grouped respondents were considered, compared, and associated with the variables which will result in the significant relationship using Flipped Learning Model provided for the grade 9 students in Araling Panlipunan and students' academic achievements.

3.2. Research Setting

This research was conducted in a public national high school in the Philippines during the pandemic where students shifted to online learning environment. The respondents from Grade 9 learners answered the survey questionnaire.

3.3. Population Sampling

The respondents involved in the study were 108 Grade 9 learners enrolled in the year 2021-2022. Moreover, the participants were selected through clustered sampling, a technique for probability sampling frequently used to concentrate on huge populations, especially those broadly geologically scattered.

Table 1 shows the demographics of the study's respondents in terms of age, gender, a device utilized, and internet connectivity. Most of the 108 respondents were 14 years old, with 51 total responses. Most of the respondents were female which shows that there were 68 (62.96%) female and 40(37.03%) male respondents in the survey. Meanwhile, most of the respondents were 14 years old or older, female, and used mobile phones for online learning. They also used Wi-Fi to connect throughout their online learning.

Table 1

Demographic Characteristics

| Profile | | Sex | |
|--------------|---------------------------------|--------|------|
| | | Female | Male |
| Age | 14 | 36 | 15 |
| | 15 | 29 | 19 |
| | 16 | 3 | 6 |
| Device Used | Laptop | 5 | 0 |
| | Mobile Phone | 39 | 31 |
| | Mobile Phone, Laptop | 4 | 0 |
| | Mobile Phone, Personal Computer | 5 | 2 |
| | Mobile Phone, Tablet | 3 | 2 |
| | Mobile Phone, Tablet, Laptop | 3 | 1 |
| | Personal Computer | 1 | 2 |
| | Tablet | 7 | 2 |
| | Tablet, Personal Computer | 1 | 0 |
| Connectivity | Mobile Data | 15 | 12 |
| | Mobile Data, Wi-Fi | 3 | 1 |
| | Wi-Fi | 49 | 27 |
| | Wi-Fi, Broadband | 1 | 0 |

3.3. Research Instrument

The research utilized a self-made questionnaire split into four parts. The profile of the grade 9 students in Araling Panlipunan is part one. It consists of gender and accessibility, device used, and connectivity. Part two measures teacher-aide instruction and self-paced instruction. It consists of 15 items of questions in teacher-aide instruction which are split into three parts: student-centered, interactive classroom, and teacher-aided. In addition, the self-paced Instruction consists of 15 questions and is divided into three parts: teacher-centered, lecture method, and computer-aided. Part three is an examination to measure the economic

skills of the students, consisting of forty-five (45) items. Part three is split into three (3) parts for the understanding, analyzing, and valuing based on MELC in Araling Panlipunan Grade 9, Third Quarter. Part four measures the Social Learning of Grade 9. This part has fifteen (15) items, five (5) items for student's interest, five (5) student's collaboration for learning, and five (5) effectiveness of learning environment.

Table 2

Result of Reliability Testing

| Subscales | No. of Items | Cronbach's Alpha | Internal Consistency |
|---|---------------------|-------------------------|-----------------------------|
| Synchronous Teacher-Aided Format | | | |
| Student-Centered | 4 | .701 | Acceptable |
| Interactive Classroom | 5 | .775 | Acceptable |
| Teacher-Aided | 5 | .730 | Acceptable |
| Self-Paced Asynchronous | | | |
| Teacher-Centered | 5 | .870 | Acceptable |
| Lecture Method | 5 | .789 | Acceptable |
| Computer-Aided | 5 | .745 | Acceptable |
| Social Learning | | | |
| Student's Interest | 5 | .868 | Good |
| Student's Collaboration for Learning | 5 | .619 | Acceptable |
| Effectiveness of Learning Environment | 5 | .734 | Acceptable |

The reliability testing results are presented in table 2, divided into three (3) sub-scales: synchronous teacher-assisted format, self-paced asynchronous format, and social learning. The three (3) sub-classes were separated into three (3) categories, each of which was related to the three (3) sub-classes. The reliability testing found that the items presented above were mainly acceptable, except for the student's interest category under the social learning sub-class, which received a good rating. This result suggested that the questions presented under each category were suitable for collecting responses from study participants and throughout the research project's progression.

