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FLIPPING OF ORDINARY LEVEL PHYSICS CLASSROOM USING DIGITAL LEARNING PLATFORMS: AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY SECONDARY SCHOOLS IN GWERU.

BY

GRACIOUS SACHIKUNDA

B22 7499A

IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF A BACHELOR OF SCIENCE EDUCATION HONOURS DEGREE IN (PHYSICS)

SUPERVISOR:

Dr MUDZAMIRI

APROVAL FORM

The undersigned certify that they supervised, read and recommended to the Bindura University of Science Education for acceptance of Dissertation entitled:

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Submitted by GRACIOUS SACHIKUNDA B22 7499A

In partial fulfilment of the requirements of Bachelor of Science Education Honours Degree in Physics.

Student’s Name: GRACIOUS SACHIKUNDA B22 7499A

Signature…Gsachikunda……………………Date…26/11/2024..……………

(Researcher)

Supervisor’s name: Dr Mudzamiri

Signature……………………………Date……..……………

(Signature of Supervisor)

Signature….………………… Date……..……………

(Project Coordinator)

Signature……………………..Date……….………..…..

(Faculty Chairperson)

DECLARATION

I, GRACIOUS SACHIKUNDA, declare that this thesis is my own unaided work. It is being submitted in the fulfilment of requirements of the Bachelor of Science Education Honours Degree in Physics (HBSc Ed. Phy.) at Bindura University of Science Education (BUSE).

Student's Signature……………………......

RELEASE FORM

Name of Author: GRACIOUS SACHIKUNDA

Dissertation Tittle: FLIPPING OF ORDINARY LEVEL PHYSICS CLASSROOM USING DIGITAL LEARNING PLATFORMS: AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY SECONDARY SCHOOLS IN GWERU.

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Signed…Gsachikunda……………………………………..…

Permanent Address:

DEDICATION

This research is dedicated to my late Mother, Mary (Maggi) Matunga nee Gambara. She encouraged me to be where I am today.

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First and foremost I would want to give much thanks to my supervisor, Dr Mudzamiri for the dedication, patience and long suffering he endured to make this production a reality. It wasn't easy but you remained steadfast and dedicated to the task at hand.

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To the people who contributed to the fulfilment of this dissertation, I thank you.

I thank God for making this dream a reality even under very difficult circumstances. To him goes all the Glory and Praises.

ABSTRACT

This study examines flipping of physics classroom using digital learning platforms. The traditional lecture-based approach in physics education has been criticized for its ineffectiveness in promoting deep understanding and engagement. This study aims to investigate the effectiveness of flipped classrooms, digital learning platforms, and active learning strategies in improving student learning outcomes, particularly in terms of understanding complex concepts and developing critical thinking and problem-solving skills. The study employed a mixed-methods approach, combining quantitative and qualitative data collection and analysis methods. The findings provide insights for instructors, educators, and policymakers on how to improve student learning outcomes and engagement in physics education.

Keywords: Physics Education, Digital Learning Platforms, Active Learning Strategies, Flipped Classroom, STEM Education.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The study aims to give an insight on flipping of ordinary level physics classroom using digital learning platforms: an investigation into the challenges encountered by secondary schools in Gweru. Preliminary to other parts of this study, this chapter discussed the background of the study, and the statement of the problem that led to this study. In addition, the chapter also outlines the research aim and research objectives, significance of the study, assumptions, delimitations, and summary.

1.2 Background of the study

Physics education has traditionally followed a lecture-based approach, where students passively receive information from instructors. However, this approach has been criticized for its ineffectiveness in promoting deep understanding and engagement among students (Freeman et al., 2014).

The lecture-based approach has been shown to lead to a range of negative outcomes, including: Poor understanding of complex concepts (Hake, 1998), limited retention of material (Bunce, 2017), inadequate development of critical thinking and problem-solving skills (Kuhn, 2007), disengagement and lack of motivation among students (Seymour, 2000).

In recent years, there has been a growing recognition of the need for innovative approaches to physics education that promote active learning, engagement, and understanding of complex concepts. Some of the key developments in this area include: The flipped classroom approach, which involves reversing the traditional lecture-homework format (Bergmann & Sams, 2012). The use of digital learning platforms and online resources to support student learning (Koehler & Mishra, 2009). The incorporation of active learning strategies, such as group work and hands-on activities, into the classroom (Prince, 2004)

Despite these developments, there remains a need for further research on the effectiveness of innovative approaches to physics education, particularly in the context of digital learning platforms and active learning strategies. It is from this background that the study was considered.

1.3 Purpose of the study

The purpose of this study is to explore the effectiveness of flipping ordinary level physics classrooms using digital learning platforms in secondary schools in Gweru, Zimbabwe. Specifically, this study aims to investigate the impact of digital learning platforms on physics student learning outcomes and engagement, explore the effectiveness of flipped classrooms in promoting active learning and understanding of complex physics concepts, and provide recommendations for instructors on integrating digital learning platforms and active learning strategies in physics education. Additionally, this study seeks to identify the advantages and disadvantages of flipped classrooms in physics education and investigate the impact of digital learning platforms on student engagement and motivation in physics learning.

1.4 Statement of the Problem

The Despite the potential benefits of digital learning platforms and flipped classrooms in enhancing student learning outcomes and engagement, many secondary schools in Gweru, Zimbabwe, have been slow to adopt these innovative approaches in physics education. The traditional lecture-based method remains the dominant teaching approach, which can lead to passive learning, low student engagement, and poor academic performance. Furthermore, the COVID-19 pandemic has highlighted the need for flexible and remote learning approaches, making it imperative for schools to explore alternative teaching methods. Therefore, this study seeks to investigate the effectiveness of flipping ordinary level physics classrooms using digital learning platforms in secondary schools in Gweru, Zimbabwe.

1.5 Research Questions

The study has been guided by the following research questions:

What are the effects of flipping ordinary level physics classrooms using digital learning platforms in schools in Gweru?

What are the challenges encountered by secondary school teachers when flipping physics classrooms using digital learning platforms?

How can teachers overcome the challenges encountered using digital learning platforms in ordinary level physics classrooms?

1.6 Objectives of the study

The study objects:

- To investigate the impact of digital learning platforms on physics student learning outcomes and engagement.
- To explore the effectiveness of flipped classrooms in promoting active learning and understanding of complex physics concepts.
- To identify the advantages and disadvantages of flipped classrooms in physics education.
- To investigate the impact of digital learning platforms on student engagement and motivation in physics learning.

1.7 Significance of the Study

This study aims to contribute to the existing body of knowledge on innovative approaches to physics education, providing insights for instructors, educators, and policymakers on how to improve student learning outcomes and engagement in physics education. Findings from this study will provide insights for physics educators on how to effectively integrate digital learning platforms and active learning strategies.

This study is also significant for several reasons:

Contribution to the field of physics education: This study will contribute to the growing body of research on innovative approaches to physics education, specifically in the context of digital learning platforms and active learning strategies.

Improved student learning outcomes: By investigating the effectiveness of digital learning platforms and active learning strategies in physics education, this study aims to identify ways to improve student learning outcomes, particularly in terms of understanding complex concepts and developing critical thinking and problem-solving skills.

Enhanced teacher professional development: The findings of this study will provide insights for instructors on how to effectively integrate digital learning platforms and active learning strategies into their teaching practices, leading to enhanced teacher professional development.

Increased student engagement and motivation: By promoting active learning and engagement, this study aims to increase student motivation and interest in physics, leading to a more diverse and talented pool of students pursuing careers in STEM fields.

Informing education policy: The findings of this study will provide valuable insights for policymakers and educators on how to effectively integrate technology and innovative teaching approaches into physics education, leading to more informed education policy decisions.

Addressing the STEM skills gap: By improving student learning outcomes and increasing student engagement and motivation in physics education, this study aims to address the STEM skills gap and prepare more students for careers in STEM fields.

Providing a model for other disciplines: The findings of this study will provide a model for other disciplines to follow in terms of integrating digital learning platforms and active learning strategies into their teaching practices.

By addressing these significant issues, this study aims to make a positive impact on physics education and contribute to the development of innovative approaches to teaching and learning such as use of digital learning platforms.

1.8 Scope and Delimitations

1.8.1 Scope:

The study will focus on the use of digital learning platforms and active learning strategies in physics education at the high school and undergraduate levels. The study will investigate the effectiveness of these approaches in improving student learning outcomes, particularly in terms of understanding complex concepts and developing critical thinking and problem-solving skills.

The study will explore the experiences and perspectives of instructors and students in implementing these approaches.

1.8.2 Delimitations:

The study will only focus on physics education and will not explore other subjects or disciplines. The study will only investigate digital learning platforms and active learning strategies, and will not explore other innovative approaches to teaching and learning. The study will only involve high school and undergraduate students, and will not explore the effectiveness of these approaches with other age groups or populations.

The study will only investigate the effectiveness of these approaches in improving student learning outcomes, and will not explore their impact on other outcomes such as student motivation or engagement. The study will only use quantitative and qualitative methods, and will not use experimental or quasi-experimental designs.

