

Challenges and Issues of Flipping Humanities Lessons: Investigating Teachers' Experiences in a Malaysian International School

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Abstract: Flipped classroom has been widely used in many educational institutions to promote student engagement during class time. A consensus from past research suggests that the flipped model generally can produce a higher rate of student engagement. Therefore, teachers who practise the “flip” method should be well equipped to be able to reap the benefits of flipped classroom. This study intends to study teachers' experience with regard to the challenges and issues of utilising flipped classroom, and their strategies in responding to those challenges. The analysis of results teased out three themes on the challenges faced by the teachers, namely knowledge limitation, student involvement and planning limitations. The teachers' responses to these challenges are also discussed. This paper concludes with a few recommendations to improve the implementation of flipped classroom in educational institutions.

Keywords: Flipped classroom, humanities subject

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Introduction

Technology has taken over education whereby everything is conducted online: from teaching, to marking, discussions and lesson planning. The recent COVID-19 pandemic afflicted educational institutions with numerous challenges and unravelled opportunities for improving their digital expertise and infrastructure (Kumar Jena, 2020). Unsurprisingly, the pandemic demonstrated that education systems need to reform and become more robust, equitable, and inclusive, by harnessing the use of technology and other education tools to benefit all learners as well as building on the ideas and collaborations that have been stimulated throughout this crisis (Rahman & Lee, 2022). On the other hand, teachers have had to upskill their approach and pedagogy in delivering quality education to their students (UNESCO, 2022).

According to Astin (1999), student engagement or student involvement refers to the amount of physical and psychological energy that students tend to spend towards the academic experience. Student engagement or involvement is the key factor in ensuring that the acquisition of knowledge happens without any hiccups. Meyer (2014, as cited in Bolliger & Martin, 2018) stated that student engagement is associated with student satisfaction, perseverance, and academic performance. As such, it is crucial for teachers to ensure that students are actively participating, and that knowledge is delivered smoothly with the teacher being able to achieve the learning objectives set for the day (Talukder et al., 2022). The flipped classroom is an approach that is said to increase student engagement when done right. It empowers teachers to engage students rationally, promotes individualised learning and saves instructional time for organising meaningful activities, problem solving and developing cognitive thinking (Ranjan, n.d.). In a review carried out in Malaysia by Abd Rahman et al. (2019), flipped learning is still relatively recent, and not much is known about the number of higher education institutions and schools which have adopted this as a pedagogical model. Although flipped learning has gained in popularity, more research and tools are needed to assist educators in making the shift to this learning approach (Trowler, 2010).

Problem Statement

In Malaysia, when schools were closed during the pandemic, the stakeholders and management of schools had to ensure continuity of learning and completion of syllabus. Teachers were mandated to attend crash courses on how to teach online in the span of a few days. Despite that, the teachers managed to pull through and carry on with online daily lessons (Zheng et al., 2020). However, not all subjects experienced a seamless transition when shifted online. Humanities lessons, for example, are typically allocated one hour a week and it covers both History and Geography. The lessons focus on historical people, places and geographical study

around the world. The subject matter is rather heavy and requires a significant sum of reading and explanation in class. Thus, due to the nature of this subject, the flipped model was introduced to make up for students' lost time, enabling student-centred learning that makes lessons more engaging and gets students involved in their learning (Zheng et al., 2020).

Nevertheless, it is critical to understand that the flipped classroom model can be easily misunderstood and requires careful planning (Zheng et al., 2020). The flipped classroom model could be unfamiliar to many teachers as they have been using the traditional classroom approach in the Humanities subject. Besides that, the limited hours spent on training and workshops in flipped classroom could lead to insufficient guidance on the flipped classroom model and the implementation may not attain its targeted goals. Further, the random implementation of learning theories or instructional design and educational technology can cause great worry and anxiety among educators (Jiang et al., 2020).

Research Objectives and Questions

The purpose of this study is to investigate teachers' experiences in implementing flipped classroom to teach the Humanities subject. Specifically, this study intends to investigate the teachers' challenges and responses towards its implementation.

The corresponding research questions are:

- I. What issues and challenges do teachers face in their adoption of the flipped classroom model?
- II. What are their responses to these issues and challenges?

