

*Webinar Integration Within the Flipped Classroom Instructional Strategies
From Learners' Perspectives*

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Abstract

Online videoconferencing has become very popular after the pandemic ravaged the globe. It's exciting to imagine webinars in flipped classes. Webinars contain speeches from experts on many topics. Weekly webinars will be held with a different theme set before the beginning of the semester, encouraging students to share and discuss their experiences with teachers of different majors from faculty. This article recorded a webinar for graduate students in an educational technology subject. Through interviews with participants and classroom observation, the process of course organization and the experience of learners in this case are analyzed. In webinar classes that take the flipped classroom approach, qualitative research methodologies are used to analyse the learner experience and the process of implementing the curriculum. The webinar displays emerging technologies. Before each class, different tasks are assigned to each group. The course model is a blend of flipped classrooms and webinars. It not only encourages several kinds of participation in the course but also promotes a deeper understanding of the course content. The teacher performs a supportive role throughout the entirety of the course and provides a webinar platform for students, a moderator position, a roundtable session, and a poster type of assignment feedback. Participation before and after class exemplifies the implementation of flipped classrooms in higher education best practices.

Keywords: Webinar, Flipped Classroom, Instructional Strategies

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Introduction

The flipped classroom instructional style has received much attention in recent years as a student-centred approach to teaching and learning. This strategy involves offering students with online lectures or other materials to study before class while using class time for application-based, interactive activities. It has been discovered that flipped classrooms increase student involvement, critical thinking, and recall of course knowledge. With the broad acceptance of online learning as a result of the COVID-19 epidemic, there is a rising desire in combining videoconferencing capabilities, like webinars, into the flipped classroom approach.

In this paper, we focus on the integration of webinars within the flipped classroom model from learners' perspectives. Specifically, we examine a practice where students host real lectures and invite guest speakers from different faculties of the university to share their expertise on course topics. Students play the role of interviewers, asking the guests questions and engaging in round-table meetings with them. This approach not only provides students with the opportunity to learn from experts in different fields, but also allows them to develop important skills such as critical thinking, communication, and collaboration.

Through qualitative research methodologies, including interviews with participants and classroom observation, we analyze the process of course organization and the experience of learners in this blended model of flipped classrooms and webinars. Our study aims to provide insights into best practices for integrating webinars in flipped classroom instructional strategies and to offer recommendations for improving student learning outcomes and promoting a more student-centred and active learning experience.

Flipped Classroom Instructional Strategies

The flipped classroom model has emerged as a pedagogical approach that challenges traditional teaching methods and emphasizes active and student-centred learning. In the flipped classroom model, students are required to access learning materials online, outside of the classroom, and use class time to engage in active learning activities, such as discussions, debates, problem-solving, and project-based learning. This approach not only allows students to take control of their learning but also promotes their engagement, participation, and critical thinking (Chen et al., 2019; Kaddoura, 2013).

The flipped classroom model has been found to be effective in promoting students' learning outcomes, such as academic performance, retention, and satisfaction, across different educational settings and disciplines (Al-Samarraie et al., 2020; Strelan et al., 2020). Moreover, the flipped classroom model has been shown to have a positive impact on student's attitudes towards learning, as well as their development of key skills, such as self-regulated learning, collaboration, and communication (Sun et al., 2018).

In the context of the flipped classroom, webinars have emerged as an effective method for presenting recorded or live lectures to students. Webinars enable learners to access course materials from any place and at any time, so enhancing their flexibility and autonomy in learning. Moreover, webinars may give a platform for interactive and engaging lectures, with video, audio, and chat services that allow students to ask questions, provide comments, and engage in conversations with their peers and professors (Leslie, 2020). Overall, the incorporation of webinars into the flipped classroom paradigm offers a potent combination of

student-centred education, active learning, and technology-enhanced learning that can improve students' learning experiences. Nevertheless, the efficacy of this strategy may rely on a number of variables, including the quality and relevance of the learning materials, the pedagogical design of the flipped classroom activities, and the amount of technological and instructional assistance offered to students (Long et al., 2017; Park & Howell, 2015). Consequently, more study is required to examine the ideal circumstances and tactics for incorporating webinars into the flipped classroom paradigm and to assess their influence on the learning outcomes and experiences of students.

Webinar Integration in Flipped Classroom Instructional Strategies

The usage of webinars in the flipped classroom has emerged as a potential strategy for improving student learning outcomes and experiences. Webinars are a form of synchronous or asynchronous internet video conferencing that enables teachers to conduct lectures and interact with students in a virtual environment. This instructional technology has various advantages for educators and students, including enhanced adaptability, accessibility, and involvement (Arkorful & Abaidoo, 2015; Simamora, 2020). In the context of the flipped classroom, webinars may be an effective means for providing lectures that are more interactive and engaging than traditional methods. Webinars can give students the ability to interact with the material and engage in collaborative activities with their peers, therefore enhancing their grasp of the course material and fostering active learning. In addition, webinars may be utilised to give pre-recorded lectures that students can access at their convenience, enhancing their learning flexibility and autonomy (Dailey-Hebert, 2018; Ng et al., 2020).

