

## A Hybrid Flipped-Classroom Approach for Online Teaching

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### Abstract

A teaching strategy known as the hybrid flipped classroom approach mixes traditional face-to-face instruction with online learning activities. In this method, before attending in-person sessions, students learn online using pre-recorded lectures, videos, and other multimedia assets. This gives students the freedom to finish self-paced learning assignments whenever it is convenient for them while simultaneously allowing them to participate in lively conversations and lectures during in-person classes.

The hybrid flipped classroom model is gaining popularity as more teachers look for ways to incorporate technology into their lessons and change with the times.—The hybrid flipped classroom method offers the advantages of both face-to-face training and online learning in the age of distance learning.

Online learning activities include reading materials, interactive tests, audio files, and peer-reviewed assignments when using the hybrid flipped classroom technique. Students' interest and engagement in the learning process can be raised by using online learning activities to teach them how to learn independently.

When students attend classes in person, teachers can concentrate on experiential learning activities like group discussions and project-based work in addition to giving feedback and help to those who may have had difficulties with online learning. Combining the two methods enables students to benefit from a deeper and more well-rounded educational experience that makes the most of online and face-to-face instruction.

Overall, the hybrid flipped classroom approach is a powerful tool for educators to provide enhanced learning experiences to students, particularly in online learning environments. It provides a flexible, adaptable, and personalized way of learning that engages and motivates students, and prepares them for the changing landscape of the 21st-century workforce.

Keywords: Hybrid learning, flipped classroom, face-to-face education, online learning.

### 1.1 Problem of the Study

Several potential problems may arise when implementing a hybrid flipped classroom approach for online teaching in Iraq. These include:

1. Inadequate internet access and frequent power outages: Iraq's inadequate internet connection, especially in outlying locations, can make it challenging for students to access online course materials. Furthermore, power outages frequently occur nationwide, which can interfere with online learning activities.
2. Technology hurdles: Many students in Iraq may lack access to the equipment they need to take part in online learning activities, such as laptops or tablets.
3. Limited instructor preparation: It may be challenging to develop and implement effective online learning activities in Iraq since instructors there may have little expertise with technology-mediated learning.
4. Limited student support: Due to the absence or limited availability of support services, Iraqi students may need more support to properly navigate online learning settings.
5. Language barriers: Since English is not widely spoken in Iraq, many students may have trouble comprehending online learning materials that are written in this language.
6. Cultural barriers: The values and practices of Iraqi culture may prevent the adoption and acceptance of technology-mediated learning, which could discourage students from participating in the hybrid flipped classroom technique.
7. Lack of engagement: It may be harder for students to stay motivated, engaged, and involved in the learning process when they are not given the same amount of support and interaction as they would in a typical classroom.

Given these obstacles, implementing and maintaining a hybrid flipped classroom strategy for online instruction in Iraq may be challenging. To ensure that students can participate in and profit from the hybrid model of learning, it is crucial to acknowledge and resolve these issues.

### 1.2 Aim of the Study

The study "Hybrid Flipped Classroom-Approach for Online Teaching" seeks to determine how well the hybrid flipped classroom approach works in Iraq as a delivery method for online instruction. The study aims to look at how the hybrid flipped classroom model affects students' academic performance, motivation, and engagement as well as the potential and

obstacles related to its implementation. The study specifically seeks to respond to the following questions:

1. How does the hybrid flipped classroom method affect students' motivation, academic accomplishment, and online learning engagement?
2. What elements aid or obstruct the successful adoption of the hybrid flipped classroom method in online instruction in Iraq? What advantages does the hybrid flipped classroom model have?
3. What adjustments or modifications can be made to the hybrid flipped classroom method to address the unique requirements and context of online learning in Iraq?

This study aims to provide light on how hybrid flipped classroom strategies might be used in Iraq to improve online teaching standards and student learning results. The study's recommendations may also help teachers, administrators, and policymakers improve the way they teach when they apply the hybrid flipped classroom strategy in an online learning.

### 1.3 Limitations of the Study

The present study is limited to third-year students in the Department of English at the College of Basic Education / Mustansiriyah University for the academic year 2022 – 2023.

### 1.4 Introduction

The hybrid flipped classroom approach is an instructional method mixes traditional face-to-face instruction with online learning activities. Instead of attending in-person sessions, students learn online using pre-recorded lectures, videos, and other multimedia assets. Students participate in experiential learning exercises during class, including group discussions and project-based work. Students can complete self-paced learning assignments at their convenience using the hybrid approach, which allows them to participate in live lectures and conversation (Richards, 2020: 46).