Literature Review

Flipped Classroom

The concept of flipped classroom was introduced by two high school teachers: Jonathan Bergmann and Aaron Sams in 2007. The concept of a flipped class is that what is done traditionally in class is now reverted to what the students should do as homework at home and what is traditionally instructed as homework, is to be done in class during lessons (Bergman & Sams, 2012). This concept was brought about with the intention of allowing teachers to pay more attention to what is crucial in building students' content knowledge and spend more class time ensuring students are able to grasp the knowledge taught. Nevertheless, according to Bergmann and Sams (2012), flipped classroom is beyond just flipping the approach of traditional teaching. In a flipped classroom, teachers take up a tutorial role, rather than just presenting information.

Bergman and Sams (2012) listed several benefits that flipped classroom offers to teachers and students. Flipped classroom is said to help students who are struggling

in class or those with different abilities as it allows students to pause and rewind their teacher's video recording. On the other hand, for teachers, flipped classroom helps to increase the interaction between student and teacher and enables teachers to spend more time on students who need extra support. The flipped classroom model changes the student and teacher interaction in the learning area (Smallhorn, 2017). "Face-to-face contact time is then focused on problem-solving, application of learning, synthesis and collaborating with peers" (Gillispie, 2016; McLean et al., 2016, as cited in Smallhorn, 2017). The flipped classroom makes way for more time for teachers and students to have more interactions and able to solve any problems during class time. The flipped classroom approach appears to be an ideal way of providing additional class time for active learning through problem solving (Adams et al., 2016, as cited in Smallhorn, 2017).

According to Ozdamli and Asiksoy (2016), the flipped classroom approach is a system that allows for increased interaction time between the teacher and the student, the change in situation in which students take responsibility for their own learning, the transition of the teacher's role into that of a guide, the blending of constructivist learning with teaching methods, each student receiving individual education, consistency of learning through repetitions, and the prevention of students who are unable to attend for any reason, from falling behind in class. Nevertheless, flipped classroom requires teachers to prepare materials in advance to provide students with some substance from the lesson that would be carried out in class. The flipped classroom can be classified as a method of delivering content via videos that are pre-recorded and assigned as homework for students to view them (Gough et al., 2017). Students then come into the class prepared to take part in class discussions and they are able to do it critically as they have viewed the content knowledge from the video recording. With this prior knowledge in students, teachers are able to conduct many different class activities for critical discussions such as think-pair-share, presentations, quizzes and students teaching students (Rotellar & Cains, 2016, as cited in Avery et al., 2018). Students revise the necessary material before coming to class so that teachers can spend more time in class engaging them with other class activities or effective class discussions (Akçayır & Akçayır, 2018). "Since classroom time is not used to transmit knowledge to students by means of lectures, the teacher is able to engage with students by means of other learning activities such as discussion, solving problems proposed by the students, hands-on activities, and guidance" (Akçayır & Akçayır, 2018, p. 334).

The concept of flipped classroom was generally mooted to increase student engagement in the classroom. "Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984/1999, p. 518). "Student involvement" was vastly researched by Astin in 1984 and today, it is referred to as "student engagement". Though student engagement

has been constantly explored since the mid-1990s, the origins can be traced back to Alexander Astin's work on "student involvement" (Trowler, 2010). Thus, student engagement is a crucial aspect in teaching and learning that has generated much research interest. In this research area, the main problems that were noticed were the rate of student engagement that deteriorated during online classes and teachers not being able to conduct various activities, both online and physical, due to time constraint. Hence, the flipped classroom approach was introduced to increase student engagement in class. As it encourages student involvement, this will eventually lead to students becoming more responsible (Bergman & Sams, 2012) towards their learning.

During class, teachers have a limited amount of time to allocate for material discussion and conduct various student-centred activities to engage the students throughout the lesson. In an article by Adams et al. (2016), it can be seen that in the traditional approach of teaching, students are exposed to the material but it is nearly impossible to discuss problem solving and engage them in active learning, hence the material is usually assigned as homework. The most significant benefit in using flipped classroom is that it enables more efficient use of class time (Vereş & Muntean, 2021). This is because students have had the time and access to come prepared to class and it does not require teaching from scratch. According to Norazmi et al. (2017), flipped classroom which was implemented to increase student engagement in terms of writing led to students becoming more attentive and staying engaged in class. Nevertheless, it is crucial to implement it the right way by ensuring the right selection of materials. "Videos or tasks should be kept brief, yet comprehensive to maintain student engagement and motivation" (Norazmi et al., 2017). In an overview by Ghazizadeh et al. (2022), they found that flipped classroom encourages students active learning and improves students' interaction and problem solving.