3.4. Data Gathering Procedure

This part includes the preparation, validation, administration, and retrieval of the instrument used in this study.

Preparation. The researcher designed a focused interview as the data collection instrument of this study. This aims at eliciting relevant information concerning flipped classroom practices. Questions related to the research questions are present in the said form.

Validation. The questionnaire was content validated by a thesis adviser who is expert in the field.

Administration. Before administering the instrument, permission was secured from head of the school, and Division Office where the school is included. The questionnaire was converted into a Google Forms with the necessary instructions.

Retrieval. The instrument was retrieved the day after it was given to the respondents. The researcher retrieved the instrument answered by the respondents online after the time set for them.

3.4. Statistical Treatment

This study used frequency and percent distribution, mean, t-test and ANOVA to test and analyze the data.

4. Findings and Discussion

Table 3

Summary of Perceived Synchronous In-class Activities

| Synchronous Teacher-Aided Format | Mean | SD | Interpretation |
|---|-------------|-------------|-----------------------|
| 1. Student-Centered | 3.81 | 0.35 | Always |
| 2. Interactive | 3.75 | 0.00 | Always |
| 3. Teacher-Aided | 3.90 | 0.15 | Always |
| Overall Mean | 3.82 | 0.16 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Table 3 presents the summary table for the perceived synchronous in-class activities in terms of student-centered, interactive, and teacher-aided which gained an overall mean of 3.82 and a standard deviation of 0.16. This was interpreted as always performed by the respondents. Consequently, among the sub-variables stated under synchronous teacher-aided format, teacher-aided gained the highest computed overall mean among the three (3). This result implies that the perceived synchronous in class activities that the respondents experienced is more inclined in the sub-variable, teacher-aided. In addition, the result means that the synchronous in class activities were properly guided by the teachers during lessons and they perform their duties properly inside the classroom hence, a smooth discussion or performance of activities can be seen or witnessed.

The detailed results of the assessment can be found in the appendix section.

Table 4

Summary of Asynchronous-out of Class Activities

| Self-paced Asynchronous | Mean | SD | Interpretation |
|------------------------------------|-------------|-------------|-----------------------|
| Teacher-centered | 3.93 | 0.15 | Always |
| Lecture method | 3.68 | 0.41 | Always |
| Computer-aided | 3.80 | 0.26 | Always |
| Overall Mean | 3.80 | 0.27 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Table 4 presents the summary of the asynchronous-out of class activities which gained an overall mean of 3.80 and was given an interpretation that the respondents perceive that the following indicators present among the following sub-variables were always performed.

In correspondence with this, the highest computed mean among the following sub-variables belonged to teacher-centered which obtained a computed mean of 3.93 and was interpreted to be always performed by the respondents. This result implies that in terms of asynchronous out of class activities, the activities performed were aligned with teacher-centered activities. This further means that the asynchronous-out of class activities prioritizes the authority of the teachers to properly manage the students despite learning on their own pace. Moreover, this also means that the teachers set boundaries and were prioritized to properly handle an asynchronous class session.

The detailed results of the assessment can be found in the appendix section.

Table 5 displays the respondents' level of economic skills, which revealed that most of them scored 4 – 6 in understanding, 10 – 12 in analyzing, and 4 – 6 in valuing. This led to the conclusion that the respondents' economic skills are assessed as low in understanding, extremely good in analyzing, and low in valuing.

Table 5

Level of Economic Skills

| Score | Understanding | | Analyzing | | Valuing | | Interpretation |
|--------------|---------------|--------------|------------|--------------|------------|--------------|----------------|
| | F | % | F | % | F | % | |
| 13-15 | 2 | 1.9 | 16 | 14.8 | 2 | 1.9 | Excellent |
| 10-12 | 17 | 15.7 | 62 | 57.4 | 14 | 13.0 | Very Good |
| 7-9 | 40 | 37.0 | 24 | 22.2 | 27 | 25.0 | Good |
| 4-6 | 44 | 40.7 | 6 | 5.6 | 46 | 42.6 | Low |
| 0-3 | 5 | 4.6 | - | - | 19 | 17.6 | Poor |
| Total | 108 | 100.0 | 108 | 100.0 | 108 | 100.0 | |

This also suggests that the respondents are the greatest at analysis in terms of economic skills. The results in the level of economic skills of the respondents indicates that the respondents of the study have a background knowledge in economic skills hence, helping them to achieve a high score in the test given. Consequently, the respondents excelled in terms of analyzing hence, implicating that the respondents properly analyze concepts related to economic thus, enhancing their economic skills.