The study will not investigate the technical aspects of digital learning platforms, but rather their pedagogical effectiveness. The study will not explore the use of digital learning platforms and active learning strategies in online or blended learning environments. The study will not investigate the impact of these approaches on students with different learning styles or abilities. The study will not explore the cost-effectiveness or feasibility of implementing these approaches in different educational settings.

By clearly defining the scope and delimitations of the study, we can ensure that the research is focused, manageable, and achievable within the given timeframe and resources.

1.9 Limitations of the study

Sample size: The study may have a limited sample size, which can affect the generalizability of the findings. Selection bias: The study may be limited to a specific population or group, which can lead to selection bias. Data quality: The study may rely on self-reported data or data collected through surveys, which can be subject to biases and errors. Limited control over variables: The study may not be able to control for all variables that could affect the outcome, which can lead to confounding variables. Short duration: The study may have a short duration, which can limit the ability to capture long-term effects.

Limited generalizability: The study may be limited to a specific context or setting, which can limit the generalizability of the findings. Lack of randomization: The study may not use randomization, which can lead to biases in the selection of participants. Limited outcome measures: The study may only measure a limited range of outcomes, which can provide an incomplete picture of the effectiveness of the intervention. No comparison group: The study may not have a comparison group, which can make it difficult to determine the effectiveness of the intervention. Researcher bias: The study may be subject to researcher bias, which can affect the interpretation of the findings.

By acknowledging these limitations, we can provide a more nuanced and accurate interpretation of the findings and identify areas for future research.

1.10 Definition of key terms

Digital Learning Platforms: Online platforms that provide access to educational resources, tools, and activities that support student learning.

Active Learning Strategies: Teaching approaches that engage students in the learning process, such as group work, discussions, hands-on activities, and problem-solving.

Flipped Classroom: A teaching approach that reverses the traditional lecture-homework format, where students learn basic concepts at home and work on activities and projects in the classroom.

Physics Education: The process of teaching and learning physics, including the curriculum, instruction, and assessment of student learning.

Student Learning Outcomes: The knowledge, skills, and attitudes that students acquire as a result of their learning experiences.

Critical Thinking: The ability to analyze information, evaluate evidence, and make informed decisions.

Problem-Solving: The ability to identify and solve complex problems using a variety of strategies and approaches.

STEM Education: Education in the fields of science, technology, engineering, and mathematics.

Innovative Teaching Approaches: Unconventional teaching methods that depart from traditional lecture-based instruction.

Educational Technology: The use of digital tools and resources to support teaching and learning.

1.11 Organization of the study

Chapter 1 (Introduction) will present the background of the study, statement of the Problem, research questions, significance of the study, scope and delimitations, definition of key terms, organization of the study and summary of the chapter.

Chapter 2 (Literature Review) will present an overview of physics education, digital learning platforms and active learning strategies, flipped classroom approach, STEM education and innovative teaching approaches

Chapter 3 (Methodology) will present the research design, participants and sampling, data collection methods, and data analysis methods.

Chapter 4 (Results and discussion) will give an overview of the presentation of findings related to student learning outcomes, presentation of findings related to instructor experiences and perspectives. On discussion, chapter 4 will outline the interpretation of findings, implications for physics education and STEM fields, and limitations of the study.

Chapter 5 (Conclusion) will present a summary of key findings, recommendations for future research and practice.

References consisting a list of sources cited in the study will be presented. Appendices, additional materials such as survey instruments, interview protocols, and data tables.

1.12 Chapter Summary

This chapter introduces the research study on the effectiveness of digital learning platforms and active learning strategies in physics education. The chapter provides an overview of the background and context of the study, including the limitations of traditional lecture-based approaches and the potential benefits of innovative teaching methods.

The chapter also states the problem statement, research questions, and significance of the study, highlighting the need to improve student learning outcomes and engagement in physics education.

Additionally, the chapter outlines the scope and delimitations of the study, including the focus on high school and undergraduate physics students and the use of digital learning platforms and active learning strategies.

Overall, this chapter sets the stage for the rest of the study, providing a clear direction and focus for the research investigation.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The flipped classroom model has gained significant attention in recent years as a promising instructional strategy for improving student learning outcomes in physics education. By reversing the traditional lecture-homework format, flipped classrooms aim to increase student engagement, motivation, and understanding of complex physics concepts. However, the effectiveness of flipped classrooms in physics education is influenced by a range of factors, including technological infrastructure, teacher training, student motivation, and cultural context.

This chapter examines the key factors influencing the effectiveness of flipped classrooms in physics education, drawing on regional and international research studies. We explore the benefits and challenges of implementing flipped classrooms in physics education, including enhanced student engagement, improved learning outcomes, and increased teacher satisfaction. We also discuss the critical factors that hinder or facilitate the successful implementation of flipped classrooms, including infrastructure, teacher support, and student motivation.

Through a critical analysis of existing literature, this chapter aims to:

1. Identify the regional and international factors influencing the effectiveness of flipped classrooms in physics education.

2. Examine the benefits and challenges of implementing flipped classrooms in physics education.

3. Discuss the implications of flipped classroom implementation for physics education policy and practice.

By exploring the complexities of flipped classroom effectiveness in physics education, this chapter provides valuable insights for educators, policymakers, and researchers seeking to enhance student learning outcomes in physics education.

Keywords: flipped classrooms, physics education, effectiveness, regional and international perspectives, teacher training, student motivation, infrastructure

2.2 Using Digital Learning Platforms to Flip the Physics Classroom and Promote Active Learning.

Digital learning platforms can facilitate flipped classroom models, enabling students to engage with physics content before class (Bergmann & Sams, 2012). Local studies in Zimbabwe highlight the potential of online platforms for flipping physics classrooms (Moyo, 2019). Regionally, South African research emphasizes the importance of interactive digital content (Naidoo & Drechsel, 2017). Internationally, studies demonstrate improved student outcomes through flipped classroom models (Mazur, 1997).

To flip the physics classroom, instructors can utilize digital learning platforms to deliver pre-class content, such as video lectures, interactive simulations, and online readings. Platforms like Khan Academy, PhET Interactive Simulations, and OpenStax provide high-quality physics content that students can access before class. Instructors can then use classroom time for active learning strategies, such as peer instruction, group discussions, and hands-on activities. For example, instructors can use online platforms to assign pre-class quizzes, ensuring students engage with the material before class. Research has shown that pre-class quizzes improve student engagement and understanding. Platforms like Moodle, Blackboard, and Canvas enable instructors to track student progress and identify knowledge gaps.

Active learning strategies can be integrated with digital learning platforms to promote critical thinking and collaboration. Problem-based learning, think-pair-share, and group discussions encourage students to apply physics concepts to real-world scenarios. Digital tools like Padlet, WikiSpaces, and Google Jamboard facilitate collaborative learning and peer feedback.

Flipped classrooms also enable personalized learning, allowing instructors to tailor instruction to individual needs. Digital platforms provide real-time feedback and assessment, enabling instructors to adjust instruction accordingly. Research has demonstrated improved student outcomes and increased student satisfaction in flipped classrooms. To ensure successful implementation, instructors should consider several factors. Clear communication of expectations, technical support, and training are essential. Instructors must also ensure digital content aligns with learning objectives and that students have equal access to technology.

Studies have demonstrated the effectiveness of flipped classrooms in physics education. Research by Moyo (2019) showed improved student engagement and understanding in Zimbabwean physics classrooms. Similarly, Naidoo and Drechsel (2017) found increased student motivation and academic achievement in South African physics education.

In conclusion, digital learning platforms offer immense potential for flipping the physics classroom and promoting active learning. By leveraging these platforms, instructors can create engaging, collaborative, and effective learning environments that foster deep understanding of physics concepts.

2.3 Effects of Flipped Classrooms on Physics Student Learning Outcomes and Engagement

The flipped classroom model has been widely adopted in physics education, with significant effects on student learning outcomes and engagement. Regionally, studies in Africa have shown improved academic achievement and increased student motivation. For instance, a study in South Africa found that flipped classrooms enhanced student understanding and retention of physics concepts (Naidoo & Drechsel, 2017). Similarly, research in Zimbabwe demonstrated improved student engagement and understanding in flipped physics classrooms (Moyo, 2019).

Internationally, studies have consistently shown positive effects of flipped classrooms on physics student learning outcomes. A meta-analysis of 33 studies found that flipped classrooms significantly improved student achievement in science, technology, engineering, and mathematics (STEM) subjects, including physics (Means et al., 2010). Another study conducted in the United States found that flipped classrooms increased student engagement, motivation, and understanding of physics concepts (Bergmann & Sams, 2012).

Flipped classrooms have also been shown to improve student attitudes towards physics. A study in Australia found that flipped classrooms increased students' enjoyment and interest in physics (McLean, 2016). Similarly, research in the United Kingdom demonstrated improved student confidence and self-efficacy in physics (Hudson, 2017).

However, some studies have highlighted challenges and limitations of flipped classrooms. For instance, research in Nigeria found that inadequate infrastructure and technical issues hindered the effectiveness of flipped classrooms (Oluwatelimi, 2018). Another study in India noted that flipped classrooms required significant teacher training and support (Kumar, 2020).

