

EXPERIENCING THE FLIPPED CLASSROOM IN HIGHER EDUCATION: RESULTS AND REFLECTIONS

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Abstract:

This paper presents the results of an action-research project using the learning methodology called “flipped classroom” in a number of Human Resource Management courses in different degrees. The aim of our research is to compare the academic results of those students who have made an intensive use of information and communication technologies (ICTs) with those who have followed a traditional lecture-based teaching process. The research findings show that there are no statistically significant differences in students’ academic marks between both groups, and also that this result is consistent over time. For a deeper understanding of these results, the students were interviewed about their experience with both systems, revealing a checkered picture. These qualitative and quantitative findings have led to a number of reflections on what true advantages innovative learning methodologies bring as opposed to traditional teaching methods.

Keywords: Teaching methodology, teaching innovation, ICTs, comparative analysis, flipped classroom, qualitative results