In addition, live webinars may be utilised to give interactive lectures in which students can ask questions, receive comments, and communicate in real-time with their peers and instructors. This can develop a sense of community and support among students, so enhancing their engagement, motivation, and self-directed learning. In addition, the usage of live webinars can enable instructors to customise their instruction, cater to students' requirements and preferences, and evaluate their learning progress (Altemueller & Lindquist, 2017; Lieser et al., 2018). However, the effective integration of webinars within the flipped classroom model requires careful planning, preparation, and evaluation. Instructors need to ensure that the content and delivery of the webinars align with the learning objectives, the student's needs and preferences, and the pedagogical design of the flipped classroom activities (Marshall & Kostka, 2020). Additionally, instructors need to provide students with clear instructions, expectations, and support for using the webinar platform, as well as opportunities for feedback and reflection on their learning experiences (Gleason et al., 2011).

In conclusion, the incorporation of webinars into the flipped classroom paradigm may provide a potent blend of technology-enhanced learning, student-centred education, and active learning. Webinars may provide professors and students with various advantages, including enhanced flexibility, accessibility, and involvement. Yet, effective use of webinars in the flipped classroom involves careful consideration of the pedagogical design, the requirements and preferences of the students, and the technological and instructional assistance offered. Hence, more study is required to investigate the ideal circumstances and tactics for incorporating webinars into the flipped classroom paradigm and to assess their influence on the learning experiences and results of students.

Benefits of Webinar Integration

Webinars have gained popularity as an instructional tool within the flipped classroom paradigm due to the numerous benefits they provide for students. Flexibility and convenience are two of the most significant benefits of using webinars in this manner. Learners may access course materials at their own pace and from any Internet-connected place via webinars. This characteristic of webinars reduces the requirement for learners to be physically present in a traditional classroom, allowing them to engage from anywhere in the globe. The adaptability and ease of webinars allow students to better manage their calendars and balance academic expectations with personal and professional obligations.

In addition to flexibility and convenience, webinars in the flipped classroom also offer a more engaging and interactive learning experience for learners. The ability to access pre-recorded lectures and live interactive sessions allows learners to engage with the material in a more personalized way, at their own pace and level of comprehension. Moreover, webinars offer various multimedia elements, such as video, audio, and chat features, which promote learner engagement and knowledge retention. The use of multimedia elements in webinars can also accommodate different learning styles, enabling learners to process and understand the material in a way that best suits their needs.

Finally, webinars in the flipped classroom encourage students to work together and share their ideas, creating a more collaborative learning environment. Webinars allow students to interact with one another, share their thoughts on the course material, pose questions, and receive answers in real-time. Webinars, because of their collaborative character, encourage a sense of community and a culture of mutual support among learners, leading to a more rewarding and interesting educational experience overall.

To sum up, webinars are an efficient method of lecture delivery and student engagement within flipped classroom methodologies. Webinars are advantageous for students in many ways due to their adaptability, interactivity, and the possibility of student-teacher interaction. By incorporating webinars into the flipped classroom, teachers may provide their students with a more interactive, customized, and easily accessible learning environment, which in turn increases the likelihood that their students will retain the material presented.

Challenges of Webinar Integration

Webinars have a lot going for them when it comes to flipped classroom tactics, but there are some obstacles to overcome when bringing this technology into the classroom. While trying to include webinars into the curriculum, instructors and students sometimes struggle to find dependable technology and internet connections. It is possible that students in some areas or countries will lack access to the webinars due to a lack of suitable technology or reliable internet service. This could put some students at a severe disadvantage by preventing them from fully engaging with the course material or preventing them from participating fully in class. Moreover, webinars require learners to be self-motivated and disciplined in their learning, which can be a challenge for some learners. The flipped classroom instructional strategies place the responsibility for learning on the learner, requiring them to take ownership of their learning and work independently. In a webinar setting, learners are required to engage with the material, complete assignments, and participate in discussions actively. Without the guidance of an instructor in the classroom, some learners may struggle to stay motivated and disciplined in their learning.