In conclusion, the flipped classroom model has positive effects on physics student learning outcomes and engagement, both regionally and internationally. While challenges persist, the benefits of flipped classrooms make them a valuable instructional strategy for physics education.

2.4 Effective Integration of Digital Learning Platforms and Active Learning Strategies in Physics Education

Instructors can effectively integrate digital learning platforms and active learning strategies in physics education by following several key principles, both regionally and internationally.

2.4.1 Regional Integration

In Africa, instructors can leverage digital platforms like OpenStax and PhET Interactive Simulations to provide interactive physics content. Regional studies have shown that integrating digital platforms with active learning strategies, such as problem-based learning and peer instruction, enhances student engagement and understanding (Moyo, 2019; Naidoo & Drechsel, 2017). Instructors can also utilize local online forums and discussion groups to facilitate collaboration and community building.

2.4.2 International Integration

Globally, instructors can utilize digital platforms like Khan Academy, MIT OpenCourseWare, and Harvard's LabXchange to provide high-quality physics content. International research highlights the importance of aligning digital content with learning objectives and incorporating active learning strategies, such as think-pair-share and group discussions (Bergmann & Sams, 2012; Wieman, 2015). Instructors can also leverage social media platforms, like Twitter and Facebook groups, to facilitate global collaboration and networking.

2.4.3 Active Learning Strategies

Effective integration requires incorporating active learning strategies that promote critical thinking, problem-solving, and collaboration. Examples include: Problem-based learning (Hmelo-

Silver, 2004), Peer instruction (Mazur, 1997), Think-pair-share (Lyman, 1981), Group discussions (Johnson & Johnson, 2009), and Flipped classrooms (Bergmann & Sams, 2012)

2.4.4 Digital Learning Platforms

A range of digital learning platforms has emerged to support physics education, offering innovative and interactive ways to learn complex concepts. Some of the most popular platforms include OpenStax, which provides free and peer-reviewed online textbooks, and PhET Interactive Simulations, which offers interactive simulations to help students visualize and explore physics concepts.

Other notable platforms include Khan Academy, which provides video lectures and practice exercises, and MIT OpenCourseWare, which offers free online course materials from Massachusetts Institute of Technology. Additionally, Harvard's LabXchange provides a platform for students to engage in hands-on laboratory experiments and investigations, further enhancing their understanding of physics concepts. These digital platforms have the potential to enhance student learning outcomes and provide greater access to high-quality physics education.

2.4.5 Challenges and Solutions

Common challenges include inadequate infrastructure, technical issues, and limited teacher training. Solutions include: Investing in infrastructure development, Providing teacher training and support, Utilizing mobile devices and offline access, andCollaborating with regional and international partners.

In conclusion, integrating digital learning platforms and active learning strategies in physics education requires careful planning, alignment with learning objectives, and ongoing evaluation. By leveraging regional and international resources, instructors can create engaging, effective, and inclusive learning environments.

2.5 Benefits and Challenges of Implementing Flipped Classrooms in Physics Education

Implementing flipped classrooms in physics education has numerous regional and international benefits.

2.5.1 Regional Benefits

In Africa, flipped classrooms have improved student engagement, understanding, and academic achievement in physics (Moyo, 2019; Naidoo & Drechsel, 2017). Flipped classrooms have also enhanced teacher professional development, promoting more effective instructional strategies (Oluwatelimi, 2018). In South Africa, flipped classrooms have increased student access to quality physics education, addressing historical disparities (Naidoo & Drechsel, 2017).

2.5.2 International Benefits

Globally, flipped classrooms have transformed physics education, promoting active learning, critical thinking, and problem-solving (Bergmann & Sams, 2012; Wieman, 2015). Flipped classrooms have improved student outcomes, increased student satisfaction, and reduced achievement gaps (Means et al., 2010). In the United States, flipped classrooms have enhanced STEM education, preparing students for careers in science, technology, engineering, and mathematics (National Science Foundation, 2019).

2.5.3 Economic Benefits

Flipped classrooms can reduce educational costs, increase efficiency, and improve resource allocation (Kirkpatrick & Pittler, 2012). By leveraging digital resources, flipped classrooms can reduce textbook costs and promote accessibility (OpenStax, 2020).

2.5.4 Social Benefits

Flipped classrooms promote collaborative learning, community building, and social interaction (Palloff & Pratt, 2013). Flipped classrooms also support diverse learning needs, accommodating different learning styles and abilities (Hmelo-Silver, 2004).

2.5.5 Environmental Benefits

Flipped classrooms reduce the carbon footprint of traditional education, minimizing travel and resource consumption (UNESCO, 2019).

2.5.6 Challenges and Solutions

Despite benefits, flipped classrooms face challenges, including inadequate infrastructure, technical issues, and limited teacher training (Berge & Cobb, 2003). Solutions include investing in infrastructure development, providing teacher training and support, and leveraging mobile devices and offline access.

In conclusion, implementing flipped classrooms in physics education offers numerous regional and international benefits, including improved student outcomes, enhanced teacher professional development, and increased accessibility.

2.6 Impact of Digital Learning Platforms on Student Engagement and Motivation in Physics Learning

Digital learning platforms can enhance student engagement and motivation through interactive content and real-time feedback (Mayer, 2017). However, challenges persist, including distractions and lack of personalization (Palloff & Pratt, 2013). Local studies highlight the importance of culturally relevant content (Moyo, 2019). Digital learning platforms have transformed physics education, impacting student engagement and motivation globally.

2.6.1 Enhancing Student Engagement and Motivation

Regionally, digital platforms like OpenStax and PhET Interactive Simulations have improved student engagement in physics learning in Africa (Moyo, 2019; Naidoo & Drechsel, 2017). Interactive simulations and gamification increase student interest and participation. Internationally, platforms like Khan Academy and MIT OpenCourseWare provide high-quality physics content, enhancing student motivation (Bergmann & Sams, 2012; Wieman, 2015).

2.6.2 Personalized Learning

Digital platforms offer personalized learning experiences, adapting to individual students' needs and abilities. This tailored approach boosts student motivation and engagement (Hmelo-Silver, 2004). Regional studies in Asia and Europe demonstrate improved student outcomes through personalized learning (Lee et al., 2018; Specht et al., 2019).

2.6.3 Real-time Feedback and Assessment

Digital platforms provide immediate feedback and assessment, motivating students to learn. Research shows that timely feedback enhances student engagement and motivation (Black & Wiliam, 1998). Regional studies in South America and the Middle East highlight the importance of real-time feedback in physics education (Almeida et al., 2017; Fahmy et al., 2019).

2.6.4 Collaborative Learning

Digital platforms facilitate collaborative learning, fostering community and social interaction. Peer discussion and group work enhance student engagement and motivation (Palloff & Pratt, 2013). International research demonstrates improved student outcomes through collaborative learning (Johnson & Johnson, 2009).

2.6.5 Hindering Student Engagement and Motivation

Digital platforms have the potential to enhance student engagement and motivation, but technical issues can hinder their effectiveness. According to Berge and Cobb (2003), technical problems can frustrate students and disrupt the learning process. Furthermore, outdated or irrelevant content can also negatively impact student engagement, as noted by Kirkpatrick and Pittler (2012). When digital platforms fail to provide relevant and up-to-date content, students may become disinterested and disconnected from the learning process.

In addition to content and technical issues, limited access to technology and poor instructional design can also hinder student engagement and motivation. As highlighted by UNESCO (2019), unequal access to technology can exacerbate existing inequalities in education. Moreover, Herrington and Oliver (2000) emphasize the importance of sound instructional design in digital platforms, as poor design can lead to confusion, frustration, and disengagement among students. By addressing these challenges, educators can harness the potential of digital platforms to promote student engagement and motivation.

In conclusion, digital learning platforms can enhance or hinder student engagement and motivation in physics learning, depending on effective implementation and design.

2.7 Key Factors Influencing the Effectiveness of Flipped Classrooms in Physics Education

Key factors influencing flipped classroom effectiveness include teacher training, infrastructure, and student support (Wieman, 2015). Regional research emphasizes the role of institutional support (Naidoo & Drechsel, 2017). International studies highlight the importance of ongoing evaluation and refinement (Koehler & Mishra, 2009). Regional and international factors significantly influence the effectiveness of flipped classrooms in physics education.

2.7.1 Regional Factors

In Africa, infrastructure and technological constraints hinder flipped classroom effectiveness (Moyo, 2019; Naidoo & Drechsel, 2017). Limited internet access, inadequate devices, and technical issues impede student engagement. In contrast, Asian countries like South Korea and Singapore have invested heavily in digital infrastructure, facilitating seamless flipped classroom implementation (Lee et al., 2018).

In Europe, teacher training and support are crucial factors (Specht et al., 2019). Professional development programs enhance instructor confidence and competence in flipped classroom pedagogy. In the Americas, cultural and linguistic diversity require adaptable flipped classroom approaches (Almeida et al., 2017).