Table 6

Summary of Perceived Level of Social Learning

| Social Learning | Mean | SD | Interpretation |
|---------------------------------------|-------------|-------------|----------------|
| Student's Interest | 3.35 | 0.54 | Often |
| Student's Collaboration for Learning | 3.60 | 0.41 | Always |
| Effectiveness of Learning Environment | 3.60 | 0.41 | Always |
| Overall Mean | 3.52 | 0.45 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Table 6 shows the summary table of the perceived level of social learning as presented with three (3) variables. These variables gained an overall mean of 3.52 and was interpreted as always experienced by the respondents of the study.

Among the variables presented, the variables, particularly student's collaboration for leaning and effectiveness of learning environment gained a computed mean of 3.60. This result implies that the students prefer collaboration to learn and improve their skills. Moreover, the students also prioritize their environment in learning since this has an impact on their academic performance. In such a scenario, the educator must not only provide information but also engage with the dynamic evolution of the student's data. In this approach, the flipped learning paradigm aims to encourage students to apply their understanding and build higher-order thinking skills (Ercan-Demirel, 2019; Hwang, Lai, and Wang, 2018).

Table 7

Correlation on the Utilizing of Flipped Classroom Practices to improve the academic achievement of grade 9 students in Araling Panlipunan

| Flipped Classroom Practices | Economic Skills | | |
|----------------------------------|-----------------|-----------|---------|
| | Understanding | Analyzing | Valuing |
| Synchronous Teacher-Aided | | | |
| Student-Centered | - | 0.201* | - |
| Interactive Classroom | - | - | - |
| Teacher-Aided | - | - | - |
| Self-Paced Asynchronous | | | |
| Teacher-Centered | - | - | - |
| Lecture Method | - | - | - |
| Computer-Aided | - | - | - |

Based on the computed p-value of 0.201 at an alpha level of 0.05, it was discovered that there is a significant relationship between the students' flipped classroom practices in terms of synchronous teacher-aided in the category student-centered and the students' economic skills in terms of analyzing, as shown in the table. However, there was no significant relationship between the economic skills in terms of understanding, analyzing, and valuing and

the flipped classroom practices in terms of synchronous teacher-aided in the categories interactive classroom and teacher-aided and self-paced asynchronous in the categories teacher-centered, lecture method, and computer-aided.

This finding suggests that teachers' student-centered activities helped students develop their economic skills in terms of analysis. The other flipped classroom practices of the teachers, on the other hand, were demonstrated to have no effect on the students' economic skills in terms of comprehending, analyzing, and valuing. Wilson (2019) sought to test the efficacy of the questions added to the videos he posted using the Edpuzzle application, with a similar result. According to the study's findings, adding questions to the films improved students' learning. Hence, to conclude the respondents of the study revealed that student-centered skills were able to improved their analysis in economic skills. This means that since the students were prioritized on their needs, they were able to focus thus improving their analysis on economic skills.

Table 8

Correlation between the Utilizing of Flipped Classroom Practices and the Social Learning of the Students

| Flipped Classroom Practices | Social Learning | | |
|-----------------------------|--------------------|----------------------------|----------------------|
| | Student's Interest | Collaboration for Learning | Learning Environment |
| Synchronous Teacher-Aided | | | |
| Student-Centered | .401** | .461** | .514** |
| Interactive Classroom | .546** | .575** | .611** |
| Teacher-Aided | .421** | .523** | .453** |
| Self-Paced Asynchronous | | | |
| Teacher-Centered | .440** | .499** | .473** |
| Lecture Method | .422** | .414** | .418** |
| Computer-Aided | .384** | .413** | .457** |

Based on the computed p-values provided in table 8 at an alpha level of 0.05, it was determined that there is a correlation between flipped classroom practices and students' social learning. This suggests that flipped classroom approaches such as synchronous teacher-

assisted and self-paced asynchronous had an impact on students' social learning in terms of student interest, learning collaboration, and learning environment. This also means that the activities supplied by the teachers in the synchronous teacher-aided and self-paced asynchronous settings were able to pique the students' interest, encourage collaboration, and improve the learning environment. Hence, it was concluded by the researcher that in order for the social learning of the students to improve, flipped learning classes practices should be implemented. Such practices can mold the students and the teachers will be able to provide quality education. Moreover, the students will be able to improve their performance thus, making them excel academically.

