

A comparison of the efficacy of Implementing Blended Learning, the Flipped Classroom, and the Flipped Learning Comprehensive model in Teaching Application Information in Vietnam

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Abstract

In the process of implementing E-Learning training at Van Lang University from 2020 to 2023, we have applied different training models from Blended Learning in the period of 2020 - 2021, a Flipped Classroom (FC) in the period of 2021 - 2022, and finally a Flipped Learning Comprehensive Model classroom (FLCM) in the period of 2022 - 2023. Through technology applications and different learning resources, the models have brought their effects into play throughout the stages. For Van Lang University's Applied Informatics subject, this study compares the strengths and weaknesses of each implementation model. Student performance is assessed by grades earned during the course of study and by final course grades, as well as by their engagement in learning activities. A total of 40,000 Van Lang University students studied Applied Informatics between 2020 and 2021, 2021 and 2022, and 2022 and 2023. The results of phase 1 (2020 - 2021), 2 (2021 - 2022) and 3 (2022 - 2023) show little change in learning outcomes, but more than 10% increase in experience and proactiveness. This shows that the more the students engage in learning activities, the more they learn. This highlights the importance of active learning strategies in pedagogy.

Keywords: Blended learning, Flip classroom, FLCM, E-Learning