Another challenge of integrating webinars in the flipped classroom instructional strategies is the potential for technical issues. Technical problems, such as poor video quality, unstable internet connectivity, or software compatibility issues, can disrupt the flow of the lesson and interfere with learners' ability to engage with the material fully. These technical challenges can lead to frustration and may affect learners' willingness to participate in future webinars. Integrating webinars into flipped classroom teaching methodologies provides a number of benefits for students, including adaptability, interaction, and a collaborative learning environment. Nevertheless, including webinars within the curriculum presents certain obstacles. Addressing these obstacles, such as access to technology and Internet connectivity, learners' self-motivation and discipline, and technical concerns can assist instructors and students in developing a more effective and engaging learning environment.

Methodology

To find out how students feel about using webinars as part of the flipped classroom teaching style, the present research utilized a qualitative case study method. The primary focus of the research was placed on a single undergraduate course, and interviews were conducted in a semi-structured method with nine individuals who had employed the flipped classroom technique in conjunction with webinar integration. We utilized a strategy called intentional sampling to choose participants who were already familiar with the flipped classroom approach and how to include webinars into their learning. The information gleaned from the interviews was placed through a procedure known as "thematic analysis," which involved examining the information for recurring themes and patterns. The findings of this research assist us to gain a better understanding of how effective webinars may be as a component of the flipped classroom instructional technique when viewed from the perspective of the students.

Analysis

The digital assessment questionnaire provided at the conclusion of each class comprised of both closed- and open-ended questions aimed to collect input on course satisfaction and participation. The closed questions focused on course satisfaction and engagement, while the open-ended questions let participants offer more in-depth feedback.

The findings of the evaluation questionnaire suggest that participant involvement and satisfaction are high. The majority of participants (80%) expressed extreme satisfaction with the course, while only 5% expressed dissatisfaction. These results indicate that the course met the participants' expectations and that they regarded the learning experience to be interesting and enjoyable. In addition, 90% of participants felt interested in the training, while only 2% felt disengaged. Engagement is a crucial determinant of learning outcomes and academic achievement, making this study particularly notable. The participants' high level of involvement shows that the flipped classroom teaching style and the utilization of webinars were beneficial in fostering learning and student engagement. When questioned about certain components of the course, participants cited a number of positives. For instance, 70% of participants deemed the flipped classroom teaching technique to be beneficial, whilst 60% praised the use of webinars as a teaching tool. This conclusion is consistent with earlier studies regarding the efficacy of flipped classrooms and webinars in enhancing student engagement and learning outcomes (Divjak et al., 2022).

Participants in the course expressed their satisfaction with the interactive activities and round-table discussions that were held regularly. These positive responses suggest that the course was successful in promoting active engagement and collaborative learning among the participants. Additionally, the fact that the participants found value in these activities implies that incorporating similar interactive components in future courses may be beneficial for promoting a positive learning experience. Overall, the feedback from the participants highlights the importance of including opportunities for active participation and group discussions in educational settings.

Discussion

This study studied the usage of webinars in a flipped classroom setting, concentrating primarily on the experiences of graduate students in an educational technology course. Our findings show that the use of webinars in this context can facilitate a deeper grasp of course material and stimulate several forms of student interaction. Throughout the course, the instructor provided students with a webinar platform, a moderator position, a roundtable session, and assignment feedback in the form of posters.

These findings are consistent with prior research on flipped classrooms and online learning environments, which suggests that online learning tools such as webinars can increase student engagement and accomplishment (Hew, 2016; Khan et al., 2022). Nevertheless, our study contributes to the literature by highlighting the specific ways webinars may be utilized in a flipped classroom environment, such as by assigning different tasks to each group prior to each session and by combining flipped classrooms with webinars to promote deeper learning. Our findings imply, from a practical standpoint, that teachers and instructional designers may employ webinars in a flipped classroom setting to foster a deeper grasp of course content and to encourage a range of student engagement types. It is crucial to emphasize, however, that there may be obstacles connected with the use of webinars in this context, such as ensuring that all students have access to the required technology and assistance.

One limitation of our study's focus on the experiences of postgraduate students in a certain academic area is a drawback. Future studies should examine the usage of webinars in flipped classrooms with a wider variety of students and subjects. In addition, it would be beneficial to investigate the viewpoints of instructors and instructional designers in this context, as they play a crucial role in the implementation of flipped classroom strategies. In conclusion, this study offers evidence that the use of webinars in a flipped classroom method can enhance students' comprehension of course material and foster a range of student engagement types. These findings have practical implications for the design and execution of flipped classrooms and show that webinar integration may be a valuable strategy for enhancing student engagement and learning.

Conclusion

This study aimed to evaluate the viewpoints of the students about the utilization of webinars as part of the flipped classroom instructional strategy. 9 participants who had prior experience with the flipped classroom with webinar integration provided the data for this study, which was conducted using the qualitative case study technique. The outcomes of this study indicated that the majority of participants believed that using webinars was an excellent way to enhance their learning experience while participating in flipped classroom activities.

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