5. Conclusion

The study was conducted to identify the significant relationship between utilizing Flipped Classroom Practices to improve the academic achievement of grade 9 students in Araling Panlipunan. In relation to this, the study gained the responses of 108 Grade 9 learners through the cluster sampling method. Furthermore, the study utilized descriptive quantitative for its research design, focusing on the Grade 9 learner's.

In relation to the academic achievement of grade 9 students, the teachers were able to get the interest of the students, collaboration was promoted among the students, and the learning environment helped the student to achieve more academically. It was also concluded that the student-centered flipped classroom practices were able to affect the economic skills of the students in terms of analyzing hence, implying that the student-centered practices were helpful in improving the economic skills of the students in terms of analyzing. Moreover, the flipped classroom practices were also able to affect the social learning of the students, wherein the flipped classroom practices were able to improve the student's social learning.

For this reason, teachers may provide other means of making the student more engaged in the lessons being discussed, such as providing an assessment on every finished lesson to keep the students more focused during discussions. Other than activities that are in the style of games, interactive recorded videos may also help the students in encouraging them to understand the lessons more. Activities such as online crossword puzzles or online quiz bees may also help the students to be focused during classes and improve their memory of the lessons being taught. The teachers may also maintain a friendly learning environment for the

students so the students may be able to ask questions and suggest ideas without hesitations. To further improve the knowledge of the students in economic skills, the lessons or activities performed can be focused on valuing and understanding and to provide an in-depth understanding on the relation of synchronous in class activities and asynchronous out class activities to economic skills, an interview can be conducted by the future researchers.

Appendices

Appendix A

Student-Centered

| Indicators | Mean | SD | Interpretation |
|---|-------------|-------------|----------------|
| The teacher made the students feel fair and equal during class discussions. | 3.75 | 0.46 | Always |
| The teacher involves students in the task and activities. | 4.00 | 0.00 | Always |
| The teacher is dedicated and extends full support to those students in need. | 3.75 | 0.71 | Always |
| The teacher has a positive attitude and displays energy and enthusiasm in all activities. | 3.75 | 0.46 | Always |
| Overall | 3.81 | 0.35 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix B

Interactive Classroom

| Indicators | Mean | SD | Interpretation |
|--|-------------|-------------|----------------|
| 1. The teacher encourages students to participate in interactive activities. | 4.00 | 0.00 | Always |
| 2. The teacher involves students in presentations to have a better connection. | 3.88 | 0.35 | Always |
| 3. The teacher prepares an interactive game for the students. | 3.38 | 0.52 | Always |
| 4. The teacher gamifies the activities for effective interaction. | 3.75 | 0.46 | Always |
| 5. The teacher checks if the whole class is participating. | 3.75 | 0.71 | Always |
| Overall | 3.75 | 0.00 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix C

Teacher-aided

| Indicators | Mean | SD | Interpretation |
|---|-------------|-------------|----------------|
| 1. The teacher-aide provides online learning materials to students. | 3.75 | 0.46 | Always |
| 2. The teacher aide organizes resources for the lesson to have effective learning outcomes. | 3.88 | 0.35 | Always |
| 3. The teacher aide ensures that students follow classroom rules. | 4.00 | 0.00 | Always |
| 4. The teacher aide assists students with intellectual and behavioral difficulties. | 3.88 | 0.35 | Always |
| 5. The teacher aide provides supervision in all learning activities. | 4.00 | 0.00 | Always |
| Overall | 3.90 | 0.15 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix D*Teacher-Centered*

