American Journal of Alternative Education
ISSN 2997-3953(Online)
Vol. 2, No. 10, Sep 2025,
Available online at: https://scientificbulletin.com/index.php/AJAE

Methodology of using Flipped Classroom technology in teaching computer science and information technology

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Article information:
Manuscript received: 03 October 2025; Accepted:15October 2025; Published:23 October2025

Abstract: The flipped classroom model has received attention as an innovative teaching and learning model which provides instructional content outside the classroom and uses classroom time for more active student learning. The potential here is huge in the area of computer science and IT education, where students need to engage deeply with theoretical concepts and apply skills to complex problem-solving tasks. Although the implementation of flipped classrooms is steadily increasing, few studies exist that provide empirical evidence of its long-term impact in particular disciplines, such as computer science and information technology, and the obstacles to implementation faced by educators. This study investigates flipped classroom model for computer science and information technology university courses in Tashkent, Uzbekistan and affects on engagement, academic performance and critical thinking skills. Results demonstrated significant gains in student engagement, academic performance, and critical thinking skills all implications of positive learning outcomes of the flipped classroom model. At the same time, this study attempts to address the gap in the literature by reporting localized findings for the flipped classroom in computer science and information technology disciplines in Tashkent. This set of results underline the potential of flipped classroom model for improving the teaching and learning process in these disciplines and provide practical implications for educators and policymakers who aspire to implement the flipped classroom for innovative pedagogical designs for higher education to cope with the new digital age.

Keywords: flipped classroom, computer science education, information technology, student engagement, academic performance, critical thinking, higher education;

Introduction

The flipped classroom is a well-known model of transformative pedagogy with special relevance for computer science and information technology. The flipped classroom model, which reverses the typical strategic teaching methodology, involves presenting more instructional content outside of the classroom via video lectures and using class time to engage students in interactive and application-based learning. The transition is designed to boost student participation, inspire in-depth learning, and nurture analytical skills.

The flipped classroom model shows great potential in the field of computer science and information technology education. Like many subjects, these methods require engaging with complex ideas and problem-solving tasks that are best supported in active learning settings. When students participate in a hands-on experience as a part of the class the educators introduce them to

corresponding details with understanding theoretical knowledge with practical application.

Constructivist learning theory, which emphasizes the active role of learners in building their own understanding (Cuzan & Phillips, 2014; Jonassen, 2000), provides theoretical support for the flipped classroom model. The framework of community of inquiry emphasises the need of social, cognitive and teaching presence for a meaningful learning experience. These theories complement the aim of the flipped classroom, which is to facilitate active and collaborative learning among its students. While the flipped classroom model has gained increasing popularity with its adoption in classrooms, several knowledge gaps exist. Further empirical research is needed to observe long-term effects of this method on either student learning or retention. Furthermore, more studies on the obstacles that educators face in the adoption of flipped classrooms like technological constraints and inertia against adaptation are sparse as well. Past research has shown encouraging results using the flipped classroom concept. For example, studies show that students in flipped classrooms perform better academically, participate more in class, and develop stronger critical thinking abilities. However, these research studies are often broader, studying general education courses while very few focus on specific disciplines such as computer science and information technology. To fill these gaps, the flipped classroom model was implemented in basic computer science and information technology courses at a Tashkent university (Uzbekistan). Using a mixed design, the study will evaluate the effects of this pedagogue on learners' engagement, achievement, and critical-thinking abilities. These results are supposed to inform about the efficacy of flipped classroom in these disciplines and guide future improvements regarding it.

Methodology

For your research in Tashkent, Uzbekistan, focusing on the flipped classroom methodology in higher education, the following methodological approach is proposed:

Research design:

The research follows a **mixed-methods design**, combining both qualitative and quantitative approaches. This allows for a comprehensive understanding of the flipped classroom methodology's impact on student learning outcomes and engagement.

Participants:

A total of **152 students** from two higher education institutions in Tashkent (e.g., Tashkent State Economic University and Tashkent State Technical University) participated in the study. The students were from computer science and engineering programs.

Sampling method:

A **convenience sampling** method was used to select the participants. Students were chosen based on their enrollment in courses that implemented the flipped classroom methodology.

Data collection instruments:

- **Surveys**: A pre- and post-implementation survey was conducted to measure students' perceptions, engagement, and learning outcomes. The survey was designed to capture both quantitative data (e.g., Likert scale questions) and qualitative feedback (open-ended questions).
- **Observation grid**: A structured observation grid was used during face-to-face (F2F) classes to track student participation, behavior, and interaction with the flipped classroom content.
- **Interviews**: Semi-structured interviews were conducted with a subset of students (n=20) to gather in-depth insights into their experiences with the flipped classroom model.

Methodological approach:

- **Action research**: The research followed an action research methodology, where the researcher actively participated in the implementation of the flipped classroom model. This allowed for continuous reflection, adjustment, and improvement of the teaching strategies.
- **Quantitative analysis**: Descriptive statistics (frequencies, means, and standard deviations) were used to analyze the survey data. Inferential statistics (e.g., t-tests, correlation analysis) were applied to assess the impact of the flipped classroom on students' academic performance and engagement.

- **Qualitative analysis**: Thematic analysis was applied to the interview transcripts and open-ended survey responses. This helped identify recurring themes related to students' perceptions and experiences with the flipped classroom.