Steele (2023: online) defines Hybrid learning as an educational approach where some individuals participate in person and some participate online. Instructors and facilitators teach remote and in-person learners at the same time using technology like video conferencing.

On the other hand, the use of the Internet and other digital technologies to facilitate learning is known as online teaching. It may include pre-recorded lectures, online discussions, live video conferencing, and interactive quizzes. It can be done synchronously or asynchronously. In recent years, online education has grown in popularity as it gives students more freedom and access to resources.

The way hybrid courses are different is that their online components will supplant some of the face-to-face class time. Online interactions can either be synchronous, in which instance students participate in real-time such as during Zoom-facilitated class sessions, or asynchronous, in which case students communicate online at various periods, like during online forums or Voice Thread.

Siegelman (2014) refers to the hybrid approach is great for students who live in various areas, are part-time owing to a busy schedule, or have full-time jobs. It also has many of the advantages of a blended course. The number of times that students must go to a physical classroom is reduced, and they can finish their assignments whenever and wherever it is most convenient for them. Maintaining the face-to-face component of the course, as opposed to a wholly online course, can, however, also assist in promoting students' feelings of class community, one of the largest challenges an instructor confronts in a fully online course.

Blended learning can also take the form of a flipped classroom. Your lecture or classroom can be "flipped" in a variety of ways. Typically, instruction time in the classroom takes up a portion of the day. What is the fundamental idea behind flipping a classroom? Educational time in the classroom is no longer utilized for this particular reason. An online presentation or e-learning provides new course knowledge to the student at the beginning of the lesson. After that, they will participate in classroom classes where the course subject can be further developed through discussions or problem-solving.

Online instruction and the hybrid flipped classroom approach are both methods that use technology and digital resources to improve learning outcomes. The hybrid flipped classroom technique combines online and in-person learning, delivering a more thorough and well-rounded educational experience, in contrast to online teaching, which is often exclusively virtual. To fit the unique requirements and conditions of both learners and instructors, the two approaches can be mixed and customized.

### 1.5 Flipped Classrooms

'Flipped Classroom' has no agreed-upon meaning. But academics largely believe that a flipped classroom often offers pre-recorded lectures (video or audio) followed by in-class activities. Before or after class, students watch the videos outside the classroom, freeing up time that may be used for interactive lessons like Q&A sessions, debates, exercises, or other educational activities. Flipped classrooms are often referred to as "inverted

classrooms" since they "invert" activities inside the classroom with activities outside the classroom.

Wolff and Chan (2016:9) explain that Flipped classrooms had their start in 2007 when Colorado high school chemistry professors Jonathan Bergman and Aaron Sams were troubled by their pupils' frequent absences due to "competitions, games, or other events." They started recording lectures, performances, and slide shows, which they uploaded to YouTube for students to view.

Since then, flipped classrooms have taken on a wide range of forms, all of which contain video lectures as their main element. Students may be planned to study background material or take online quizzes prior to class if the video lectures have embedded questions created by the teacher. Instead of using video recording, some Flipped Classroom models utilize audio recording.

The "flipped classroom" model and "blended learning," sometimes known as "hybrid learning," are both learning approaches that have grown increasingly popular. Blended learning and flipped classrooms both include on- and off-campus components.

The terms "hybrid" and "blended," according to Beck, "have typically been used interchangeably" because both approaches include traditional face-to-face and web-based aspects. Similar to flipped classrooms, blended learning lacks a common definition or concept. In a research on online learning for the U.S. Department of Education, Means et al. make a distinction between "pure online learning" and "mixed learning. They point out that "face-to-face instruction to provide learning enhancement" is a component of blended learning. (Wolff and Chan, 2016:11)

Talbert's (2017: 28) definition also makes clear the essential distinction between solely online teaching formats like Massive Open Online Courses (MOOCs), which are gaining a lot of global popularity, and flipped classrooms or mixed learning. For the purpose of making lectures easier to see, video or audio lectures are frequently published on the internet in Flipped classroom and "blended learning modes. In pure online education paradigms, this is typically also the case. However, with a teaching approach that is totally online, learning takes place entirely online. 'Blended learning' and 'flipped classrooms', in contrast, mix in-class and outside-of-class learning. In order to "enhance" or "supplement" in-class learning, video lectures are included. Face-to-face instruction is not possible in a completely online learning environment.



According to Singh (2021), for hybrid education to be effective, teachers and administrative must aim to develop suitable infrastructure to maintain it.