On the other hand, a number of students also highlighted that there is closer contact with the instructor in the flipped classroom approach compared to the lecture-based approach (Steen-Utheim & Foldnes, 2017). Generally, in a Humanities classroom, the teacher takes on the heavier role than the student, though not on purpose, hence adopting a teacher-centred approach. A teacher-centred classroom can make the class less interesting and students missing key points (Keiler, 2018). Kahu and Nelson's (2017) critical review of student engagement in the educational interface found that with high self-efficacy, there is an increase of student engagement and success and as an equal exchange, increased engagement, which in turn increases self-efficacy. In their action research, Avery et al. (2018) administered a questionnaire among students and found that the students were generally interested in flipped classroom and admitted that they enjoyed learning.

Although, while generally many researchers or studies demonstrate that flipped classroom promotes student engagement, some on the other hand, have shown that flipped classroom is only effective when teachers and students do it the right way. In a study on intentional content (videos and materials provided by the instructors), results showed that students are not proactive in viewing the supplied pre-recorded videos and other materials before class, hence reflecting a low level of engagement (Walsh et al., 2021). In another study conducted on secondary school students, it was reported that there were no signs of increased student engagement. “In the current study, it was observed that there was no significant difference between the experimental and control groups according to pre-test results in students’ classroom engagement levels” (Ayçiçek & Yanpar, 2018, p 394).

Theoretical Framework (Connectivism)

Connectivism is “a theory of learning for the digital age” (Downes, 2022). Downes (2022) mentioned that although the growth of digital technology influenced the development of connectivism, the theory is more of a means to leverage the insights gained from digitisation to address the long-standing issues in the disciplines of learning and development. Therefore, this study would employ connectivism as flipped classroom was introduced to help the issue of student engagement and participation in the Humanities subject. The concept includes using digital technologies such as videos or available resources in implementing flipped classroom to achieve an interactive network in the classroom (Chien et al., 2019). In the connectivism theory, when learners link to and participate in a learning community, knowledge is activated (Goldie, 2016). There are 8 principles of connectivism as listed here (Downes, 2022; Goldie, 2016; Siemens, 2005):

- Diversity of thought is essential for learning and knowledge.
- Connecting specialised nodes or knowledge sources is the process of learning.
- There is learning in non-human appliances.
- Knowledge capacity is more important than what is currently known.
- To support continuous learning, it is necessary to nurture and preserve connections.
- A core skill is the ability to see connections between domains, ideas, and concepts.
- All connectivist learning activities strive to provide accurate, up-to-date knowledge (currency).
- Making decisions is a learning process in and of itself.

Connectivism allows a group of students to rationalise what they are learning using digital resources (Naidoo, 2020). There are three main views on connectivism: knowledge view, learning view and practice view (Yu, 2021).

- Knowledge view: The way connectivism expresses information differs from what we conceive of as book-based knowledge and fixed knowledge abilities that require hands-on operations. It considers knowledge to be a dynamic change process. It is regularly updated and distributed.
- Learning view: A process of connecting specialised nodes and information sources in a continuous knowledge network formation. It emphasises the development of people's relationships with the outside world as well as the knowledge network.
- Practice view: Connectivism emphasises the establishment of meaningful networks, which may involve technology-mediated learning, while also emphasising that learning happens when we interact with others.

Teachers' Experiences and Challenges with Flipped Classroom

Various studies have been conducted on the implementation of flipped classroom in schools, higher education institutions or colleges/universities in regard to different disciplines (Abd Rahman et al., 2019). In a research on a teacher who used flipped classroom in a Mathematics class (Cevikbas & Kaiser, 2020), the teacher found the flipped classroom to be beneficial to a certain extent but preferred teaching without incorporating it due to the heavy workload and meticulous preparation. With regard to teachers' experiences however, very few studies have looked at understanding the teachers' viewpoints on using the flipped classroom model (Trowler, 2010).

Research conducted on flipped classroom have also unearthed the many challenges of this approach. In a review that discussed the advantages and challenges of flipped classroom, a number of issues were highlighted which can be categorised into five inductive categories (pedagogical, students' and instructors' viewpoints, technical and technology, and others) (Akçayır & Akçayır, 2018). According to Akçayır & Akçayır (2018), out-of-class activities, such as insufficient student preparation before class and students' need for help at home, account for the bulk of flipped classroom issues. This could also boil down to some aspects of the selection of materials for the flipped classroom.

