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## Bangladeshi Students Perceptions of Flipped Classroom: A Case Study

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**Abstract:** *This paper attempts to bring out the pros and cons of implementation of flipped classroom in Bangladesh. It is a case study conducted on three hundred fourteen students from different places and educational levels of Bangladesh who gave their perception and of information about the flipped classroom. The collected data had been gathered through the usage of each quantitative and qualitative technique. The effects showed that maximum students felt secure with the usage of the flipped study room, and maximum students could recommend flipped getting to know exclusive guides and other students concerning the feedback from the students. The coronavirus shows the world the importance of the flipped classroom. Maximum students support the flipped classroom in a situation like covid19 but they don't want flipped class in normal situations. They also don't want the flipped classroom in their daily life but they will welcome flipped classes in a situation like covid19. The flipped classroom is great for those who need time to study cause flipped classroom system gives a lot of time for studies. But normal physical class is more effective to understand for everybody.*

**Keywords:** *Flipped Classroom, Perception, Quantitative, Qualitative, Recommend, Concerning, Effective, Etc.*

### 1. INTRODUCTION

“The Flipped Classroom is a mindset, not a method.” (Brian Bennett, 2013).

A flipped classroom is completely opposite to the traditional classroom system. The flipped classroom is an academic approach and a model of the combined education system that defines goals to growth scholar engagement and getting to know by using having trainees in entire studies at domestic and work on stay problem-fixing in class time. The flipped lecture room intentionally switches preparation to the learner-centered version, wherein students regularly start to bring fresh contexts beyond school, studying with the help of the internet and growing significant mastering opportunities. With a flipped study room, 'content material shipping' can also take a ramification of bureaucracy, regularly proposing video training organized by way



of the instructor or third events, although online study, virtual assay, and textual content readings can also as a substitute be used. The sampling duration for a video study is extensively stated as seven to thirteen mins. The flipped classroom is also ascertained in daintiness sports. In-class instructions accompanying flipped lecture rooms may additionally encompass interest learning or greater conventional homework issues, amongst different practices, to interact with college students within the content material. Magnificence activities can also encompass the usage of math manipulative and rising mathematical technology, in surfeit lab research, genuine paper evaluation, debate or speech presentation, modern-day occasion dispute, fellow observation, project-primarily based studying, and skill development or idea practice. due to the fact, that those varieties of energetic learning allow for pretty discriminated preparation, more time may be spent in class on better-order wondering skills such as trouble-finding, cooperation, graph, and trouble fixing as college students gear the very hard level of troubles, work in organizations, studies, and build understanding with the aid of their trainer and friends.

### **Literature Review**

According to Ramsey Musallam, “There is no tuition, processing or term that is an arguent chestnuts or the uncommitted variable for better teaching. No processing can make the honor of being a teacher an easier thing. Craftsmanship, tuitions, etc. can make what we do more efficient, but only if we first, through hours and hours of mellow, clemency, and fizzle, work towards a system that outstrips the processing.” (Musallam, 2013). He saw flipped classrooms or online classrooms as not as friendly as a physical class. Teaching is more comfortable in physical classes for him.

According to physics Nobelist Carl Wieman, “an ongoing problem-solving activity where the students are regularly getting teacher’s advice and edict along the way, both from their internal discussion and from the instructor.” Before transferring to Stanford, he compared the results of his introduction to fashionable Physics publications in 2011 wherein he taught at the University of British Columbia. One had a traditional lecture layout. the opposite had pre-magnificence analyzing assignments, peer discussion, clicker questions, small-group activities, and minimum lecturing. both had about 60 college students. the ones inside the latter magnificence, with the problem-solving format, scored 18 factors and eighty-five percent as opposed to sixty-seven percent on a fashionable test of expertise in quantum mechanics.

According to Brett Clarke, “Flipping the classroom is not the answer to solving all of the flaws in our education system. However, neither is doing nothing and continuing like nothing is unjust.” (Clarke, 2013). The flipped classroom is not a solution to normal classes but it can be during pandemic.

There are only a few works have done on flipped classroom which are discussed in the reviews of literature.

