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A Flipped Classroom in The Field of Tourism: A Case Study of Students' Perceptions on The MOODLE Learning Platform

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Abstract

This study examines students' perceptions of the flipped classroom (FC) method of learning at a public university in Croatia. The sample includes students enrolled in the Tourism and Tourism and Culture study programs. The purpose is to provide recommendations for stakeholders in the teaching process and identify limitations. Data was collected via a questionnaire on the MOODLE platform during the winter semester of 2024/25. A total of 165 online responses were collected from domestic and international students, including undergraduate and postgraduate students, with 63 participants from abroad. The results show that international students were more open to online project-based and peer or collaborative learning in tourism courses. They felt more engaged when the teacher implemented a flipped learning method. These students arrived better prepared for class discussions and active participation, especially in topic analyses. Domestic students emphasized in-class topic presentations over problem analysis through online projects and tasks. However, most students had positive attitudes towards this method in tourism courses and were satisfied with group discussions (critical thinking). Some students complained about insufficient explanation of the assigned tasks. After finishing the semester, foreign students achieved better results. The findings show different levels of student reflection (domestic vs international). The study suggests that tourism teachers use both inductive and deductive methods. Students reported that the FC method motivates them to prepare more before class. They prefer to learn with interest and fun instead of memorizing phrases. Future researchers should strengthen professional practices and enrich learning and teaching with varied motivational strategies.

Keywords: Attitude, Education, Learning Methods, Motivation Strategies, Participants