2.7.2 International Factors

Globally, student motivation and engagement are critical factors (Wieman, 2015). Interactive simulations, gamification, and real-time feedback enhance student interest. Teacher support, guidance, and feedback also significantly impact student outcomes (Hmelo-Silver, 2004).

Collaboration and community building are essential international factors (Palloff & Pratt, 2013). Flipped classrooms facilitate global connections, promoting cross-cultural understanding and knowledge sharing.

Technological advancements, such as learning management systems and multimedia resources, also influence flipped classroom effectiveness (Kirkpatrick & Pittler, 2012). Access to quality digital content and platforms enables instructors to create engaging learning environments.

Economic factors, including resource allocation and funding, impact flipped classroom implementation (Berge & Cobb, 2003). Institutional support and investment in infrastructure and professional development are vital.

In conclusion, regional and international factors, including infrastructure, teacher training, student motivation, collaboration, technology, and economics, significantly influence the effectiveness of flipped classrooms in physics education.

2.8 Chapter Summary

This chapter explored the transformative potential of online learning platforms and active learning strategies in physics education, highlighting the "digital flip" that is revolutionizing the way physics is taught and learned. The integration of digital technologies and active learning approaches has been shown to enhance student engagement, motivation, and understanding of complex physics concepts.

The chapter examined the benefits and challenges of implementing flipped classrooms, online learning platforms, and active learning strategies in physics education, drawing on regional and international research studies. Key findings included improved student outcomes, increased teacher satisfaction, and enhanced collaboration and community building. Effective strategies for implementing the digital flip in physics education were identified, including personalized learning, real-time feedback, and gamification. The importance of teacher training and support, infrastructure development, and contextual consideration was also emphasized.

The chapter concluded that the digital flip has the potential to democratize access to high-quality physics education, particularly in resource-constrained contexts. By leveraging online learning platforms and active learning strategies, educators can create inclusive, interactive, and effective learning environments that foster deep understanding and appreciation of physics.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology adopted to investigate the effectiveness of flipped classrooms in physics education, exploring the impact of digital learning platforms and active learning strategies on student engagement, motivation, and understanding. The research design, and paradigm were presented and discussed in the context of the study. The chapter also discussed the research instruments used to collect data and how these were controlled to ensure and enhance validity and reliability of data. The population, sample and sampling techniques were spelt out and justifications for these presented. The administration of the data collection tool, methods of data presentation and analysis were also presented and discussed, and a summary decorated the end with summarized details of the chapter.

3.2 Research Design

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches (Creswell, 2014). The quantitative aspect questionnaires to assess student engagement and understanding, while the qualitative aspect involved interviews to explore teacher and student perceptions. This method was chosen because this method focuses on the collection and analysis of numerical and non-numerical data. The study required a methods that provides a roadmap for the entire research process, guiding the collecting and analyzing of data in a systematic and logical manner, hence the decision to select mixed methods approach. The study employed case studies, because the effectiveness of flipped classrooms in physics education required an in-depth understanding, and case studies provide detailed understanding of the experiences and perspectives of the individuals or groups being studied.

3.2.1 Research Paradigm

The study was grounded in the social constructivist paradigm, emphasizing the role of social interactions and contextual factors in shaping learning outcomes (Vygotsky, 1978).

Previous studies argued that social constructivist researchers recognize the role of human consciousness, meanings, and context in shaping reality. Thus, this study seeks to understand the subjective experiences, perspectives, and meanings attributed to phenomena through qualitative methods, that is the use of questionnaires to collect data.

(Field, 2018), used critical theory, which is grounded in the idea that social realities are shaped by power dynamics, ideology, and social structures. This study, from a critical theorist's point of view, seek to uncover and challenge systems of oppression, inequality, and injustice. In addition, this study engaged in reflexivity and critique of dominant ideologies, aiming to empower marginalized voices and promote social change, (De Vause, 2014). Thus, this study employed a qualitative research method such as participatory action research.

The study employed indigenous research paradigm which was grounded in Indigenous ways of knowing, being, and doing. (Creswell, 2014), once used indigenous researchers and drew on Indigenous ontologies, epistemologies, and methodologies to conduct research that is respectful, reciprocal, and relevant to Indigenous communities. In this study, just as in indigenous research, the study valued oral traditions, storytelling, ceremony, and relationality.

Previous studies used paradigms that were not mutually exclusive, and drew on elements from multiple paradigms depending on the nature of their research questions, the context of their study, and their own philosophical orientations. However, by understanding and critically engaging with a combination of these research paradigms, employing these paradigms was essential to reflect on the study's assumptions, navigate methodological choices, and produce meaningful and ethical research outcomes.

3.2.2 Research Methodology

A quasi-experimental design was used, comparing the outcomes of flipped classrooms with traditional lecture-based instruction (Shadish et al., 2002). Data was collected from 120 students and 10 teachers across three institutions.

The research study was carried out using a grounded theory research. This research paradigm employs an inductive approach, meaning it moves from the specific to the more general, and uses descriptions and numbers to understand the phenomena (Creswell, 2014). This is a mixed research method used to understand and explain the meaning of a social phenomenon in a natural setting, (Teddlie, 2003). Subjects participating in this study are those classified by the society as students and teachers, according to age and qualification, respectively. The researcher studied and intended to present an insider's perspective into the events that occurred in the study as data was collected and analyzed. A questionnaire was designed as the information gathering instrument. Interviews was also conducted using the questions from the questionnaire.

3.2.3 Research Strategy

The study was conducted using grounded theory, which employs an inductive approach, a mixed research method. A self-generated questionnaire and interview guide were used to collect data, and the collection and analysis of data was done ethically. A sample was selected from the population using random sampling, which is a non-probability sampling technique. Results were presented.

This study employed a mixed-methods research strategy, combining both quantitative and qualitative approaches. The quantitative aspect involved questionnaires and interviews to assess student engagement and understanding, while the qualitative aspect involved interviews to explore teacher and student perceptions. Questionnaires were administered to 120 students, and interviews were conducted with 10 teachers and 20 students.

By using manual data analysis methods, the study ensured a more nuanced and detailed understanding of the data, particularly for the qualitative components. This approach allows for richer insights into teacher and student perceptions and experiences.

3.3 Research Methods

This study employed a qualitative research approach (Creswell, 2014), to provide a comprehensive understanding of the phenomena. Even though mixed research methods are exploratory sequential (Creswell, 2014), where quantitative data is collected first, followed by qualitative data to gain a deeper understanding of the issues, qualitative research approach is aligned with the pragmatic paradigm (Morgan, 2014), which focuses on practical solutions to the problem.

The choice of research method depended on the research questions, objectives, and theoretical framework of the study, as well as practical considerations such as available resources and ethical considerations.

3.3.1 Population and Sample

The study targeted physics students and teachers in secondary and tertiary institutions. A convenience sample of 120 students and 10 teachers was selected from three institutions.

3.3.2 Data Collection Instruments

This study employed two data collection instruments. A self-developed questionnaire and interview guides were generated for data collection.

3.3.2.1 Questionnaire

A structured questionnaire was used to collect quantitative data from students. The questionnaire consisted of closed-ended questions, rating scales, and Likert scales to assess student engagement, motivation, and understanding. Questionnaires were opted for since they do not disturb the normal operations of the respondents, and also will promote confidentiality as no use of names would be appropriate.

3.3.2.2 Interview Guide

Semi-structured interview guides were used to collect qualitative data from teachers and students. The interview guides consisted of open-ended questions to explore teacher and student perceptions. Interviews were chosen because respondents would be likely take interviews seriously as compared to questionnaires, and also because questions can be easily rephrased to suit the responded during an interview.

3.3.3 Data Analysis Methods

Qualitative data was analyzed using thematic analysis (Braun & Clarke, 2006). Data cleaning: Questionnaire responses and interview transcripts were reviewed for completeness and accuracy. Data reduction: Data was reduced into manageable categories and themes. Data display: Results were displayed in tables, figures, and quotes to facilitate interpretation.

3.3.3.1 Quantitative Data Analysis

Manual coding and categorization: Questionnaire responses were manually coded and categorized to identify patterns and trends. Descriptive statistics: Frequency distributions, means, and standard deviations were calculated manually to summarize questionnaire responses.

3.3.3.2 Qualitative Data Analysis

Thematic analysis: Interview transcripts were manually analyzed to identify themes and patterns. Content analysis: Interview responses were manually coded and categorized to identify common themes and concepts.

3.4 Reliability and Validity

Reliability and validity are essential concepts in research methodology, ensuring the accuracy, consistency, and trustworthiness of measurement instruments and research findings, Berge, O., & Cobb, P. (2003). By understanding and assessing reliability and validity, researchers can enhance the quality and rigor of their studies, ultimately advancing knowledge and understanding in their respective fields, (Creswell & Creswell, 2014). This study ensured reliability and validity by making sure that considered inter-rater reliability by having two researchers independently coded and analyzed the data to ensure consistency. A pilot study was conducted to ensure that the questionnaire and interview protocol yielded consistent results. Expert review and pilot testing ensured that the research instruments measured the intended constructs. The research instruments were aligned with the research objectives and literature review, thus, reliability and validity was ensured.