### **Research Gap**

The review of the literature shows both the flipped classroom's ability and disability. It tells us that teaching will be not as effective as normal physical classes in flipped classes. But what will happen if we face a disaster like Covid19, what do students want for them to study, are they like Physical classes more or do they want flipped classes? Those are still the remaining question.



### **Research Question**

- I. Do the students want physical classes more in a safe situation, without any disaster like Covid19?
- II. Are they agree with flipped classroom if they have to do it in a situation like Covid19?
- III. Do the students have the proper devices for the flipped classroom?
- IV. What kind of online platform do they use for knowledge gain?

### **Research Objectives**

#### **1.1 General Objective:**

- I. To explore if they have proper devices and resources to use for the flipped classroom.

#### **1.2 Specific Objectives:**

- I. To identify about which classes the students want to do from physical classes and flipped class.
- II. To explore the opinions about flipped classroom from the students of the school, college, and university.

## **2. METHODOLOGY**

It is quantitative research based on a survey method using questionnaire as a tool. For this research, the researcher has conducted the survey on 314 students of different ages, different educational levels and different places of Bangladesh. The data have been collected in 2022. All the collected data have been analyzed and presented in the discussion.

## **3. DISCUSSION & FINDINGS**

This part is divided into four subparts. In the first subpart, the opinions of the students are shown and discussed by the researcher. What do the students actually want, do they agree with the flipped classroom or disagree, which level are the students studying in, and do the students want physical traditional classes or flipped classes, those answers are discussed in the first subpart. The second subpart finds and discussed about the online platform used by students for gaining knowledge. The third subpart finds the problems of the students using the flipped classroom and discussed about it. And the last part is the final discussion part. In this part, the researcher gives clear findings and discussion according to the survey.

### 3.1 Opinions of the students

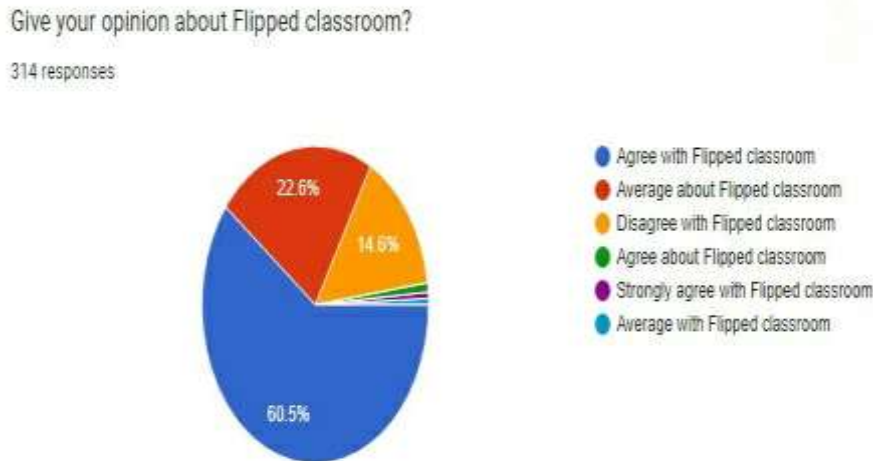


Figure 1. Opinion about the flipped classroom.

Figure 1 shows us about the opinion for the flipped classroom. If there's any problem happens like Covid19, they will welcome the flipped class method for study.

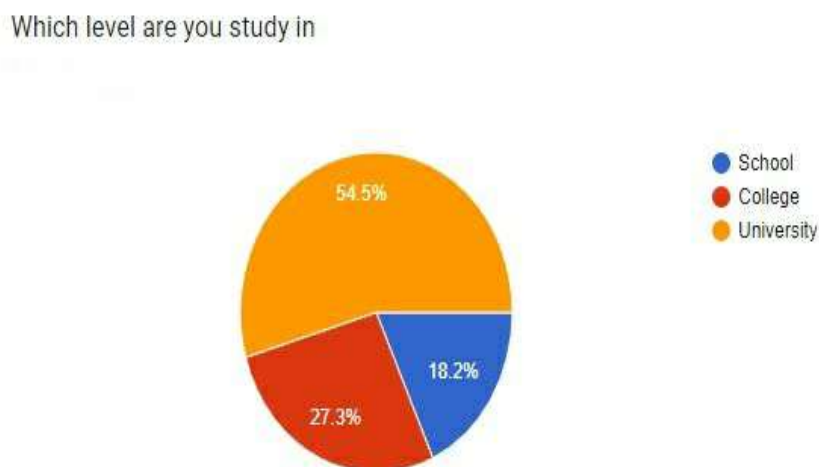


Figure 2. The student's level of study.

