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Abstract

Despite the popularity of the flipped classroom, its effectiveness in achieving greater engagement and learning outcomes is currently lacking substantial empirical evidence. This study surveyed 563 undergraduate and postgraduate students (61 % female) participating in flipped teaching environments and ten convenors of the flipped courses in which the student sample was enrolled. Results suggest that higher education students can be differentiated based on their preferences for elements of a flipped classroom, resulting in two clusters of students: those who embrace most aspects of a flipped classroom environment as well as prefer it (labelled “Flip endorsers”) and those who are close to neutral on some elements of a flipped classroom environment but who especially do not endorse the pre-learning aspects (labelled “Flip resisters”). Flip endorsers were found to have more positive attitudes towards the course activities (both pre-class and in-class) and to have felt more involved and engaged in the content. These findings shed some light on the types of students who might prefer flipped classrooms, but more importantly identify those who are likely to resist a change

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to a flipped classroom environment. The findings also suggest that although students may find the flipped classroom more difficult, student outcomes and active participation in class activities do improve when course convenors (a) use a theoretical perspective to inform their flipped teaching strategy, (b) integrate assessment into the design of their flipped classroom, and (c) flip the entire course. (HRK / Abstract übernommen) McNally, Brenton, E-Mail:

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