In the framework of the education system and policy, teachers' efforts to respond to various learners in the classroom are critical. A teacher must alter or reconstruct his or her teaching in order to reach out to each unique student in order to provide the finest learning experience possible. We have a broad, eclectic collection of pupils in our frequently huge classrooms. Thus, teachers today confront the greatest challenge in satisfying these pupils' diverse learning demands (Kaur, 2017). As a means of getting more students engaged and promoting student-centred learning, the flipped classroom is an example of a pedagogy that is compatible with 21st-century learning styles (Avery et al., 2018). However, from the teacher's point of view, active

participation is not only required of students alone but also parents, stakeholders and teachers in order to make flipped classroom a success (Mitsiou, 2019).

K12 teachers who have had to explore flipped classroom were not able to determine if it was effective but were able to notice some active learning in terms of student-teacher interaction and usage of various learning activities (Gough et al., 2017). In their work on perceptions of student teachers using Edmodo in flipped classroom, Erdemir and Yangın Ekşi (2019) suggested that the use of Edmodo and flipped classroom enables student-teacher interactions and allows students to be prepared for the class, but before that, the teachers should be well equipped in any learning models, especially of those integrated with technology.

Methodology

This study adopted the interpretivist paradigm as it explored the experiences of teachers using the flipped classroom model in teaching Humanities (Hudson & Ozanne, 1988). Qualitative researchers are interested in understanding the interpretations of the phenomenon under study at a specific point in time and in a specific situation (Merriam, 2002). In this respect, the basic interpretive qualitative approach was employed to understand the participants' (teachers) meanings (experiences) of a situation (implementation of the flipped classroom). Using this research design, data was collected via instruments such as interview and classroom observation. Six teachers from an international school in Selangor were selected based on criterion sampling (Lapan et al., 2012). The selected teachers, each having at least two years of experience in teaching Humanities, comprised all levels. The threshold of two years was chosen as it was reported that beginning teachers (0-2 years) typically focus more on their self-efficacy and classroom management, and rarely on the adaptation of new strategies and techniques in teaching (Podolsky et al., 2019).

Semi-structured interview was the main technique used to gather data of the teachers' experiences (Ozdamli & Asiksoy, 2016). A one-to-one interview, spanning no longer than 30-minutes, was conducted with each participant to gather information on teachers' feelings about flipped classroom and their ability to engage students in various classroom activities when flipped classroom is applied. Semi-structured interviews allow participants to share in depth and make room for a selection of words to be used, thus helping the researcher to develop an authentic sense of the participants' understanding of a particular situation (McLeod, 2019). Data collection took about four weeks to complete, in accordance with the participants' availability. Some of the participants required two interviews, as and when data analysis revealed the need to collect extra information. Before proceeding with the interviews, a thorough briefing of the study was given and informed consent was obtained from the participants. Only audio recording was done using the voice memo function on the phone to maintain the identity of the participants private and confidential.

To triangulate the interview data, a second instrument was used to support the responses and statements taken during the interviews (Bowen, 2009). The observation checklist consisting of strategies used by the participants in implementing flipped classroom were categorised into five stages, namely lesson planning, set induction, lesson development, lesson closure and instruction for next lesson. Any instructions or context provided by the participants in accordance to the flipped classroom strategies were noted down.

Table 1. Participants' details

Participant	Level/Year	Teaching experience
Participant 1	Year 1	10 years
Participant 2	Year 2	6 years
Participant 3	Year 3	5 years
Participant 4	Year 4	2 years
Participant 5	Year 5	2 years
Participant 6	Year 6	3 years

Findings

The findings from the interview sessions and observations are discussed based on the research questions in this study.

- (i) What issues and challenges do the teachers face in their adoption of flipped classroom model?
- (ii) How do the teachers respond to these issues and challenges?

Issues and Challenges in the Implementation of Flipped Classroom

These findings infer the challenges faced by the participants when implementing the flipped classroom for the Humanities subject. There were three main challenges identified, namely knowledge limitation, student involvement and planning limitations.