Figure 2 shows us that from 314 students of Bangladesh, 54.5% of students are from the university. 27.3% are from college and 18.2% of the students are school students.

So, Now we know which level of students gives those opinions. This is the opinion for the time like pandemic time. But still, a lot of students can't agree with the flipped classroom. Why do many students disagree with the flipped classroom, What kind of problems they faced in the flipped classroom? We have to know those answers too and we will learn about those pieces of information below. In the education system, we want a hundred percent of students' benefits. So, even if one percent can't get proper education, it will be a failure process of learning and we need to upgrade it or dismiss the system. Many students didn't agree with flipped

classrooms, so we need to know why they disagree then we can upgrade them by trying to solve the problems. So, we can say that, even in a pandemic situation, 22.6% of students do average agree with the flipped classroom means they didn't agree with the flipped classroom totally. 14.6% of students disagree with the flipped classroom. Why do they disagree? Maybe they faced a lot of problems that's why. We will learn those answers too. However, the positive fact is that 60.5% of students agree with the flipped classroom. So, they didn't face problems like others. It is a positive fact for the flipped classroom. Maximum of the opinions came from University students. There is a reason for it. Not many school students use social media that's why school students' opinion is not much as University students. So, I can say that more than 60% of students can do the flipped classroom. More than half of the total number. This is a great thing to count but not enough because it's a matter of education. In the matter of education, all students are equal and all student's problems are countable. So, we have to think about every student's opinions, for that matter.

What do you prefer most ? (without any disaster like Covid19)

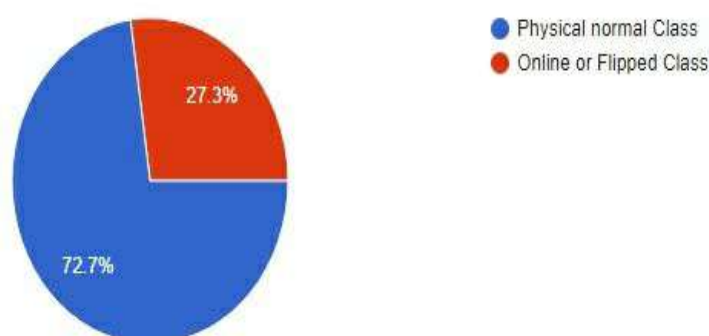


Figure 3. Physical class or Flipped class

Figure 3 shows that students like to do physical class more than flipped class if there is no situation like covid19. Physical class is more effective than flipped class in normal situations. Students can understand physical class more clearly and that's what they want for them to learn. Students choose the physical class or traditional class more than the online or Flipped class. But why? Why do they love traditional classes more than flipped classes? We have to know that too. But it's clear here that, students love to do traditional classes not flipped classes.

