

Reconsidering the flipped classroom: innovation or stagnation?

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ABSTRACT

The flipped classroom is a methodology that has had a great impact in recent times. It is considered ideal for involving students, as the central axis of educational action. However, several studies show disadvantages that appear in practice. In this investigation, a group of students of the Degree in Primary Education, who have had an experience with the flipped classroom, are taken as participants. In this way, it is relevant to know what their perspectives are, based on three criteria: advantages of the flipped classroom, disadvantages, and comparison with the traditional system. This research will be qualitative, following the heuristic phenomenological method, conducting several interviews. The main objective is, for future teachers, to reflect on educational practice and comment on their perspectives about this methodology, which is considered innovative. After data analysis, advantages such as group work, and the choice of another way to teach in the classroom, are highlighted. However, non-consensual evaluation, limited time, and disagreements with teachers, will be the most prominent disadvantages. In general, the conclusion is that the flipped classroom is similar to traditional system.

Keywords: flipped classroom, university, education, innovation, active methodology, phenomenology, heuristic, didactics, theory of education.

Repensando el aula invertida: ¿innovación o estancamiento?

RESUMEN

El aula invertida, o *flipped classroom*, es una metodología que ha tenido gran repercusión en los últimos tiempos. Se considera idónea para implicar al alumnado, pues constituye el eje central de la acción educativa. Sin embargo, varios estudios muestran desventajas que

aparecen en la práctica. En esta investigación, se toma como participantes a un grupo de estudiantes del Grado en Educación Primaria que han tenido una experiencia con el aula invertida. De este modo, se pretende conocer cuáles son sus perspectivas, atendiendo a tres criterios: ventajas del aula invertida, inconvenientes y comparación con el sistema tradicional. Esta investigación será de carácter cualitativo, siguiendo el método fenomenológico heurístico. Se hará uso de la entrevista como instrumento de la investigación. El objetivo principal es que el futuro profesorado reflexione sobre la práctica educativa y comente sus reflexiones acerca de esta metodología catalogada como innovadora. Tras el análisis de datos, se resaltan como ventajas el trabajo en grupo y la elección de metodologías para implementar en el aula. No obstante, la evaluación no consensuada, el escaso tiempo y los desacuerdos con el profesorado serán los inconvenientes más destacados. En general, se llega a la conclusión de la similitud del aula invertida con el sistema tradicional.

Palabras clave: aula invertida, universidad, educación, innovación, metodología activa, fenomenología, heurística, didáctica, teoría de la educación.

Reconsiderando a sala de aula invertida: inovação ou estagnação?

RESUMO

A sala de aula invertida, ou flipped classroom, é uma metodologia que tem tido grande repercussão nos últimos tempos. Considera-se idônea para envolver os alunos, pois constitui o eixo central da ação educativa. No entanto, vários estudos mostram desvantagens que aparecem na prática. Nesta pesquisa, um grupo de estudantes do curso de Educação Primária que tiveram experiência com a sala de aula invertida é considerado como participantes. Dessa forma, pretende-se conhecer quais são suas perspectivas, atendendo a três critérios: vantagens da sala de aula invertida, inconvenientes e comparação com o sistema tradicional. Esta pesquisa será qualitativa, seguindo o método fenomenológico heurístico. Entrevistas serão usadas como instrumento de pesquisa. O objetivo principal é que o futuro corpo docente reflita sobre a prática educativa e comente suas reflexões sobre esta metodologia catalogada como inovadora. Após a análise dos dados, são destacadas vantagens como trabalho em grupo e a escolha de metodologias para implementar na sala de aula. No entanto, avaliação não consensual, tempo limitado e discordâncias com os professores serão as desvantagens mais proeminentes. Em geral, chega-se à conclusão de que a sala de aula invertida é semelhante ao sistema tradicional.

Palavras chave: aula invertida, universidade, educação, inovação, metodologia ativa, fenomenologia, heurística, didática, teoria educacional.

INTRODUCTION

The new technologies have radically changed the way humans interact with each other. Therefore, the school environment needs changes to adapt to this reality. The students are demanding this transformation, as they do not feel part of the supposed community that should be formed in educational centers. With the aim of eradicating that traditional methodology where academic content takes precedence alongside one-way communication from the teacher to the student, new active methodologies have emerged, seeking the integral development of individuals who have grown up in this digitized society. The traditional approach, which involves the need for step-by-step instructions (Zavala et al., 2023), has been found to fail in engaging students. For that reason, implementing other types of strategies would facilitate that essential goal.