Knowledge limitation

According to Participants 1, 2, 3 and 6, the one of main challenges they experienced when implementing and introducing flipped classroom to students was their own limited knowledge of that approach. Due to the short period of time given to introduce flipped classroom and what with it being an unfamiliar model, they were unable to explain to students and had to figure it out as they go. These four participants admitted their uncertainties on whether they were doing the flipped classroom

the right way. Participant 1 mentioned that it was a challenge understanding the approach and had issues telling students about it: *"Introduce it to the kids because I had to struggle understanding it in the beginning. I couldn't comprehend the gist of it."* Participant 2 was still exploring and trying to understand the flipped classroom model and thus was not able to carry it out as planned: *"...figuring out what is flipped classroom...what does flipped mean. Was not able to have a proper flipped class."*

Participant 3 was unsure if the method was right and there was a lack of exposure regarding the model: *".....uncertain of the way I'm doing it as we did not have much exposure on it...I'm not so sure if I'm doing the right way."* According to Participant 6, armed with very little knowledge about the flipped classroom model, time was needed to attain an understanding of the model and in the meantime, the teacher was looking for suitable ways to ensure a smooth lesson delivery with the students: *"It took time for me to understand about flipped classroom...was figuring out ways to do it the right way with the students."* When asked if they feel the same way now, after having practised the technique for almost eight months, most shared that they are mastering it and the process has become somewhat smoother.

Student involvement

The next challenge that all participants shared was the involvement of some students. From the observations, this issue was prevalent amongst students who had not been updating themselves with postings made by their teachers in the Google Classroom. The interview responses imply that these students chose not to be involved during the pre-task activities, and this made the implementation of flipped classroom challenging as the participants had to ensure that both students who did the pre-task activities and those who did not were able to grasp the knowledge imparted during class time. According to Participant 1, students gave reasons such as being unable to watch the videos or having no access to YouTube. Participant 2 lamented that many students did not complete or even view the pre-task activities, which only reflects their lack of commitment.

.....only 15 or lesser looked at the pre activity posted in Google Classroom.. they do not look at the assignment posted....there is a lack of commitment from the students.
(Participant 2)

Participant 3 shared that some students had limited access to YouTube and did not view the messages and postings made in Google Classroom: *"..students having limited access to the videos...students are not going through their GC...they don't read up on the materials.."* Similarly, Participants 4 and 6 rued that some students did not do the required research or reading beforehand, hence had no input to share in class.

Children not wanting to do the research to begin with,..they didn't find anything..
(Participant 4)

..some students who didn't do any research...come to class with nothing in their head...not even able to share in any discussion..
(Participant 6)

Participant 5, on the other hand, felt that the students did not find the urgency to complete the pre-task activities and attributed it to how students approach the weightage of Humanities subjects.

"Many students do not find urgency to complete the task...they think Humanities (subjects) is not so important..."
(Participant 5)

Planning limitation

Three participants admitted that planning the pre-task activities was challenging. Participant 1 struggled to get parents' cooperation in implementing the flipped classroom model. As the participant's students were Year 1 students and were rather new to the school environment, the participant needed some support from the parents to guide and help their children in checking for updates and completing assigned tasks on Google Classroom. Unfortunately, some parents were not able to support this initiative and thus some students would come unprepared to the lesson or mention that they were unable to watch the videos as they had no access or did not know how to view them.

As for Participant 2, it was quite a challenge looking for suitable materials to prepare the pre-task activities for the flipped classroom. The participant shared that it was specifically challenging to find suitable materials based on the topics of the curriculum. On the other hand, Participant 4 faced a similar challenge when it came to planning pre-task activities, but instead of material constraint, the participant faced a time constraint in looking for the right materials and conducting discussions with colleagues on the pre-task activities. As such, this caused lack of planning and inability to conduct the flipped lesson. He mentioned: *"I was pulled in so many directions...I don't have time to do any exploration and I don't have time to talk with other teachers..everyone is also trying to keep their heads above the water all the time"*

Participants' Response to the Identified Issues and Challenges

This next section discusses the strategies that the participants took to overcome or address the challenges faced in implementing the flipped classroom model, specifically knowledge limitation, student involvement and planning limitation. The responses/

actions taken to address the challenges were done on their own and did not involve the Heads of Department.

Addressing knowledge limitation

Participants 1, 2, 3 and 6 struggled with their lack of knowledge about the flipped classroom. With respect to this, Participants 1 and 3 mentioned that they had discussions with their colleagues to share their opinions and ideas regarding the flipped classroom. They admitted that these discussions helped them to better understand the process of implementing the flipped classroom model.