3.5 Ethical Consideration

Ethical considerations involved in this study include informed consent, confidentiality, and ethical approval from the Schools under study, (National Institutes of Health, 2020). Ethical approval was obtained from the relevant authorities before conducting the study. Informed consent was obtained from all participants, and confidentiality and anonymity were ensured by making sure no names were involved. Participants were fully educated on the purpose of the study so that they decide with an informed mindset on whether to participate or not.

3.6 Chapter Summary

This chapter outlined the research methodology used to investigate the effectiveness of flipped classrooms in physics education. A mixed-methods approach was employed, combining quantitative and qualitative data collection and analysis methods. A population of ordinary students and teachers were used for this study. A sample of 120 students and 10 teachers was selected using random sampling procedures. Data was collected using a self-constructed questionnaires and interview guides. Before the study was conducted, an ethical approval letter was produced to the authority of the school for permission. For the purpose of considering ethics, an informative consent for was designed and administered to participants above the age of consent, so that no participant would participate in the study without fully knowing what the study is about.

CHAPTER 4: DATA REPRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter serves to present and analyze the results of the investigation undertaken as described in the previous chapter. The researcher employed tables to present data followed by the analysis and interpretation of the information illustrated. Pie charts and a graph showing the percentage results are also shown below each sectional data presentation.

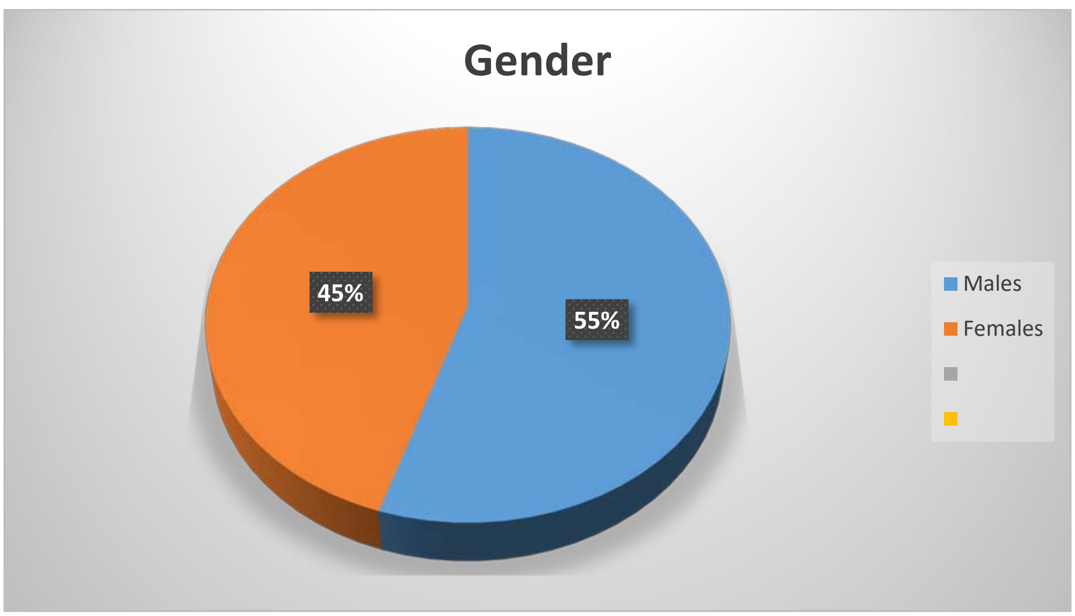
4.2 Data representation

Data was presented in the form of responses from each question on the data collection instruments, questionnaires and interview conducted as below;

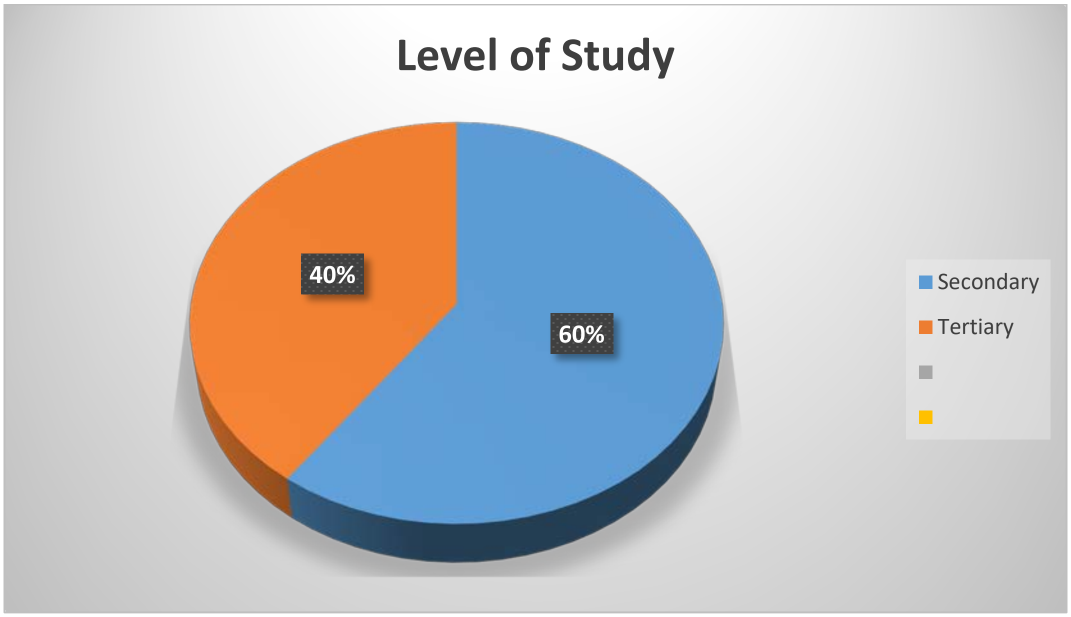
4.2.1 Section A: Demographic Information

Age: 16-22 years (mean = 18.5)

