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Challenges and Advantages of Flipped Learning in Virtual Classes from the Perspective of English Major Students

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Abstract

Flipped learning is a form of blended learning that has attracted the attention of individuals in the field of education in recent years. Flipped learning, which stems from the use of technology in education, has become more popular with Iranian teachers and educators during the COVID pandemic, as virtual education has brought in the use of technology more than before. This pedagogical approach entails the presentation of learning material prior to class time in form of written or audio-visual content. The purpose of this study was to investigate the attitudes of English major university students at different educational levels towards learning their course content through flipped learning during several semesters of virtual education. To this aim, 32 students of different English majors from three levels of BA, MA and PhD were interviewed. The interviews were examined by theme analysis method; thus, the advantages of flipped learning, as well as the challenges faced, were obtained from the students' point of view. The findings also showed that students at postgraduate levels were more receptive to flipped learning. Finally, the implications of the present study for the post-COVID era were discussed and suggestions were provided for further research.

Keywords: flipped learning, blended learning, advantages, challenges, university students