

# The Flipped Classroom: An Effective Model of Active Learning

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*“Tell me and I forget. Teach me and I remember. Involve me and I learn.”*  
–Benjamin Franklin

AS a result of the development of humanistic psychology in the 1960s, there has been a growing recognition that affective factors can significantly impact the outcomes of education (Lu, 2001). Affective factors in language learning, particularly in second language acquisition, have been reckoned as non-cognitive factors and along with cognitive factors, have sparked substantial attention among academics. Affective variables that may influence foreign language acquisition include a variety of emotions and feelings arising in foreign language classroom such as anxiety, fear, embarrassment, or sense of inferiority. Among them, second language anxiety has long been a popular topic in foreign language instruction research.

Against the backdrop of the popularization of the Internet and new media, constantly emerging educational technologies are catalyzing changes in traditional pedagogical methods. Blended learning, an approach that combines the strengths of online and offline instruction, has garnered increasing attention of educators at all levels. This learning model is not only a mixture of two or more teaching modalities, but more importantly, represents in-depth integration of multiple teaching strategies. It advocates a restructured relationship between teaching and learning, promoting a teacher-guided and student-centered instruction paradigm with particular emphasis on students' agency in learning (Wang et al., 2018).

In 2009, the US Department of Education conducted a meta-analysis of data from experimental research in higher education from 1996 to 2008, drawing the conclusion that blended learning is a more effective instructional approach as opposed to pure face-to-face classroom teaching or online distance learning (Wang et al., 2018). He (2005), a professor with Beijing Normal University, argued in his study that the blended learning model had the advantage of utilizing the benefits of both traditional in-person teaching and online educational materials and interaction opportunities, thus giving full play to teachers' directive role in guiding and inspiring students and monitoring their learning process, and in the meantime, allowing students to take initiative as the major actors in learning.

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The flipped classroom, also known as the inverted classroom, is an exemplary practice of blended learning. The idea underlying it is that lecture or direct instruction is not the best use of class time. With a flipped classroom, students are often initially introduced to new topics outside of school through a variety of forms including video lessons prepared by the teacher or third parties, online collaborative discussions, digital research, and text readings, freeing up classroom time for the exploration of topics in greater depth (Bishop & Verleger, 2013). In 2007, U.S. Woodland Park High School chemistry teachers Bergmann and Sams began practicing flipped teaching at the senior secondary school level. Students watched recorded lectures for homework and completed their assignments, labs, and tests in class with their teachers. What Bergmann and Sams found was that their students demonstrated a deeper understanding of the material than ever before (Bergmann & Sams, 2007). The flipped classroom model makes a shift in teaching procedure from in-class information transmission followed by after-class assimilation to pre-class information transmission preceding in-class problem-solving. It leverages information technology to build a digital teaching environment, thus reconstructing student learning activity before, in, and after class. Most importantly, it allows students to learn at their own pace, furthering opportunities for personalized education and helping foster self-directed learning in them (Bretzmann, 2013).

*Explorations to Overcome Socio-Economic Barriers in Learning and Thinking: A Flipped Classroom Study* in this issue of the journal is an examination of the effects of the flipped classroom model on the academic achievement and critical-analytic thinking skills of the 5th grade students from differential socio-economic backgrounds. Through experimental research, it concluded that the model had a significantly positive effect on the academic success of students from families of both high and low socio-economic status; and that it positively affected critical-analytic thinking development of students regardless of their family origins, despite the effect being not statistically significant (Oz & Kala, 2023). The article provides valuable insights into the efficacy of flipped classroom teaching from the perspective of socio-economic disparities.

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