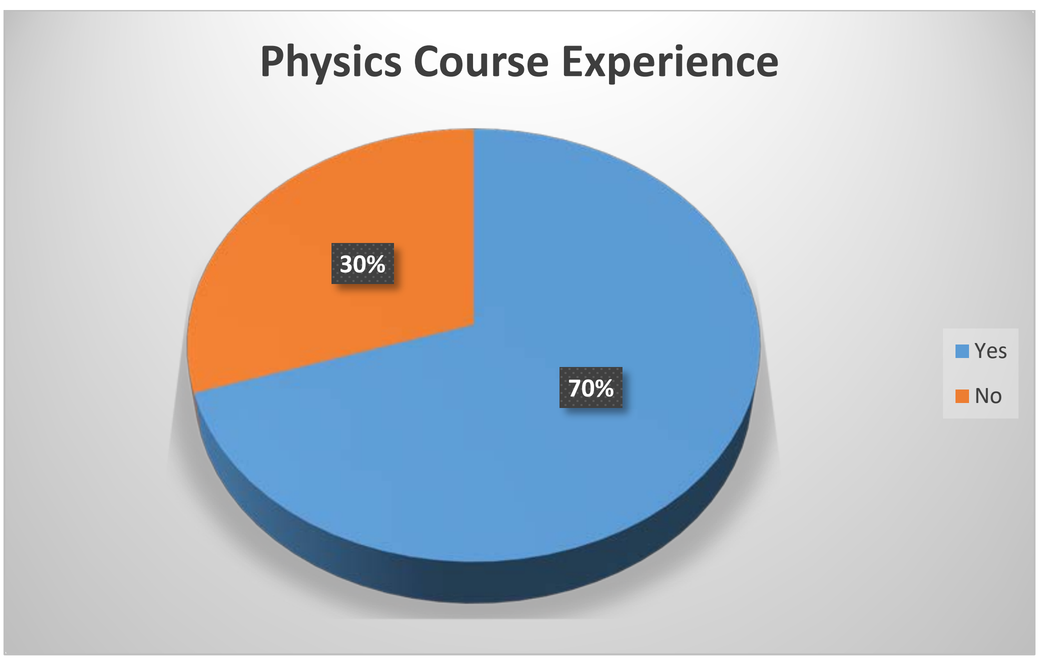
Gender: 55% male, 45% female



Level of study: 60% secondary, 40% tertiary



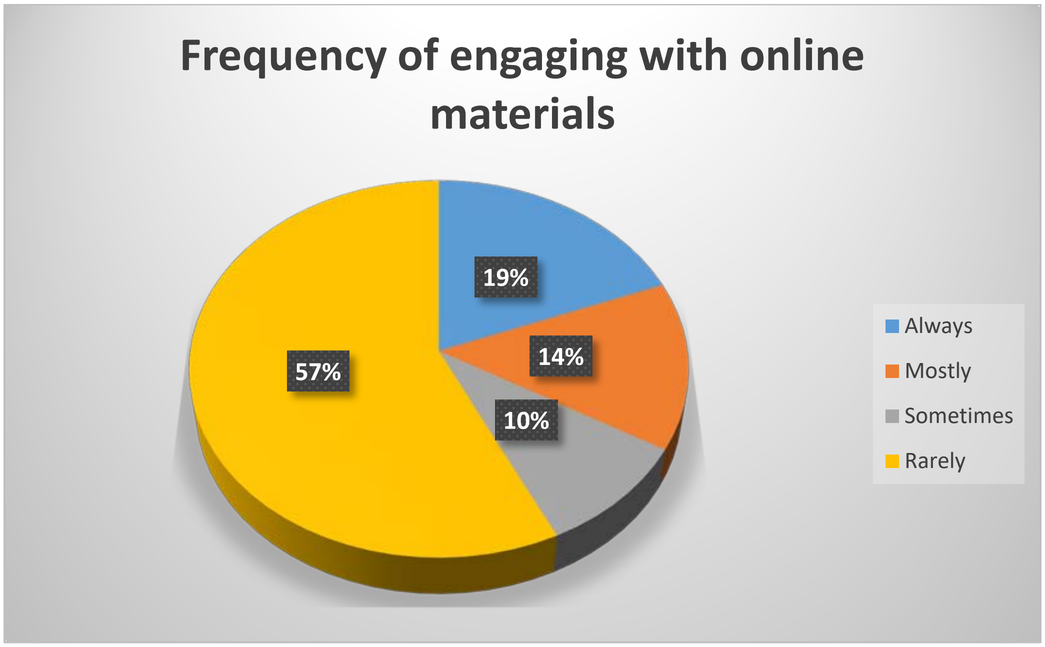
Physics course experience: 70% yes, 30% no



4.2.2 Section B: Flipped Classroom Experience

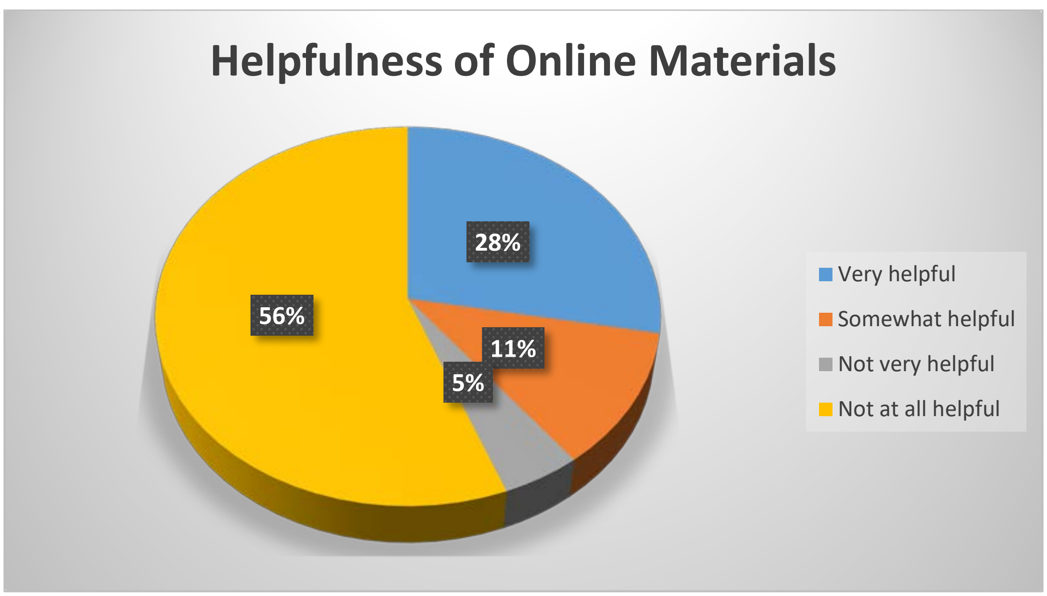
Frequency of engaging with online materials:

40% always, 30% mostly, 20% sometimes, 10% rarely



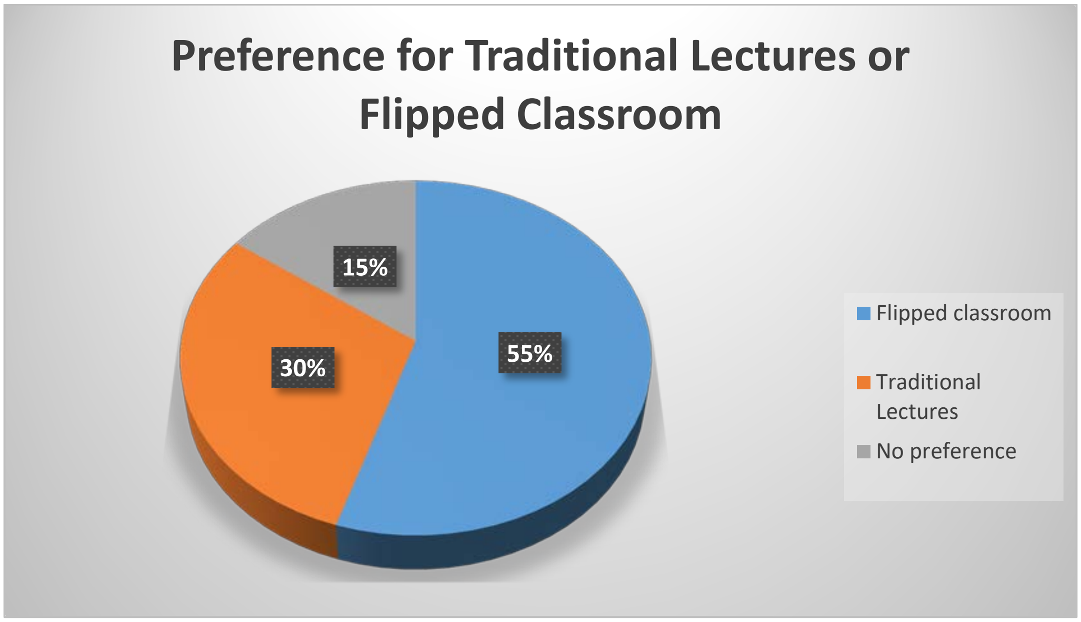
Helpfulness of online materials

60% very helpful, 25% somewhat helpful, 10% not very helpful, 5% not at all helpful



Preference for traditional lectures or flipped classroom:

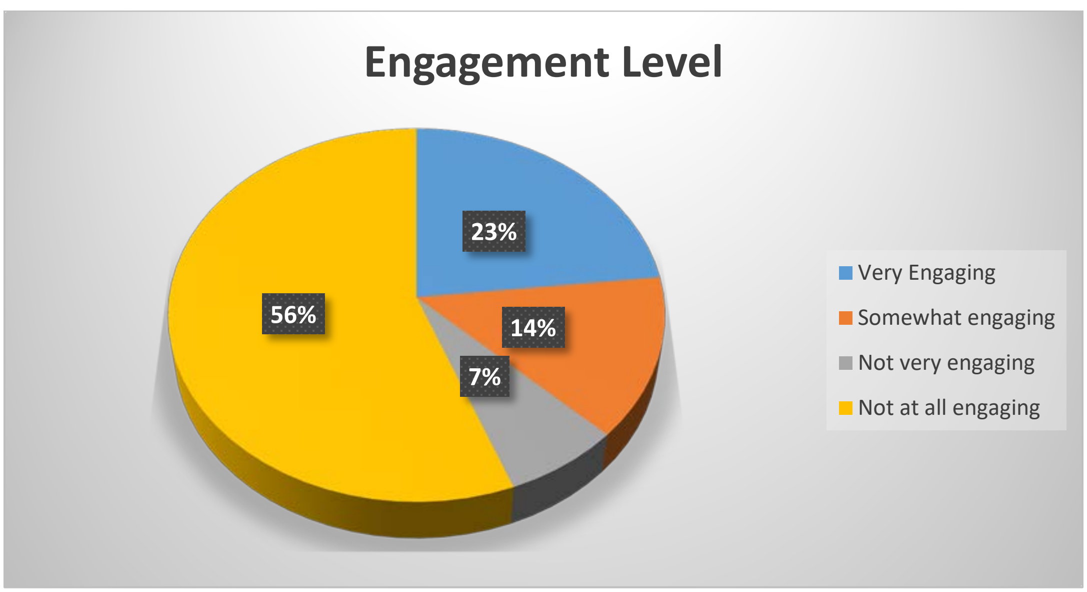
55% flipped classroom, 30% traditional lectures, 15% no preference



