

Evidence on Flipped Learning in Higher Education around the World

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Introduction

Flipped learning (FL), a system that encourages teachers to prioritise active learning during class time, works by giving students reading assignments and presentations to view outside of class or at home. The foundation of FL is the idea that active learning is prioritised by using class time for small group activities and one-on-one attention. Teachers give reading assignments and presentations for students to view or read outside of the classroom in this situation. Since FL is a pedagogical technique in which direct instruction goes from the group learning space to the individual learning space, and the ensuing group space is changed into a learning environment, dynamic and interactive, it refers to the provision of chances for active involvement. Giving students reading assignments and presentations to view outside of class or at home is how the flipped learning (FL) system, which encourages teachers to prioritise active learning during class time, operates. FL is built on the principle that active learning is prioritised by using class time for one-on-one assistance and small group activities. In this circumstance, teachers assign readings and make presentations for pupils to view or read outside of the classroom. FL refers to the provision of opportunities for active participation because it is a pedagogical strategy in which direct instruction moves from the group learning space to the individual learning space and the ensuing group space is turned into a dynamic and interactive learning environment. The question of what the fundamental significance of FL for instructors is in this situation emerges. First, they can give struggling students extra time while giving advanced students the option to do their work ahead of time. It involves extensive differentiation of instruction that is built into the curriculum. Students are given an explanation of a concept by teachers via voice-over software or on video. Before class, students can view the material to get ready for the day's activities. As a result, users have more control over when, when, and how they study and can interact with the video content whichever suits them best. This is an example of an online tool that aids teachers in switching from a traditional classroom teaching paradigm to a flipped approach [1-3].

Discussion

Finding out about the FL methodology's beginnings, growth, and current state has been the goal. An increase in evolution is seen when the number of publications on FL in the educational field is analysed this finding illustrates the expanding scholarly interest in this topic of study. An examination of bibliometric data was done on a sample of 654 documents taken from the Scopus database. There have been developments in the number of documents, the categories into which they are divided, the journals in which

they are published, the writers, the research institutes, and the most productive nations. The original stages have been discovered thanks to the identification of the keywords of each subperiod that makes up the examined period. The areas of study that emerged during this time span included higher education, online learning, teaching, distant learning, and educational innovation. The evolution in the number of publications is particularly notable from 2020 onwards, according to observations that the overall trend in research on FL in the field of education around the globe has followed a growing evolution and has stabilised with optimal publishing rates in recent years. The study has made it feasible to conclude that there is more feedback with the FL pedagogical model than with other models, which is useful information in the field of education. In this approach, FL envisions the possibility of more substantial and imaginative activities within the classroom for the teaching-learning process [4,5]. The development of scientific output on FL globally. The number of papers published from 2013 to 2021, according to an analysis, indicates that interest in this area of study has grown with time. The number of documents released has climbed from four in 2013 to 159 in 2021, following a linear trend. With an R^2 of 0.9716, indicating the percentage of variance in the dependent variable (number of documents) that can be predicted from the independent variable, this line demonstrates its goodness of fit (year of publication). Every year of the studied period saw an increase in the quantity of recordings. Particularly notable is the change in the number of publications starting in 2020 [6].

Conclusion

The study could be expanded with other quantitative tools or qualitative ones to search for different approaches. Additionally, because some authors publish relatively few scientific documents but have a significant impact in a particular field, only the relevant ones could be chosen. Finally, in future analyses, other databases could be used to select the sample. The findings highlighted the research's contributions by outlining the key movers, as well as present and future trends. Since the scientific activity in this area of research has been examined, the results are helpful for researchers and academics. Research acts as an entry point and produces new qualitative insights.

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Conflict of Interest

None.

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