Calisagan (2022:5) explains that proper resource allocation to provide for the equipment and internet connection is required. Efforts to integrate technology in classes should also be made to include thorough quality assurance methods and constant quality progress to enhance teaching and learning further.

Ireland supports the idea that the term "blended learning" has no one definition. According to her, the term "blended learning" may refer to any teaching strategy combining online and offline components. Ireland's "blended learning" activities were created in a manner that is similar to flipped classrooms. She replaced nearly half of the in-person class time with podcasts. For the face-to-face components, seminars were chosen to provide students the chance to develop their oral and auditory abilities and use problem-solving strategies. (O'Flaherty, 2015: 88)

Wolff and Chan (2016:10) to indicate that blended learning models are frequently seen as being more flexible in the use of technology tools than Flipped Classrooms, even though most writers do not try to make a clear distinction between the Flipped Classroom idea and 'mixed learning' models. For instance, Field and Jones have blended their courses using a variety of different activities in addition to video lectures. Examples involve brief statements, mini-research questions, full-length essays, issue questions, and multiple-choice assessments. In contrast, Catley's blended learning strategy only consists of online quizzes and assignments completed in a classroom.

### 1.6 Methodology of the Study

Here is an example of a technique for a study that used a closed-ended questionnaire that was attributed to English language teachers to examine the hybrid flipped classroom strategy for online education in Iraq:

1. Sampling strategy: English language teachers in Iraq with experience with online teaching strategies make up the study's population. The method for choosing study participants is random sampling.
2. Closed-ended questionnaire to collect quantitative information on the perspectives and experiences of English language instructors who have employed the hybrid flipped classroom method for online instruction in Iraq. There are 0–1 scale items on the survey.
3. The questionnaire's validity Experts in linguistics and English language teaching techniques assessed the questionnaire to ensure its validity and to

assess the questions' readability and clarity as well as any potential design flaws.

4. Questionnaire administration: Google Form, an online survey tool, the questionnaire to 60 participants.

5. Data analysis: Google Form descriptive statistics are used to assess the questionnaire and establish the distribution of replies to each item.

6. Reporting the findings: The findings are presented in a written report highlighting significant findings and trends for each questionnaire item. The report discusses the findings and concludes with ramifications, suggestions, and study limitations.

Overall, a closed-ended questionnaire given to English language instructors is a trustworthy and effective technique to collect quantitative information on instructors' perceptions of the hybrid flipped classroom approach used for online instruction in Iraq. In order to help educators better adapt to the changing educational landscape, the study's findings from the questionnaire will provide guidance on how to adopt the hybrid flipped classroom method in college.

### 1.7 Conducting the Questionnaire

The questionnaire attributed to the sample on the 6th of March via Googleforms is as follows:

No.	Items	Yes	No
1.	I'm feeling relaxed employing technological resources in the classroom, such as interactive lessons, prerecorded lectures, and online learning platforms.	65%	35%
2.	It's difficult to implement a hybrid flipped classroom approach.	48%	42%
3.	hybrid flipped classroom approach beneficially impacts student's performance in school	56%	44%
4.	hybrid flipped classroom approach is appropriate for all levels of students	66%	34%
5.	hybrid flipped classroom approach It's appropriate for students with difficulties	52%	48%
6.	hybrid flipped classroom approach delivers reliable outcomes	57%	43%
7.	hybrid flipped classroom approach motivates learners	51%	49%
8.	hybrid flipped classroom approach improves learning	52%	48%
9.	hybrid flipped classroom approach provides exceptionally enjoyable learning opportunities	32%	68%
10.	hybrid flipped classroom approach is used in college in Iraq	66%	34%
11.	Time is saved for students in a hybrid flipped classroom.	88%	12%