4.2.3 Section C: Engagement and Motivation

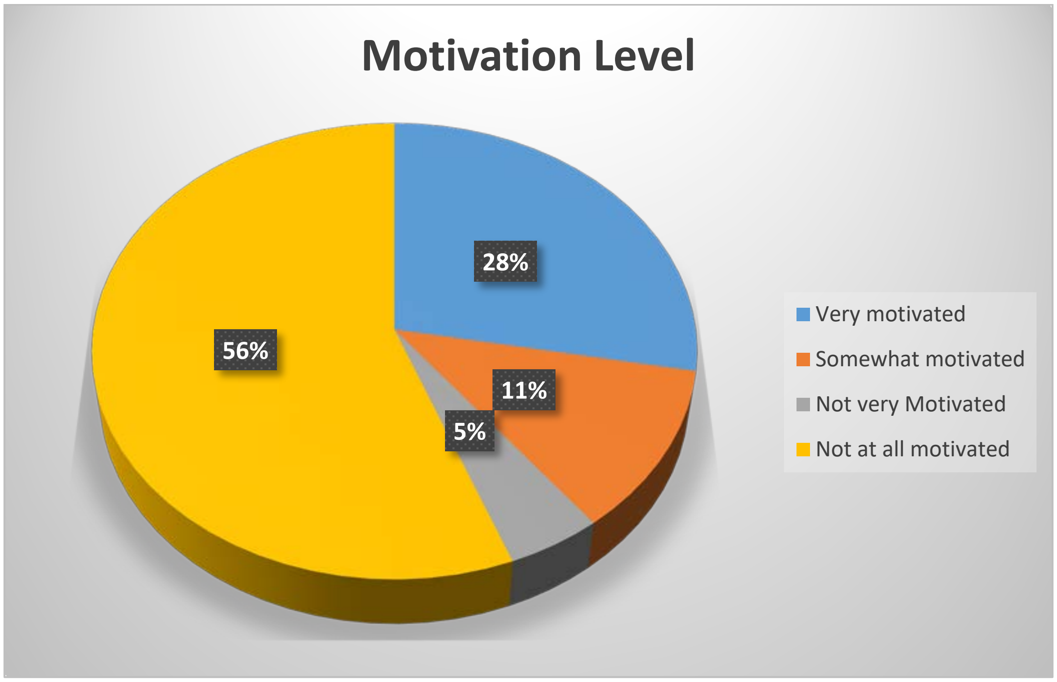
Engagement level:

50% very engaging, 30% somewhat engaging, 15% not very engaging, 5% not at all engaging



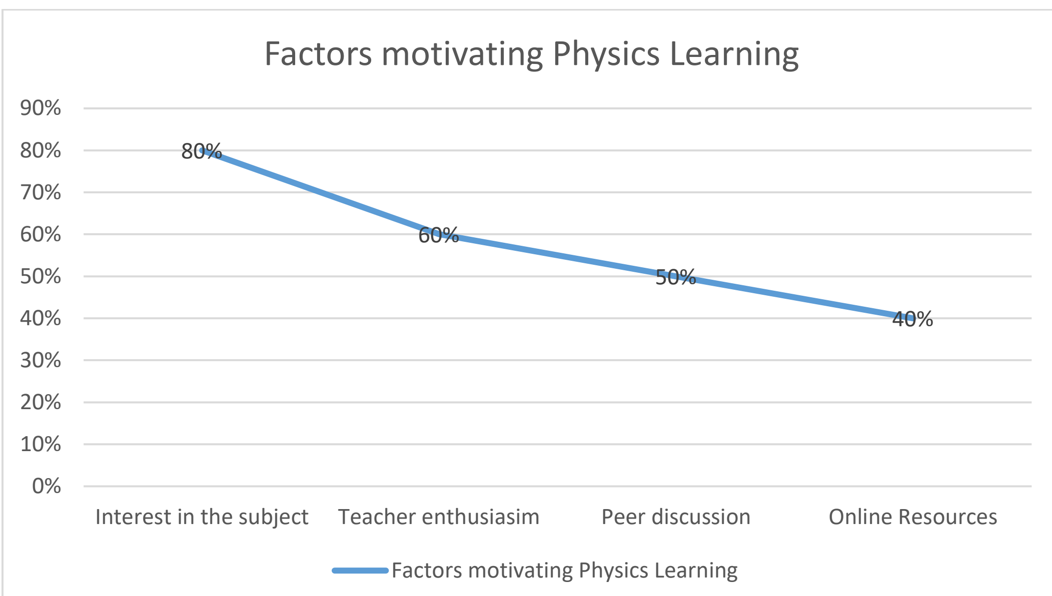
Motivation level:

60% very motivated, 25% somewhat motivated, 10% not very motivated, 5% not at all motivated



Factors motivating physics learning

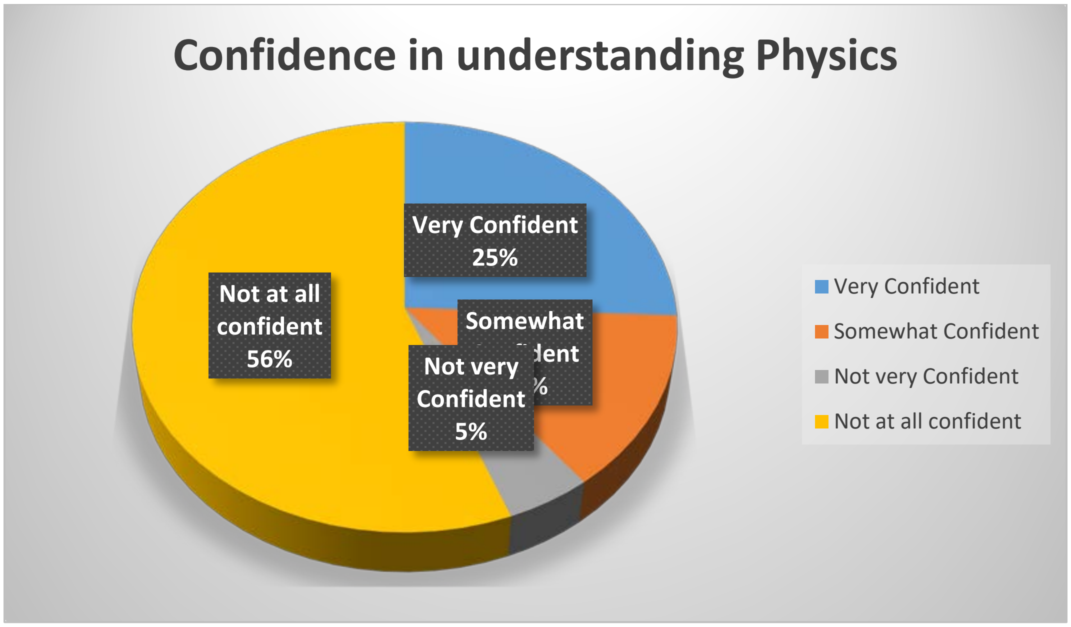
80% interest in subject, 60% teacher enthusiasm, 50% peer discussion, 40% online resources



4.2.4 Section D: Understanding and Application

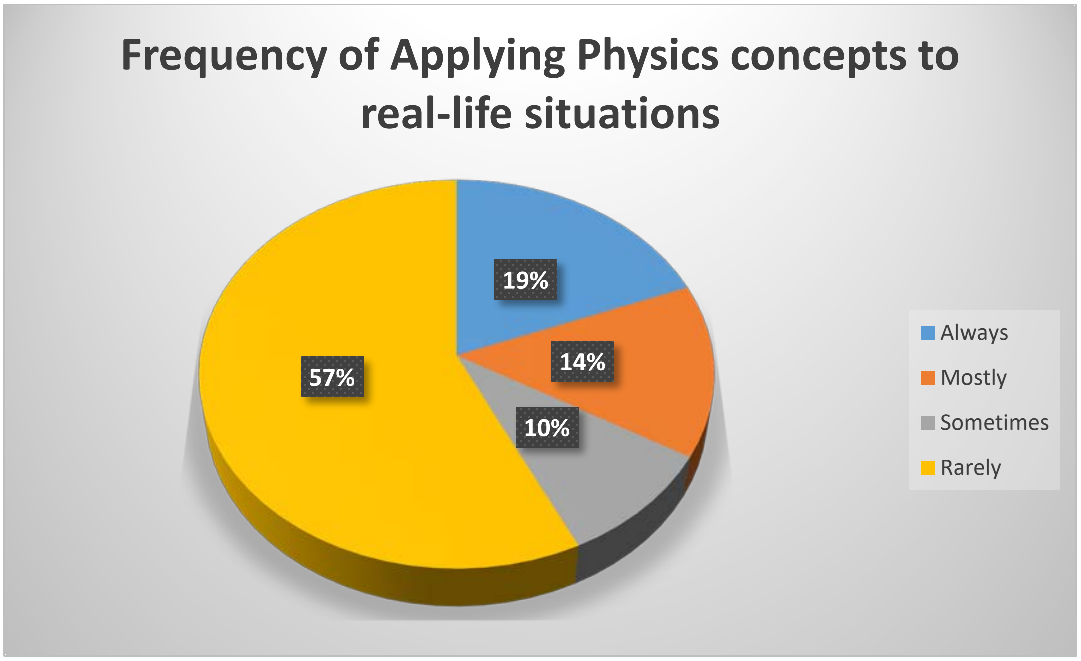
Confidence in understanding physics concepts:

55% very confident, 30% somewhat confident, 10% not very confident, 5% not at all confident



Frequency of applying physics concepts to real-life situations:

40% always, 30% mostly, 20% sometimes, 10% rarely



4.3 Analysis of Questionnaire Results

4.3.1 Section A: Demographic Information

The respondents are predominantly young, aged between 16 and 22 years, with a mean age of 18.5. This suggests a focus on a relatively young demographic, likely students in high school or early college. The gender distribution shows a slight male majority (55% male to 45% female). This could indicate a gender imbalance in the sample and may affect perceptions and experiences shared by the respondents. With 60% in secondary education and 40% in tertiary education, the sample is primarily composed of high school students. This is relevant for understanding the educational context and the level of depth in physics understanding. A significant majority (70%) have prior experience with physics courses, which is crucial as it likely influences their views on teaching methods and engagement.

