

Students' Self-Perceived Motivation and Learning after Implementing the Flipped Classroom Methodology in the Bachelor's Degree in Primary Education

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Abstract

The flipped classroom methodology has been recently implemented in the university education, showing a positive influence on students' motivation and learning processes. However, few studies have examined the students' perceptions about this methodology and the relationship between these constructs. Thus, the main aims of this study were (i) to analyze the self-perceived level of motivation and self-perceived learning after implementing the flipped classroom methodology in a sample of university students of the Bachelor's Degree in Primary Education and (ii) to examine the association between students' self-perceived motivation and self-perceived learning. We collected the self-perceptions of 68 students, with a mean age of 19.15 ± 2.3 years old (55 girls). The self-perceived motivation and learning were assessed through a 4-point Likert scale questionnaire. Results showed that students perceived to have higher motivation levels and higher learning perception derived from the implementation of the flipped methodology. In addition, students' self-perceived motivation was positively associated with self-perceived learning. In conclusion, university professors could benefit from the flipped classroom methodology thanks to the enhancement of students self-perceived motivation, which, in turn, associates with higher self-perceived learning.

Keywords: flipped methodology, motivation, learning, university students, teaching, educational innovation