I talked it out among other colleagues...like an issue across the level..I was able to understand further... (Participant 1)

I extend my concern with the teachers in my level..it helped by discussing ways of doing it... (Participant 3)

It should be noted that Participants 2 and 6 did not respond much to this issue as both of them were figuring it out as they went about implementing the flipped classroom model in their lessons. However, they concurred that more workshops or guidance should have been provided from the beginning for them to implement it better.

I wish more reliable sources or courses were given to us before we had to use flipped classroom. (Participant 2)

Definitely with more help in terms of workshops or courses, it would have been better. (Participant 6)

Addressing the issue of student involvement

All participants struggled in getting their students to prepare and complete pre-task activities prior to class time. There were two notable responses in addressing this issue. The first response was speaking to the students or informing their parents about the incomplete work done. This method was selected by Participants 4, 5 and 6. For instance, Participants 4 and 5 decided to address the issues directly with the students and asked them if there were any problems in viewing the pre-task.

I tend to just tell the children...find out their issues. (Participant 4)

Participant 5 also explained to the students why they should complete the pre-task activities before coming to class.

Talk to the students...I asked the student what their problem was and explained to them the importance of completing those tasks. (Participant 5)

Participant 6 however, decided that it was more prudent to inform the parents if their children did not complete the tasks before class.

One of the way I did was to contact their parents...say that we are doing such and such in school..I tell them a brief idea about what is happening. (Participant 6)

In contrast, Participants 1, 2 and 3 did not communicate with either students or their parents. Instead, they opted to allocate time during class for students to view or read the pre-assigned tasks. Participants 1, 2 and 3 explained that the pre-task materials such as videos were played in class to ensure that at least all students were aware of the topic of the day, including those who missed or were unable to watch the videos due to accessibility issues at home.

The video is played during class...this reinforce the content for those who have watched it and students who have not watched it would not feel like they are lost in the class. (Participant 1)

I will show the video in class and get them to read the pages. I also give them the questions in class. (Participant 2)

I will go through the videos again in the classroom. This is to ensure those who didn't watch have an idea. (Participant 3)

Addressing planning limitation

Three out of six participants had mentioned that they faced limitations in planning for the flipped model of learning. Since Participant 1 did not receive much support from the parents to guide their children at home, the teacher decided to make things simpler and easier for the students to access the pre-task activity on their own without anybody's help. Therefore, instead of depending on videos, Participant 1 used textbook materials and questions written on the board that students can copy it into their message books.

I decided to make things easier and simpler for students to access without the parents help. I used texts from books in the beginning till they got familiarised.
(Participant 1)

Based on the observations, it was noted that the teacher alternated between video postings and textbook pages for the weekly plan but for the post-task activities, the students still needed to access Google Classroom as the messages were posted there. Looking for suitable materials and planning pre-task activities proved to be a challenge for Participants 2 and 4. Participant 2 addressed this issue by working together with her colleagues from the same level and sharing the workload together. They took turns to prepare the pre-task activity and shared suitable videos that they may have come across as a suitable resource for the topic of that week.

I did discuss these issues with other teachers from my level...share about the difficulty in finding a video..we take turns in planning...sometimes we share resources.
(Participant 2)

Participant 4, on the other hand, faced a time constraint in preparing pre-task activities on a weekly basis. Unfortunately, this remains an issue to date, but Participant 4 is managing this issue by sharing these concerns through workplace instant messaging (since it is rather difficult to gather all the teachers for a discussion). While the sharing of workload or planning was not mentioned, this implies that the participants work together whenever they are able to: “*We try to talk about this in our WhatsApp groups ...share our problems..try to sort it out together as and when we can.*” Based on Participant 4’s classroom observation data, it should be noted that despite a tight schedule, Participant 4 has been posting pre-task activities as scheduled.

Discussion

The implementation of the flipped classroom model is not without its own set of challenges and in this particular study, one constant challenge that stood out was getting the full involvement of students for pre-task activities. This challenge was faced by all six study participants where a handful of their students failed to complete or look at the pre-task activities and came unprepared to class. It can be implied that these students may not have understood the importance of flipped classroom or did not take the Humanities subject seriously. This insight is consistent with Walsh et al. (2021) who argued that not all students demonstrate involvement and those who are not proactive in watching pre-recorded videos and other materials prior to class therefore indicate a low level of involvement (Walsh et al., 2021).