One of these active methodologies that has been included into schools in recent years is the flipped classroom. These experiences have also reached various university classrooms, including those in the faculties of education sciences. In these cases, the implementation of these methodologies is not only useful for improving students' own learning but also for questioning their limitations and virtues, with the aim of determining whether it is optimal to use them in their future roles as educators. Thus, this research emerges from the experience of a group of students who have experimented with this methodology in one of their subjects during the third year of the Primary Education Degree.

Future teachers will need to be able to adapt to the upcoming generations. The role of the teacher could not continue being the one it was until now, as it only leads to detrimental relationships where dialogue is not the priority. In fact, participation in traditional methodologies is scarce, hindering the progress of future education professionals. This research not only serves to determine if the flipped classroom works, but also to understand the perceptions of university students who will have to take on the role of teacher in the future.

In essence, the flipped classroom is supposed to give protagonism to the students instead of the teachers, so that the students are the ones leading the teaching and learning processes. It starts with a series of topics established by the teachers so that the students can decide how to present that content to the rest. The only decision made by the teacher is the content itself, the 'what,' while the 'how,' the way of presenting that content, has to be a decision made by the students. This is where the role change comes in, because it has always been the teachers who have made all the decisions, without considering the other members of the educational environment.

However, being this the initial idea of this methodology, it is essential to recognize whether the

practice achieves this objective or, on the contrary, presents a series of restrictions. To do this, it is necessary to give voice to those who have been able to experience the flipped classroom. Without these experiences, theories will continue to be created from the perspective of the observer, and not the true protagonist of the story. Therefore, further details will be known after its development, understanding the process and those characteristics that need improvement.

At the same time, teachers have the duty to reflect on what they implement in their classrooms, so the ideal path is to experience the methodology. Without thought, new ideas cannot be generated; instead, established opinions are simply maintained. If theory leads us to select a methodology without practice, actions and experiences would be left aside; acceptance would occur without considering the assessments of the people who use it.

Consequently, this study will consider the real opinions of a group of students from the Faculty of Education Sciences to build an opinion based on previous theories and research. This way, emotions and judgments of students who have faced both traditional and flipped classroom methodologies can be evaluated. The main goal of the research consists of understanding the perspective of undergraduate students on the flipped classroom, exploring the advantages and disadvantages they have encountered with this methodology, and making a comparison with the traditional system. Considering that unidirectional communication and lectures have been the central way of most sessions that this group of participants has experienced, the comparison is necessary to observe if the flipped classroom truly achieves improvement.

This work begins with a review of the scientific context that encompasses this active methodology: the flipped classroom. This will allow understanding the current state of this topic and the opinions generated with the various implementations in different contexts. Subsequently, the methodology employed for this research is discussed, which consists of a qualitative study from a heuristic phenomenological approach. The characteristics of the participant group, the instrument used and the data analysis strategies are also specified. It continues with the results after the conducted observation. It ends with the conclusions of the findings, which also specify the limitations of the study and deductions for possible future studies.

1. The university educational model and the flipped classroom

Education is facing significant changes in recent times, aiming to bring schools closer to contemporary society. Among these challenges, we can mention the demand for the use of technology in classrooms and the need for a change of roles in schools (Mejia-Mejia & Díaz-Flores, 2023), allowing students to take on the leading role. For this to happen, teachers must relinquish their prominent position in the teaching and learning process so that the voices of

each learner can shape the school. An education that respects the interests and needs of students can be developed, providing them with essential tools to build a responsible and aware citizenship (Arboleda, 2020).

We are growing under premises that are adapted from distant times, which creates a sense of distance in classrooms, because students feel that education does not foster a life for the current moment (Daher et al., 2022). Then, we have a great question: how can a person evolve in a context that does not stem from their own life? If a person's experiences are not considered in a classroom, forgetting the true essence of the concept of "learning" (Behares, 2016), what will be learned within those four walls? It is deeply saddening to associate education with a confined space where only mere conceptual terms are memorized, instead of an environment where humans progress.

From this feeling of ineffectiveness (Sanz & López, 2022), a problem arises within classrooms: students' demotivation to actively participate in their own learning. At this point, it is necessary to understand the reason for this mindset, which does not stem from a natural and instinctive act of the students, but because they have never been offered the opportunity to think for themselves and have become accustomed to playing a passive role. Thus, it will be impossible to build a society based on critical thinking, one of the supposed objectives of education. This is the contradiction that Ovejero (2023) speaks of: how can we be free if we grow up in submission and acceptance of previously established ideas?