### 3.2 Knowledge-gaining platform

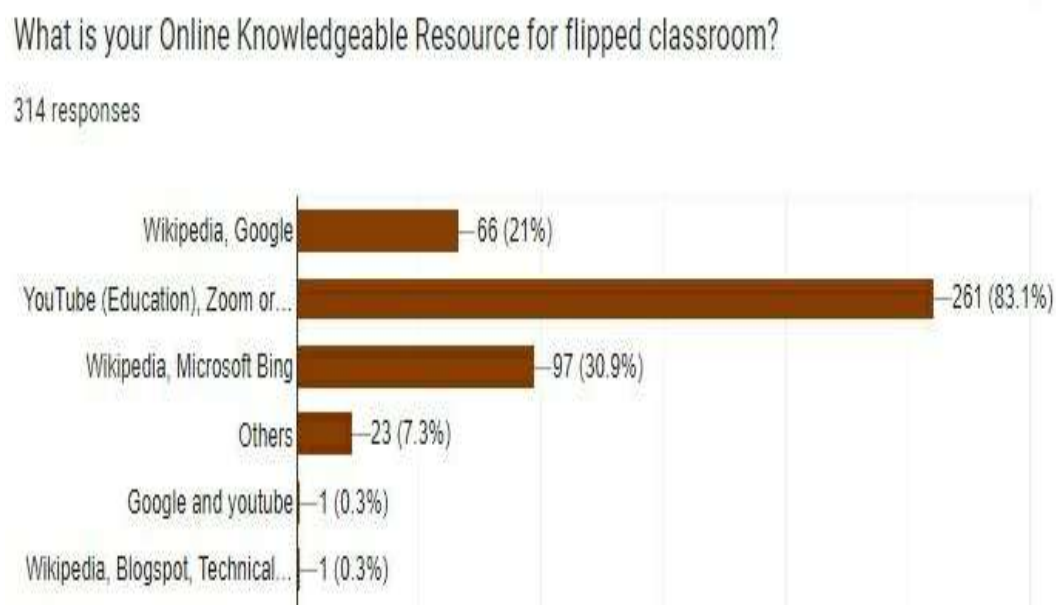


Figure 4. Platform used by students for the flipped classroom in covid19 situations.

Students use youtube and zoom most to gain knowledge. 83.1% of students use youtube, zoom, or google meet. It's not a normal amount. It's a huge amount. Students gave multiple choices, that's why the percentage level is showing like that. We can see that they also use Wikipedia, google, Educational blogs, and others to learn from online. We always should have an alternative path for everything. We don't know what will be the situation in the future. That's why. The online educational platform is helping the students a lot to educate themselves by learning and gathering pieces of information. It's a great thing that, students know and use those platforms to study cause it's good to educate themselves through them. And those platforms are best with a lot of educational information in them. For flipped classes, knowing the right platform to study is important for students. And this figure shows that the students know that very well. So, in this case, the positive matter of fact is, that students know how to gain knowledge by using the internet. Self-learning is very important for a student's life of education. In this modern age, students have a lot of things around them to study. Flipped classes or traditional classes, it's a very important part of educational life for a student.



### 3.3 Problems to use the flipped classroom

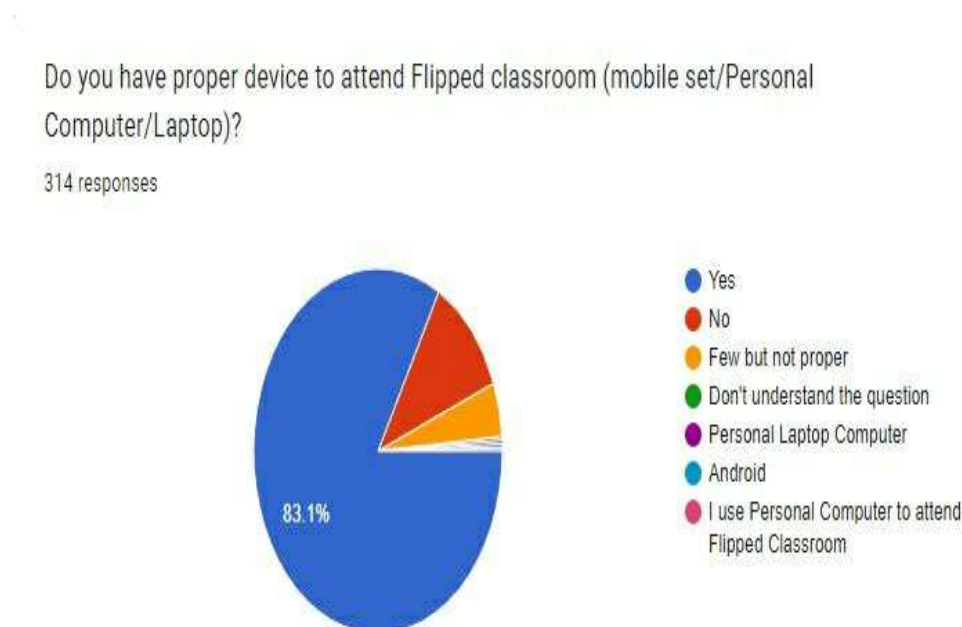


Figure 5. Device Demand of the students for the flipped classroom.

