



7th International Academic Conference
on **Teaching, Learning and Education**

The Application of Flipped Classroom with Gamification to Enhance Self-Regulated Learning of Students in Applied Computer for Business Course

Janejira Arsarkij

International College, Chiang Mai Rajabhat University, Thailand

Abstract

This research aimed to examine students' self-regulated learning by applying flipped classroom with gamification in the Applied Computer for Business Course. Methods: The mixed-methods approach including both quantitative and qualitative data collection were analyzed to answer the research questions. Data was gathered by collecting information from questionnaires given to the students before and after the implementation of the mixed methods approach. Results: The overall results indicated a significant increase in most students' levels of self-regulated learning (SRL) across all dimensions when using the flipped classroom with gamification. Furthermore, the content analysis results from open-ended questions and the interviews showed that students were satisfied with the instruction and materials provided in class, and they believe that the flipped classroom with gamification could assist them in managing their own learning. Implication: The success of the flipped classroom with gamification depends on factors such as providing adaptation for students accustomed to traditional in-class learning, ensuring access to internet data for video-based learning, selecting suitable course content and activities, and addressing individual differences in personality and learning performance. Instructors should offer clear explanations, precise planning for gamification, and utilize online platforms for real-time updates to enhance the efficiency and effectiveness of this integrated teaching approach.

Keywords: Flipped Classroom, Gamification, Self-Regulated Learning, Self-Regulation Formative Questionnaire