Out of this urgency to improve schools and foster interest in learning (Bernabé et al., 2023), various methodologies have been developed with the aim of change. Here comes the aforementioned flipped classroom, which was born with the aim of exchanging the roles of the people involved in a classroom, providing the active role of students that is needed today (Zavala et al., 2023). One of the contexts where this methodology has gained the most momentum is in universities, attempting to change education in a stage based on the traditional school. The Faculty of Education Sciences has not been an exception, with it being essential for the students themselves who will work in schools to recognize the key role they play in this process, and to reflect on what is implemented in classrooms. In this case, rethinking the true utility (or lack, instead) of the flipped classroom model.

This signifies a change in the didactic and pedagogical perspective of schools. Currently, and for centuries now, we find ourselves in a traditional approach where teachers possess information. Meanwhile, students are mere recipients of it. It is important to move towards a more practical, innovative and active approach, where students play the leading and principal role and the teacher takes on the role of guide (Cano et al., 2011). This exercise implies a

significant reconsideration on the part of the teacher regarding their professional place in the classroom (Tirado et al., 2023).

Perhaps, for some teachers, this change may be difficult to assimilate. But, for others, it is a necessity in line with their thoughts about education. The dispute arises when generating this educational transformation: What is the fate of a school that changes its thinking without reflecting on the consequences? There are cases where it simply follows supposedly innovative trends because it is believed to be entertaining for the students, without considering their opinions, even though perceptions differ (Pozuelos et al., 2021). This fact could be related to the need to make a good impression, but without the conviction that it is beneficial. The flipped classroom, or any methodology, does not constitute an innovative educational act nor does learning occur by itself; it is necessary to understand its true consequences, thinking and rethinking about its implementation.

This is where the role of the faculty and the university students of the Faculty of Education Sciences comes into play. Firstly, we will address the role of university faculty, who implement these types of methodologies because they see them as the ideal solution, attempting to make faculties no longer seen as an outdated space (Galindo-Domínguez et al., 2024). But: to what extent does it work? If the content to be addressed is imposed, an assessment is specified without consensus with the students, and the way of presenting the learning is limited... What change is being made in line with the traditional methodology? Being a teacher in a university is complex, but that is where the communication that must occur between both parties in a multidirectional manner to involve the students comes in (Traver-Martí & Ferrández-Berruero, 2016). If they do not ask how the results have been, we are returning to that need to appear without the certainty that what is being done makes sense.

It is always easy to point out, but we must be honest. Where does the student body of a faculty, in this case, such as the Faculty of Education Sciences, stand? The classrooms are silent; a silence characterized by the presence of noise, but not by a pleasant melody like that of a debate (Susinos & Ceballos, 2012). The exchange of ideas is crucial. Accepting incorrect thoughts and actions maintains the system. And, as future education professionals, this should be unacceptable. A teacher cannot consider that his idea works because no one has challenged it. Because if no one does, if no one raises his/her voice, the faculty will not be able to understand reality.

This maintains a hierarchy within universities, abandoning democracy in classrooms (Escobedo et al., 2017). Is it fear that paralyzes students, or a simple reluctance for change? It is necessary to reconsider whether we can truly despise a system for which we are not willing to

do anything to change. Because nothingness is just that: mere emptiness. When there is emptiness, the same ideas remain, to the point of accepting a premise that is already known to be incorrect. Therefore, in a world where productivity is rewarded, what sense does it make to fight for nothing? Time is wasted criticizing an idea that we continue to practice in our daily lives.

Returning to the flipped classroom, we cannot simply introduce a concept because it seems different at first glance, because we are only disguising the same reality as always. We must remember that beneath that costume, is the same system that is and has been criticized so much (Skliar, 2018). In this way, not only time is wasted, but also the resources that could be used to develop a fairer, more inclusive and democratic school.

It seems that values are lost when one manages to be admired by others. But that fascination stems from ignorance, as we are unable to recognize that the system being attempted to be implemented is nothing more than the same old system but accompanied by the term "innovation". Words are nothing more than the unification of letters, but they can be treacherous if we do not give the opportunity to know what is behind them. Therefore, before shouting from the rooftops that we have achieved what we have always longed for, we must observe if it has truly been achieved, or if, on the contrary, it is nothing more than an illusion, that is sold to us in order to keep us in that state of silence that seems not to affect the system that makes certain people feel so comfortable.