This shows that 83.1% of students have proper devices to use in flipped classes. That's good for the flipped classes but in education, we all want 100% accuracy. Because study is most important for humans. So, some don't have the proper devices to use. That's a great problem because in Bangladesh many families still can't afford devices like computers, smartphones, etc. So, that's a good point and a frustrating problem in this matter. The flipped classroom is very important for a situation like pandemic problems, like covid19. So, we need that for the future. So, we have to improve those problems for the future. Now we can do traditional classes but we might have to depend on the flipped class in the future. We don't know but we have to be ready for the future. We have to upgrade and do more updates from time to time in every sector. So, now we know exactly why many students disagree with the flipped classroom. So, now we can focus on that problem and try to solve it. Without a device the flipped classes are impossible. That is a very important issue and problem for the students. Equality is important in that matter. Without devices in all the student's hands, equality is impossible. So, justice is also impossible without equality in that flipped classroom matter. Equal benefits for all students are very important in Education. Device demand is a great issue but a positive matter of fact is that 83.1% of students have proper devices for the flipped classroom.

Do you face network connectivity problem to do Flipped classroom(speed, data, connection)?

312 responses

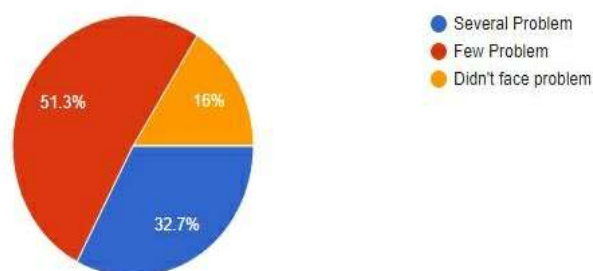


Figure 6. Network connectivity problems

Figure 6 shows a very important subject. Only 16% of the students didn't face any internet network problems during the flipped classroom. But 32.7% were facing huge problems and 51.3% were facing few problems. Those are not a few numbers. A huge amount of students faced a lot of problems with internet networks. So, we have to work on internet connectivity problems too. Why strong internet network is important? It's an important cause, without it students cannot connect with one another. So, transferring information will be unavailable. Learning on an online platform is a great thing cause one can find details of everything through the internet. So, it's really the most important thing to use for the flipped classroom. Flipped classes are impossible without the internet. That's why most of the students don't want flipped classes, they want traditional classes. But we need to improve those internet problems too cause if we face problems like covid19 again, then we have to do the flipped classes again. That's why we need to solve the problems as much as possible.

### 3.4 Final discussion

During covid19 time, all kind of studies was closed. To continue the studies, every institution applied flipped classrooms. It was better that time to study like that. But, at that time when the situation is normal, nobody wants that kind of learning system in their life. Everybody wants the traditional physical class system to study. Because in online learning students could not understand properly. The analysis is telling that all. They also faced a lot of network connectivity problems. So, the case study says that, in the time of pandemic situations like covid19, Bangladeshi students don't want to hamper their studies. That's why they want the flipped classroom. But when the situation is normal, students want to do traditional physical classes. Many students don't have the proper device to use the internet. The analysis gives us a clear picture of the situation for a flipped classroom. Now, the researcher can easily say that flipped classrooms maybe can become a solution for a situation like covid19 but it can't be a regular class as we see that many of the students don't have the proper resources to attend a flipped classroom. Regular physical classes or traditional classes are more important and effective for the students.





#### **4. CONCLUSION**

In Bangladesh, the flipped class took a very important role during covid19 time. But the study shows that students like traditional classes more than flipped classes. Flipped classrooms maybe can become a solution for a situation like covid19 but it can't take the position of traditional classes as we see that many of the students don't have the proper resources to attend a flipped classroom. However, there is a lot of time to do more work on the flipped classroom and can do more improvement of the flipped classroom in the future. I hope, in the future, all the defects of flipped classrooms will be solved and all students can attend flipped classrooms properly in any kind of situation.

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