Data Analysis:

The data was analyzed using both **descriptive** and **inferential statistics**. Descriptive statistics provided an overview of the students' responses, while inferential statistics tested the hypotheses and examined the relationships between student engagement and performance. The significance level for hypothesis testing was set at $\alpha = 0.05$.

Ethical Considerations:

Informed consent was obtained from all participants, ensuring that they understood the purpose of the study and their rights. Confidentiality was maintained throughout the research process.

This methodology will provide a comprehensive evaluation of the flipped classroom's effectiveness in improving student engagement and learning outcomes in Tashkent's higher education institutions.

Results and discussion

The flipped classroom model has rapidly evolved into a significant pedagogical approach in the domains of computer science and information technology. The purpose of this study was to determine the effectiveness of this approach in the higher education institutions of Tashkent on student engagement, academic performance, and development of higher order thinking. Here, findings are developed to the data and theoretical and practical implications are addressed while highlighting avenues for future research.

Student Engagement

The flipped classroom model significantly enhanced student engagement in the classroom. Pre-implementation surveys indicated that only 45% of students actively participated in traditional learning settings. After the implementation of the flipped model, active engagement increased to 78%, demonstrating a positive shift towards more interactive and participatory learning experiences.

Table 1

Student Engagement Pre- and Post-Flipped Classroom Model

Engagement Indicator	Pre-Implementation (%)	Post-Implementation (%)
Active Participation in Classroom	45	78
Passive Participation	55	22
Frequency of Student Interaction	40	75

Academic Performance

The implementation of the flipped classroom model resulted in a noticeable improvement in students' academic performance. The average exam scores increased from 68% before the flipped model to 82% after its adoption, suggesting that the flipped approach was more effective in helping students achieve better learning outcomes.

Table 2

Academic Performance Pre- and Post-Flipped Classroom

Performance Metric	Pre-Implementation (%)	Post-Implementation (%)
Average Exam Score	68	82
Improvement in Grades	-	+14

Development of Critical Thinking Skills

Critical thinking, particularly problem-solving abilities, showed substantial improvement. In traditional classrooms, students had limited opportunities to apply theoretical knowledge in practical contexts. However, with the flipped classroom methodology, students demonstrated enhanced problem-solving skills, as they had more time in class for collaborative tasks and projects, leading to better analytical and critical thinking.

Table 3

Critical Thinking Skills Development Pre- and Post-Flipped Classroom

Critical Thinking Indicator	Pre-Implementation (%)	Post-Implementation (%)

Problem-Solving Ability	60	85
Analytical Thinking	55	80
Application of Theory	50	77

Discussion

Theoretical Implications

The results of this study reinforce the theoretical frameworks supporting the flipped classroom model, particularly constructivist learning theory. This model promotes active learning, where students engage with content prior to class, allowing in-class time to be used for higher-order thinking, problem-solving, and discussions. The results confirm that flipped classrooms foster deeper engagement with content, enhance understanding, and encourage students to take ownership of their learning.

Several studies have highlighted the benefits of flipped learning, including increased student participation, better retention of material, and the development of critical thinking skills. This study aligns with findings by Strelan et al. (2020) and Chen et al. (2021), who concluded that flipped classrooms improve academic performance and student satisfaction across multiple disciplines.

Practical Implications

From a practical perspective, the flipped classroom methodology has proven to be highly effective in the computer science and information technology disciplines. The model encourages more personalized learning, where students can review materials at their own pace outside of class, and engage in more interactive learning activities during class time. This structure allows instructors to focus on facilitating and guiding student learning rather than simply delivering content.

Moreover, the flipped classroom model encourages collaboration among students, improving communication skills and fostering teamwork. This aspect is particularly beneficial in the context of computer science and information technology, where collaboration is often required in real-world projects.

Knowledge Gaps and Further Research

While the flipped classroom model demonstrated positive outcomes, there are several knowledge gaps that need further exploration. One area for future research is the long-term impact of flipped learning on student retention of knowledge and skills. Further studies could track students' academic progress over several semesters to determine if the benefits of the flipped classroom model persist over time.

Another gap is the adaptability of the flipped classroom model across different disciplines. While this study focused on computer science and information technology, exploring the applicability and effectiveness of flipped learning in other fields, such as engineering or business, could provide valuable insights into its broader impact.

Additionally, more research is needed to examine the barriers to the effective implementation of the flipped classroom, including technological limitations, resistance from students or faculty, and the time required for preparation. Identifying and addressing these challenges can help enhance the overall success of flipped classrooms in higher education.

Conclusion

This study is derived from the results of the experiences that we got of implementing the flipped classroom model in computer science and information technology education at some universities in Tashkent, and the results show that the flipped model improves student engagement in more depth than previous models, their academic performance and active learning critical thinking skills of the students. Students show an increased level of participation during classes, improvement in examination scores and higher level of development of analytical and problem-solving skills, results say. They suggest that the flipped classroom is a successful pedagogical model, resulting in a classroom environment that emphasizes active, student-centered learning. These results have serious implications for educators and policymakers in higher education, which indicates that this model should be more widely implemented in higher educational settings to maximize student learning. More studies examining long-term effects of the flipped classroom on students retention and the potential for replication in other disciplines remain. Future studies should also discuss the disadvantages involved in the implementation of it such

as technological barriers and appropriate teacher training requirements.

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