METHOD

The research carried out is a qualitative study that aims to understand the perceptions of a specific group of people. Indeed, it is a way to approach the reality of the participants, as the time and context in which they have experienced the phenomenon are subjective. The purpose of such studies is to draw from the reality of a group to construct a more comprehensive theory. As Flick (2007) states, qualitative research "takes into consideration that viewpoints and practices in the field differ due to various subjective perspectives and the social environments associated with them" (p. 20).

In this case, within qualitative research, the study is based on the hermeneutic phenomenological method, which, in the words of Van Manen (2003), "can be defined as the systematic attempt to discover and describe the structures of internal meaning, of lived experience" (p. 28). In other words, the objective is to comprehend, to give significance to the experiences of the individuals participating in the study. It is important to understand both phenomenology and hermeneutics. While the former is a description of what has occurred or the experiences being investigated, the latter implies a process of interpretation about it.

The reflections of this research arise from the human perspective, from the experiences that have shaped the individual. These experiences are what give meaning to the issue under discussion, which in this case are the perceptions of a group of students who have used the flipped classroom in university.

The target population consists of students enrolled in the Primary Education Degree, under a program where they have experienced the flipped classroom, in one of the subjects, as part of their initial teacher training. The final number of participants was five (see Table 1). These individuals have shared the same experience, meaning they have worked with this methodology in the same subject during the 2019/2020 academic year, thus following the same requirements:

- Work on the topics assigned to each group.
- Construct a written unit that could be used in a 6th-grade Natural Sciences class.
- Deliver an explanation of the unit to the rest of the students.

Table 1.

Characteristics of the participant group.

Participants (fictitious name)	Year of birth	Gender	Topic to address	Technique for presenting content
Carlos	1999	M	Plants	Small group dynamics
Antonio	1999	M	Water cycle	PowerPoint
Marta	2000	M	Photosynthesis	Assembly
Helena	2000	F	Matter	Scape Room
Pilar	2000	F	Water cycle	PowerPoint

To obtain the required information, a single open-ended question was posed to each of the participants: "How was your experience with the flipped classroom?" From there, each participant recorded an individual audio about their experience, with a maximum duration of five minutes. After listening to each of their audio recordings, a second intervention took place,

which consisted of an interview focusing on three sections: (1) the difficulties found when implementing the flipped classroom methodology, (2) the advantages observed of this methodology in the classroom and (3) the differences or similarities perceived with the traditional methodology. These interviews took place in a calm and comfortable environment for the participants, to ensure the atmosphere was suitable for dialogue.

The data analysis was conducted following the four stages outlined by Martínez (1998):

Phase 1: Clarification of presuppositions. This involves describing the objectives, theoretical framework and researchers' interest in the topic to understand the approach they take in informing the reader and the research subject. This helps researchers free themselves from biases and avoid influencing the responses generated. In Husserl's terms, this idea is referred to as *epoché*.

Phase 2: Descriptive stage. As the name suggests, this stage involves describing the participants' experiences. In this case, it is twofold. First, individual audio recordings were used to openly construct responses, allowing participants to decide which information is most relevant. This approach recognizes the aspects that captured their attention the most. Second, interviews take place to enhance the message previously developed.

Phase 3: Structural stage. This stage involves studying the content generated from the previous phase. These ideas lead to a series of reflections and thoughts that will need to be communicated to the participants, once the results are developed by the researchers.

Phase 4: Discussion of results. This final stage involves comparing the obtained information with another research. The emphasis is on contrasting ideas to generate theories that are based on the experiences of the participants in this study.

RESULTS

Based on the collection and classification of the testimonies of the participants, the reflections framed within the three blocks mentioned in the previous section are presented below: disadvantages of the flipped classroom, advantages of this methodology, and comparison with traditional schooling. Consistent with the methodologies, we comment on the points of interest of this research based on the experiences of the group of participants.

Disadvantages of the flipped classroom

The main drawback highlighted by the five individuals involved in this study is that they were unable to select the content to address. They emphasize that despite being able to choose the process and tools to carry out their explanation, they had to adhere to the rules established by

the teacher. The lack of freedom has been demotivating, as they believed they could have a greater degree of autonomy with such methodologies. It was the number of already imposed guidelines that made them realize they were unable to act independently, but rather were confined to a predetermined temporal and spatial organization without consulting the opinions of others.