| | Indicators | Mean | SD | Interpretation |
|----------------|--|-------------|-------------|-----------------------|
| 1. | The teacher delivers specific instructions that help students to learn. | 3.88 | 0.35 | Always |
| 2. | The teacher leads the students on what to do in every activity in the lesson. | 3.88 | 0.35 | Always |
| 3. | The teacher asks students that are based on the book to keep the lesson interesting. | 3.88 | 0.35 | Always |
| 4. | The teacher evaluates students learning by giving feedback. | 4.00 | 0.00 | Always |
| 5. | The teacher is consistent about the rules to effectively manage students in the classroom. | 4.00 | 0.00 | Always |
| Overall | | 3.93 | 0.15 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix E*Lecture Method*

| | Indicators | Mean | SD | Interpretation |
|----------------|--|-------------|-------------|-----------------------|
| 1. | The teacher discusses the lesson through recorded videos. | 3.75 | 0.46 | Always |
| 2. | The teacher uses reflective activity to have better learning outcomes. | 3.75 | 0.46 | Always |
| 3. | The teacher assesses students' progress to ensure to meet learning objectives. | 3.75 | 0.71 | Always |
| 4. | The teacher helps the students to enhance memory through recorded video. | 3.50 | 0.53 | Always |
| 5. | The teacher let students watch a short video to keep them engaged in the lesson content. | 3.63 | 0.52 | Always |
| Overall | | 3.68 | 0.41 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix F*Computer-aided*

| | Indicators | Mean | SD | Interpretation |
|----------------|---|-------------|-------------|-----------------------|
| 1. | The teacher uses an application to aid teachers' lessons. | 3.75 | 0.46 | Always |
| 2. | The teacher presents using PowerPoint, Microsoft, and other presentations of discussion. | 4.00 | 0.00 | Always |
| 3. | The teacher uses gamified applications in the lesson. | 3.50 | 0.53 | Always |
| 4. | The teacher provides a website for the activities. | 3.88 | 0.35 | Always |
| 5. | The teacher uses a combination of text, graphics, sound, and video to enhance the learning process. | 3.88 | 0.35 | Always |
| Overall | | 3.80 | 0.26 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix G*Level of Student's Interest*

| | Indicators | Mean | SD | Interpretation |
|----|--|-------------|-------------|-----------------------|
| 1. | I feel like a strong araling panlipunan student at the start of the year | 3.13 | 0.83 | Often |
| 2. | I devote sufficient study time learning in araling panlipunan. | 3.25 | 0.46 | Often |
| 3. | I enjoy studying araling panlipunan as a subject. | 3.50 | 0.53 | Always |
| 4. | I am enthusiastic about learning araling panlipunan as a subject. | 3.63 | 0.74 | Always |
| 5. | I feel like a strong araling panlipunan student now. | 3.25 | 0.71 | Often |
| | Overall | 3.35 | 0.54 | Often |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix H*Level of Student's Collaboration for Learning*

| | Indicators | Mean | SD | Interpretation |
|----|---|-------------|-------------|-----------------------|
| 1. | I get a higher grade working in a group than working individually | 3.38 | 0.74 | Often |
| 2. | I acknowledge that everyone in the group has an equal opportunity to participate. | 3.75 | 0.46 | Always |
| 3. | I know that everyone in the group does an equal amount of work. | 3.50 | 0.53 | Always |
| 4. | I received a grade that is a fair reflection of how much work I did in a group. | 3.75 | 0.46 | Always |
| 5. | It is fair that everyone in the group receives the same grade. | 3.63 | 0.74 | Always |
| | Overall | 3.60 | 0.41 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

Appendix I*Level of Effectiveness of Learning Environment*

| | Indicators | Mean | SD | Interpretation |
|----|---|-------------|-------------|-----------------------|
| 1. | I motivate myself to learn to get a high grade. | 3.63 | 0.52 | Always |
| 2. | I maintain effective online interaction during class discussions. | 3.50 | 0.53 | Always |
| 3. | I obtain instant feedback from my classmates and my teacher. | 3.63 | 0.52 | Always |
| 4. | I encourage myself to attend class by setting the time properly | 3.75 | 0.46 | Always |
| 5. | I help myself to be active in class by sharing ideas during the lesson. | 3.50 | 0.53 | Always |
| | Overall | 3.60 | 0.41 | Always |

Legend: 3.50-4.00 Always, 2.50-3.49 Often, 1.50-2.49 Sometimes, 1.00-1.49 Never

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