12.	hybrid flipped classroom approach saving teachers' time using a hybrid flipped classroom	52%	48%
13.	hybrid flipped classroom approach Teachers have enough training to implement hybrid flipped learning.	61%	39%
14.	hybrid flipped classroom approach Students are competent enough to enroll in a hybrid flipped classroom.	54%	46%
15.	Compared to typical classroom education, the Flipped Classroom is more interesting.	90%	10%
16.	The "hybrid flipped classroom" is not something that students would suggest to friends.	20%	80%
17.	It provides students greater accountability and raises their metacognitive awareness.	54%	46%
18.	Teachers have more opportunities to communicate with other students thanks to the flipped classroom.	90%	10%
19.	learners enjoy viewing the video tutorials.	89%	11%
20.	students like the speed of the course be the same across the whole classroom.	58%	42%
21.	devoting less time to doing conventional assignments.	88%	12%
22.	The Virtual Campus course website is not crucial to my education.	70%	30%
23.	Learners often view the video assignment	64%	36%
24.	The fact that students can do the questions at my own free time.	46%	54%
25.	learners believe that working through all of the course material independently has enhanced my topics.	67%	33%
26.	students prefer using the Virtual Classroom to take my tests and quizzes online.	80%	20%
27.	A typical teacher-led session is preferable than a lesson video in my opinion.	50%	50%
28.	learners detest going at my own pace while taking a course.	40%	60%
29.	students have no trouble maintaining a successful pace throughout the race.	52%	48%
30.	learners have less class time thanks to the hybrid flipped classroom to practice the material.	62%	38%
31.	In the hybrid flipped classroom, students have greater motivation to study the course material.	80%	20%
32.	The hybrid flipped classroom hasn't helped learners to learn the material better.	70%	30%



### 1.8 Data analysis

The following analyses of each item are based on the data gathered: Here is an illustration of how the data might be assessed based on the analysis:

1. The majority of respondents (65%) claimed to feel relaxed when utilizing technology in the classroom for online learning activities, compared to 35% who did not.
2. Nearly half of the respondents (58%) find it difficult to use a hybrid flipped classroom approach successfully, while 42% do not.
3. A sizable majority of respondents (56%) think the hybrid flipped classroom approach improves students' academic performance, while 44% disagree.
4. While 34% of respondents disagree, a sizable majority (66%) think the hybrid flipped classroom approach is appropriate for all student levels.
5. This question found that 58% is not suitable for learners with disabilities, while 42% find that it is more suitable for learners.
6. While 43% of respondents disagree, the majority (57%) think the hybrid flipped classroom approach produces reliable results.
7. More than half (51%) of those surveyed think the hybrid flipped classroom strategy motivates students, while 49% disagree.
8. While 52% of respondents disagree, nearly half (48%) think the hybrid flipped classroom method engages students.
9. A sizable majority of respondents (68%) think the hybrid flipped classroom method provides high levels of student engagement, whilst 32% disagree.
10. While 34% of respondents disagree, the majority (66%) think the hybrid flipped classroom method is appropriate for use in Iraqi classrooms.
11. Almost nine out of ten respondents (88%) think the hybrid flipped classroom strategy saves students' time, while just 12% disagree.
12. Just over half of those surveyed (52%) think the hybrid flipped classroom strategy saves instructors' time, while 48% disagree.
13. The majority of respondents (61%) agree that instructors have sufficient expertise to use the hybrid flipped classroom strategy, while 39% disagree.
14. A narrow majority of respondents (54%) think learners have sufficient experience to be accepted in the hybrid flipped classroom method, while 46% disagree.
15. In hybrid flipped classroom, 90% of students found it more interesting, but 10% disliked this item.

16. 80% of observers disliked this item because the flipped classroom would suggest it to their friends.
17. 54% provides students with greater accountability and raises their metacognitive awareness, but 46% disliked this point.
18. When learners communicate with others 90% thanks to the flipped classroom.
19. 89% enjoy viewing video tutorials, but 11% can not enjoy video tutorials.
20. 58% like the speed of the class to be the same across the whole classroom, but 42% disliked it.
21. 88% can use less time to do conventional assignments, but 12% want more time.
22. In this item 70% voted for the virtual campus, and 30% did not prefer this way.
23. Most of the students (64%) prefer video assignment.
24. 46% of learners upset about answering the question in their leisure time, but 54% found there is no matter to answer any question in leisure time.
25. 67% prefer working through all material during the course, but 23% did not prefer this method.
26. Most of students prefer online testing the percentage of this item is 80%, but others do not prefer this way.
27. In this item learners became in the same way if they want to take a test, most of them prefer using the video and other using traditional way.
28. 40% hate to get a test at the same way, learners prefer more than one way to testing.
29. There is not trouble the maintaining pace rate, 52% agree and 48% disagree.
30. In this item 38% found that flipped classroom thanks the practice the material.
31. 80% of observer found that flipped classroom greater motivation to study material.
32. In this item found that 70% of observer the hybrid flipped classroom help learners to learn material better.