One of the aspects that the teacher has already established is the content. They had to study these concepts and deliver them, so they were subject to a set of ideas they could not overlook. Consequently, their presentation revolved around a series of terms they had to clarify, as they would later have to take an exam on them. They highlight another significant drawback: evaluation. Despite wanting to conduct more dynamic presentations, involving all students, they had to convey their topic and then take an exam. This led to pressure to conduct the flipped classroom entirely in a lecture-style manner, as they did not know how else to convey those concepts.

As a result, four of the participants agree that learning is not based on inquiry, but rather they are subject to decisions already made by the teacher.

I started out very motivated because I thought I could do whatever I wanted, try dynamic strategies to do different activities. But: how was I going to do that if I had to make it clear to my classmates what my topic was?

...comments Antonio. The rest of the participants speak of similar situations, as they felt disappointed to see that they had not been able to decide in that pre-action process. "I wanted to have debates, but if I gave away all the hints about the concepts we had to address, the others wouldn't reflect much" specifies Helena. "On top of that, with the pressure of having in the assessment rubric that during the presentation minutes we had to mention all the sections we had been given", reflects Marta.

Here is another key aspect: the role of the teacher. If ideas and evaluation criteria are truly imposed before action, the only thing students can decide is how to convey that message they have been assigned. However, this greatly limits what is mentioned in the evaluation, which in this case was measured through a rubric. If within this instrument there are sections that, in some way, are indicating how the presentation should be done, freedom is scarce.

However, Pilar does not believe it was a bad situation. In fact, she considers that this way she has been able to work according to a set of guidelines. She was asked in the interview why she

thought this was more useful and her response was:

useful is not the word, but the reality is that in the end we will leave university and do whatever we want. If they tell me what to do, at least I know how to get a good grade in the subject.

The reflections that followed this response were related to the limited ability of university students to experience new things. "We're still in the same old system and university is no exception. When you're lucky with the teacher, that's what you take away, but the truth is that sometimes you just must keep quiet". Finally, Pilar concluded that a major limitation of this type of methodology comes from the teacher, as they can either generate full freedom or maintain the same path as always.

Finally, everyone agrees that they found more disadvantages than positive aspects, as the situation was not the most pleasant. Additionally, they realized that the shortage of time worked against them. "If we had worked like this for longer, maybe it would have been different. But we had to do everything in a month, and it was chaotic" says Carlos. Without agreement among all parties, it is difficult to implement this type of experience, especially when trying to do it overnight. There must be communication among all parties for meaningful learning to take place and not remain in the same old line. Changes are necessary, but they also need to be thought out to make sense.

Advantages of the flipped classroom

"We've been lucky to work in groups, so within the bad, it's been easier. Especially because we've been able to decide the groups and be with people we already know work well", mentions Antonio. They agree that the advantage of this experience was sharing those moments with their group. They highlight the freedom of working with classmates they already knew worked well, so it wasn't a complicated process.

It shouldn't really be like this. We should work with everyone, but there comes a point of exhaustion where the best thing that can happen is to be with familiar faces. You divide the sections and that's it, whoever needs help asks for it,

says Pilar. The big advantage they highlight has been being able to divide the content with people they already know. "Not very professional, perhaps, but effective", comments Marta. On the other hand, they also agree that, at least, they have been able to decide on the instruments they have chosen to discuss that topic. "I tried to do something more than just a lecture. At

least, I was able to hold a small assembly after talking about the topic. Something is better than nothing", specifies Helena.

Within the flipped classroom, various strategies can be used that deviate from unidirectional communication. For example, they used a Scape Room or activities in small groups, which allowed them to experience certain aspects they wanted to implement. This is how creativity has been able to be part of this process and they have had to reflect on how they would like to structure their session. It is important, for university education students, to develop critical thinking to question how to improve, constantly. Furthermore, they have been able to share that creativity with other students, so they all highlight that the flipped classroom should be used collectively.

I think individually it would have been horrible. One by one talking about a topic is very boring, especially when you have little time. Being able to do it in a group allowed us to have more time and make it more fun,

says Marta. Therefore, there has been continuous feedback among groupmates so that what they were designing could be improved all the time. "I wanted to have fun and learn, so for that, I had to start doing something different. Making a PowerPoint as usual would be better to do nothing. If we can experiment, we should take advantage of it", reconsiders Helena.

In general, the great advantage is being able to do these tasks with other people to discuss the process and enrich each other. Additionally, they agree that the important thing is to go beyond the usual and work with dynamics that can involve the rest of the students (Pecci et al., 2024). That little freedom can favor the classroom atmosphere and, therefore, generate more collective learning.