It should also be noted that participants who have been teaching Humanities for more than five years had more issues to speak about. These participants are also those

who teach the younger students (Years 1 and 2). Students at these levels need more guidance and making them understand the importance of flipped classroom could be a bit of a stretch. The other participants who have been teaching higher levels however, experienced a much lesser challenge in implementing flipped classroom. Knowledge limitation was another challenge faced by at least four participants. The digital skillset of the teacher is crucial to the success of a flipped classroom (Jiang et al., 2020). As the participants had limited knowledge on flipped classroom, this could contributed to the low or lacklustre involvement of the students at the beginning as teachers were perhaps unsure on how to guide them in the right direction. Thus, it is highly important that instructors ensure that students know their roles in a flipped classroom set-up (Norazmi et al., 2017).

The next issue concerns planning limitation which comprises obtaining parental support, selecting suitable materials and managing a heavy workload. According to Steen-Utheim (2017), the implementation of flipped classroom enables parents to become more involved in their children's learning journey. The findings show that the participants did not receive the full support of parents which then hindered the efficacy of the flipped classroom. It has been reported that many teachers find it difficult to look for and prepare the necessary and suitable pre-task materials (Akçayır & Akçayır, 2018; Attaran & Zainuddin, 2016). Choosing the right materials for flipped classroom learning is crucial as the selection can affect students' attention and interest (Akçayır & Akçayır, 2018). Nevertheless, this task can be tedious and add on to the teacher's workload as they need to spend more time planning for flipped learning.

The general perception about flipped classroom learning is that teachers do not heavily rely on textbook materials (Deng, 2019), but instead utilise many forms of learning materials (Akçayır & Akçayır, 2018). In this study, several participants had to revert back to textbook material as the pre-task activity when parents were not able to guide students at home. The textbook remains easily accessible and students do not need to rely on parents to help them to access the pre-task activities posted on Google Classroom.

The flipped classroom model is known for its flexibility which allows students to learn from wherever they are (Bergmann & Sams, 2012). Further, instructors can vary their learning activities in the flipped classroom to suit learners of different levels (Norazmi et al., 2017). Thus, teachers believe that by scaffolding content through pre-task activities, students' involvement and participation outside the classroom can be encouraged.

The study also found that the participants worked together with colleagues to explore ways of reducing workload when implementing flipped classroom. Some teachers, when faced with knowledge limitations, decided to discuss and share with their colleagues to improve and learn more about flipped classroom. This is in line with Seaboyer's recommendation (2013, as cited in, Abd Rahman et al., 2019) that

faculty members should collaborate in flipping a course by sharing materials and employing co-teaching techniques to alleviate unnecessary stress and ensure better implementation of the flipped classroom.

Conclusion and Recommendations

We can conclude from the findings that the participants believe that flipped classroom is beneficial to a certain extent but found the implementation rather rushed as they had not been adequately equipped or familiarised themselves with the model. It should also be noted that they addressed the issues and challenges that emerged during the implementation on their own, mainly by discussing them with colleagues. In this regard, teachers believe that the addition of flipped classroom does promote student-centred learning and they can work around the subject content using other activities, compared to a teacher-centred class in the past. Nevertheless, the implementation can significantly add on to the workload of these teachers, especially the pre-task planning which can eat into their personal time.

After some exploration and practices in implementing flipped classroom, the teachers in this study adjusted by preparing a pre-task activity a week ahead of the lesson to ensure that students have enough time to complete and be prepared for class. These pre-task activities were made available in the Google Classroom for students to access whenever and wherever they are. In aligning with the connectivist learning paradigm, and availing the digital age to impart knowledge (Siemens, 2005; Goldie, 2016; Downes, 2022), teachers have been actively using Google Classroom, videos from YouTube and other learning websites to encourage students with meaningful learning. While the teachers do feel that not all students are onboard in diligently completing the pre-task activities, some positive changes can be observed in students who are rather quiet and shy to share their opinions or participate in a face-to-face environment.

This study infers that teachers are willing to implement flipped classroom considering all of its benefits, but they require some form of help and guidance in using the flipped classroom model accurately. They also feel that they need more support in the provision of suitable online learning materials to ease their already heavy workload. Further, instructors should also constantly reflect on and adapt the methods and activities employed after it is implemented (Irianti et al., 2022). To conclude, the implication of this study concerns the pedagogy used in teaching the Humanities subject. The findings provide a basis for the management of educational institutions to organise professional development workshops or courses to train their teachers prior to any implementation that enhances the teaching and learning pedagogy. Besides that, training for teachers on various teaching approaches can also help them to improvise and adapt to 21st-century teaching and learning.

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