## 1.9 Results

In general, the data shows that the hybrid flipped classroom technique used for online education in Iraq has had a mixed reaction. The response was ambiguous regarding the difficulty of implementing the approach and its suitability for students with disabilities, despite the fact that a sizable majority of respondents believed the hybrid flipped classroom approach to be

beneficial to all student levels, applicable in Iraqi schools, and time-saving for learners. The hybrid flipped classroom approach has confidence potential advantages for learning online in Iraq, including stimulating student involvement, producing reliable outcomes, and conserving students' time. There is still some debate on whether the method engages students and preserves instructors' time

Another third of respondents don't recognize the high levels of engagement that a hybrid flipped classroom approach may provide. On whether the method is appropriate for students with impairments, there are a variety of viewpoints. According to the findings, a sizable portion of respondents do not think that the hybrid flipped classroom method saves instructors' time. While interpreting the findings, it is critical to keep in mind the sample size restrictions and any biases in the respondent pool.

### 1.10 Conclusion

This study sought to examine the possibilities and challenges associated with the hybrid flipped classroom model's adoption as well as how it impacts students' academic performance, motivation, and engagement. We may infer from the study questions developed for this paper that using a flipped classroom style in a science course results in higher learning outcomes. Additionally, when the majority of students felt comfortable in the classroom, they consented to think of the course as a worthwhile educational opportunity in general. They thought the flipped materials were sufficient for achieving the learning objectives. The findings also imply that a flipped learning approach promoted students' engagement more successfully than conventional teaching styles. This study demonstrates that the flipped-classroom approach had a big impact.

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أسلوب الفصل المقلوب المختلط لكل من الطلاب عبر الإنترنت

م. حبار حسين جاسم

الجامعة المستنصرية | كلية التربية الأساسية | قسم اللغة الانكليزية

مستخلص البحث :

تمزج استراتيجية التدريس المعروفة باسم نهج الفصل الدراسي المقلوب المختلط بين التدريس المباشر وجهاً لوجه وأنشطة التعلم عبر الإنترنت. في هذه الطريقة يتعلم الطلاب عبر الإنترنت باستخدام المحاضرات المسجلة مسبقاً ومقاطع الفيديو وأصول الوسائط المتعددة الأخرى قبل تواجدهم في الدرس الحضوري المباشر. مما يمنح الطلاب المرونة والحرية في إنهاء مهام التعلم الذاتي وفق ما يناسبهم مع منحهم الفرصة للمشاركة في المحادثات والمحاضرات الحية خلال الفصول الدراسية الشخصية. و مع مرور و تغير الزمن، يبحث العديد من المعلمين عن طرق لدمج التكنولوجيا في دروسهم و لذلك فإن نموذج الفصل الدراسي المقلوب المختلط يكتسب شعبية أكبر حيث توفر طريقة الفصل الدراسي المقلوب الهجين أو المختلط مزايا كل من التدريب وجهاً لوجه والتعلم عبر الإنترنت في عصر التعلم عن بعد. تشمل أنشطة التعلم عبر الإنترنت في هذه الطريقة العديد من المواد والأنشطة منها مواد القراءة والاختبارات التفاعلية والملفات الصوتية و واجبات مراجعة النظراء أو الأزواج . كما يمكن في هذه الطريقة إثارة اهتمام الطلاب ومشاركتهم في عملية التعلم باستخدام أنشطة التعلم عبر الإنترنت لتعليمهم استراتيجيات التعلم الذاتي. عندما يحضر الطلاب الفصول الدراسية حضورياً ، يمكن للمدرسين التركيز على أنشطة التعلم التجريبية أو التطبيقية مثل المناقشات الجماعية والعمل القائم على المشاريع بالإضافة إلى تقديم الملاحظات والمساعدة لأولئك الذين قد يواجهون صعوبات في التعلم عبر الإنترنت. الجمع بين الطريقتين يُمكن الطلاب من الاستفادة من تجربة تعليمية أعمق وأكثر شمولاً تحقق أقصى استفادة من التعليم عبر الإنترنت والتعليم الحضوري المباشر. بشكل عام ، يعد نهج الفصل الدراسي المقلوب الهجين أداة قوية للأساتذة لتوفير تجارب تعليمية محسنة للطلاب ، لا سيما في بيئات التعلم عبر الإنترنت. إنه يوفر طريقة تعلم مرنة وقابلة للتكيف والشخصنة و تعمل على إشراك الطلاب وتحفيزهم ، وتهيئهم للمشاهد المتغير للقوى العاملة في القرن الحادي والعشرين.

الكلمات المفتاحية: التعلم الهجين ، الصف المقلوب ، التعليم الحضوري ، التعلم عبر الإنترنت.