Comparison with traditional methodology

In this final section, the reflections of the group of participants after experiencing their entire academic trajectory in the traditional system and the flipped classroom experience are collected. Everyone mentions that the teaching staff continues to be the one making decisions, as in the case of the outdated academic system. They assert that for a methodology to truly be different and inclusive of students, there must be consensus. Without it, it is impossible to escape from the system that places the teacher at the top of the pyramid from an authoritarian perspective. Additionally, the fact that they must teach classes to the rest of the students does not imply

innovation but merely a role reversal. "Actually, if you stop to think about it, it's the same as always, but we're the ones giving the monologue", says Helena. They affirm that it felt as if nothing had changed, only that they had led the session.

At the same time, another aspect they highlight is having to take an exam afterward. "We tried to make it dynamic, but in the end, we had to do the same old thing. A memory test", comments Antonio. This is how the flipped classroom does not imply a change, either, in that sense, as they ended up taking a written test where they had to memorize the content. It is important to determine that the new methodologies that are generated do not always go hand in hand with innovation, as many of them are copies of the traditional system, but with minor insufficient changes to achieve significant learning.

In general, what stands out most about the traditional system is the imposition, the use of power in a negative way that does not consider the members of the educational context. It is important for future teachers to experience these methodologies in order not to fall into the same old system. We must reflect on what is theorized, as it often does not connect with the necessary ends. "I had always believed that the flipped classroom was different, but when we used it, I realized it wasn't", Carlos begins when asked about this section and continues to emphasize the value of being critical of our actions: "because as teachers, we have a lot of responsibility. I can believe that what I'm doing is right and it's not really. It's very complicated". It is essential for both students and teachers to dialogue and participate in the teaching and learning process. Thus, these conflicts will not arise and debates will be generated with the aim of improvement.

CONCLUSIONS AND DISCUSSION

This work addresses its main objective: to focus on the perspective of university education students on the implementation of the flipped classroom in the classroom from a heuristic phenomenological approach but based on scientific literature. It analyzes the relationship of this methodology with the traditional system to verify whether we can truly speak of educational innovation or just a simple change of roles.

This reflection, where the urgency of reflecting on the actions carried out in the classroom is highlighted (Aguilera-Ruiz et al., 2017), invites us to consider how we are swayed by new trends assuming they are better options. However, they end up being the use of the same tools with different names. The same discourse is maintained, but with different arguments that simulate other types of methodologies.

Consequently, the conclusion drawn from the experiences of the participant group is that the flipped classroom is a way to continue maintaining one-way communication, as the topics are not of interest but rather adapt to the ideas of the teaching staff. At the same time, the technique usually employed when developing the corresponding topic remains obsolete and ultimately aims at the acceptance of ideas without reflection. Therefore, it is the techniques that the students themselves implement that can generate debate and participation among the group of students, or the change in the methodology itself that generates learning, not the flipped classroom per se, as observed in certain research studies (Maya et al., 2021; Núñez et al., 2020; Salcines-Talledo et al., 2020; Sandobal et al., 2021).

It is worth noting that, consequently, strategies might escape tradition, not the flipped classroom itself (Blasco-Serrano et al., 2018). In fact, it cannot be so if it is not the students who decide what will be discussed, how it will be carried out, what tools will be used and how that negotiated and agreed-upon topic will be structured by all members of the educational context.

However, being a small group of participants who have also had the same experience, it is challenging to generate global theorizations. It would be interesting to start from other types of contexts to see if the flipped classroom could be of interest in achieving the cooperation, and the fair, and democratic, school that is sought (Gladiola et al., 2020). For example, as future research, these types of reflections could exist in other types of students, in diverse sessions, where they might employ other types of methodologies that are not the traditional one: monologue by the teacher, and acceptance by the students.

It is essential to agree on the rules and the topics to be discussed, to achieve the goals of an active methodology, under our point of view. If the dynamic arises from imposition, the democratization of the classroom becomes a complex process, no matter how much roles are changed. School for all cannot go hand in hand with the flipped classroom because, as in this case, it does not imply participation or thought, but teaching a topic determined by the teacher

In conclusion, university students, whose future is to be teachers, in classrooms of any educational level, must be aware of the importance of their role. Methodologies cannot be accepted merely because they have the label of innovative because if, in practice, the same unjust characteristics are maintained, no transformation is generated in the classrooms. Therefore, it is important that from the first year of the degree, students learn to think and focus on building reflections considering both democratic values and social justice. Only through thinking can progress be made.

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