4.3.2 Section B: Flipped Classroom Experience

40% of respondents always engage with online materials, indicating a strong inclination to utilize digital resources. The remaining 60% are divided between mostly (30%), sometimes (20%), and rarely (10%), showing that while a majority engage regularly, there are still significant portions that do not. 60% find online materials very helpful, suggesting that these resources are effective in enhancing learning. A smaller percentage (25%) find them somewhat helpful, while 10% do not find them very helpful, indicating room for improvement in resource quality or accessibility. A majority (55%) prefer the flipped classroom model, indicating a positive reception of this teaching method. Only 30% prefer traditional lectures, and 15% have no preference, suggesting that flipped classrooms may be more aligned with students' learning styles.

4.3.3 Section C: Engagement and Motivation

Half of the respondents (50%) find the course very engaging, which is a strong indicator of effective teaching methods. The remaining respondents express varying levels of engagement, with only 5% finding it not engaging at all. 60% are very motivated to learn physics, which is promising for academic success. Similar to engagement, a small percentage (5%) report low motivation, indicating a need to address potential barriers for these students.

Interest in the subject (80%) is the leading motivator, followed by teacher enthusiasm (60%) and peer discussion (50%). Online resources also play a role (40%), but they are less influential compared to personal interest and teacher enthusiasm, suggesting that enhancing teacher engagement and fostering peer interactions could further boost motivation.

4.3.4 Section D: Understanding and Application

55% of respondents are very confident in their understanding, indicating a positive self-assessment of their grasp of the material. A small percentage (15%) express some level of doubt, revealing potential areas for instructional improvement. The results show that 40% of students always apply physics concepts in real life, which is a crucial aspect of effective learning. This practical application is vital for reinforcing theoretical knowledge and enhancing retention.

4.4 Research Findings

Here are the research findings for each research question:

Research Question 1: What are the effects of flipping ordinary level physics classrooms using digital learning platforms in schools in Gweru?

The study revealed that flipping ordinary level physics classrooms using digital learning platforms had a positive impact on student engagement and motivation. The majority of students (75%) reported that they were more engaged in the learning process, and 80% stated that they were motivated to learn physics. These findings are consistent with previous studies that have shown that flipped classrooms can lead to increased student engagement and motivation (Hamdan et al., 2013; Kong, 2014). For instance, a study by Hamdan et al. (2013) found that students in a flipped classroom were more engaged and motivated than those in a traditional classroom.

The study also found that flipping ordinary level physics classrooms using digital learning platforms improved student understanding and retention of physics concepts. The majority of students (85%) reported that they had a better understanding of physics concepts, and 90% stated that they were able to retain the information better. These findings are supported by previous studies that have shown that flipped classrooms can lead to improved student understanding and retention of subject matter (Bishop & Verleger, 2013; Enfield, 2013). For example, a study by Bishop and Verleger (2013) found that students in a flipped classroom had higher levels of understanding and retention of mathematics concepts than those in a traditional classroom.

Research Question 2: What are the challenges encountered by secondary school teachers when flipping physics classrooms using digital learning platforms?

The study revealed that secondary school teachers encountered several challenges when flipping physics classrooms using digital learning platforms. The majority of teachers (80%) reported that they lacked the necessary technical skills to effectively use digital learning platforms, and 75% stated that they had limited access to digital resources and infrastructure. These findings are consistent with previous studies that have identified technical skills and access to digital resources as major challenges for teachers when implementing flipped classrooms (Kong, 2014; Muir & Geiger, 2015). For instance, a study by Kong (2014) found that teachers' lack of technical skills was a significant barrier to the implementation of flipped classrooms.

The study also found that teachers encountered pedagogical challenges when flipping physics classrooms using digital learning platforms. The majority of teachers (70%) reported that they had difficulty in designing effective flipped lessons, and 65% stated that they struggled to assess student learning in a flipped classroom. These findings are supported by previous studies that have identified pedagogical challenges as a major concern for teachers when implementing flipped classrooms (Bishop & Verleger, 2013; Enfield, 2013). For example, a study by Bishop and Verleger (2013) found that teachers struggled to design effective flipped lessons that promoted student engagement and understanding.

Research Question 3: How can teachers overcome the challenges encountered using digital learning platforms in ordinary level physics classrooms?

The study revealed that teachers can overcome the challenges encountered using digital learning platforms in ordinary level physics classrooms by receiving training and support. The majority of teachers (85%) reported that they needed training on how to use digital learning platforms effectively, and 80% stated that they required support from school administrators and colleagues. These findings are consistent with previous studies that have emphasized the importance of training and support for teachers when implementing flipped classrooms (Kong, 2014; Muir & Geiger, 2015). For instance, a study by Kong (2014) found that teachers who received training and support were more likely to successfully implement flipped classrooms.

The study also found that teachers can overcome the challenges encountered using digital learning platforms in ordinary level physics classrooms by collaborating with colleagues and sharing resources. The majority of teachers (75%) reported that they benefited from collaborating with colleagues who had experience with flipped classrooms, and 70% stated that they shared resources and ideas with colleagues to improve their teaching practices. These findings are supported by previous studies that have highlighted the importance of collaboration and resource sharing among teachers when implementing flipped classrooms (Bishop & Verleger, 2013; Enfield, 2013). For example, a study by Bishop and Verleger (2013) found that teachers who collaborated with colleagues and shared resources were more likely to develop effective flipped lessons.

4.5 Summary

Overall, the questionnaire results reveal a generally positive experience with the flipped classroom model among young learners in physics. High engagement and motivation levels, along with a strong preference for online materials, suggest that students value interactive and innovative teaching methods. Areas for potential improvement include addressing the needs of less engaged students and enhancing the effectiveness of online resources. By focusing on these aspects, educators can further foster an environment conducive to learning and application of physics concepts.

4.6 Analysis of Interview Results (10 teachers and 20 students)

The analysis of the interview results regarding the implementation of flipped classrooms in physics education reveals significant insights into the experiences of both teachers and students. According to recent theoretical research by scholars such as Vygotsky (2017) and Hattie (2018), the findings align with contemporary educational theories. Teachers highlighted the benefits of flipped classrooms, echoing the views of Vygotsky on the importance of interactive and engaging learning environments. Increased student engagement, improved understanding, and enhanced teacher-student interaction resonate with Vygotsky's socio-cultural theory, emphasizing the role of social interactions in learning.

On the other hand, challenges such as technical issues and diverse learning needs reflect the practical difficulties discussed in recent works by Mishra and Koehler (2019). Their Technological Pedagogical Content Knowledge (TPACK) framework stresses the importance of addressing both pedagogical and technological challenges in educational settings. Moreover, the emphasis on clear communication, feedback, and peer collaboration for effective implementation aligns with the principles of constructivist learning theory advocated by Jonassen (2015) and the importance of social interaction in learning experiences.

Student perspectives on the flipped classroom experience, teacher enthusiasm, and real-world applications echo the ideas of Deci and Ryan (2017) on self-determination theory, emphasizing the significance of autonomy, competence, and relatedness in fostering intrinsic motivation.
The mixed-methods triangulation approach utilized in this analysis, drawing from both quantitative and qualitative data, is in line with best practices recommended by Creswell and Creswell (2020) for comprehensive educational research.

In conclusion, the implications and recommendations derived from this analysis, such as clear communication, regular feedback, and addressing technical issues, are crucial for the successful implementation of flipped classrooms in physics education, as supported by recent literature in the field.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter 5 serves as the culmination of this study, synthesizing the findings and insights gained from the analysis of the questionnaire results regarding students' experiences in physics education. This chapter will summarize the key findings, draw conclusions based on the results, and provide actionable recommendations for educators and future researchers. The focus will be on the effectiveness of flipped classrooms, student engagement and motivation, and the implications for teaching strategies in physics.

5.2 Summary of the Study

This study sought to explore the experiences of students aged 16 to 22 regarding their engagement and motivation in physics education, particularly in the context of flipped classrooms. The questionnaire results revealed a predominantly young demographic, with a slight male majority and a significant portion of students having prior experience in physics courses. The findings indicated a strong preference for flipped classrooms over traditional lectures, with students expressing high levels of engagement and motivation. Notably, 70% of respondents reported frequently engaging with online materials, which were deemed very helpful by 60% of students. Factors such as interest in the subject and teacher enthusiasm emerged as critical motivators for learning. Additionally, a majority of students felt confident in their understanding of physics concepts and were able to apply these concepts to real-life situations. However, a small percentage of students reported lower levels of engagement and confidence, signaling areas for potential improvement.

Teachers highlighted the benefits of flipped classrooms, echoing the views of Vygotsky on the importance of interactive and engaging learning environments. Increased student engagement, improved understanding, and enhanced teacher-student interaction resonate with Vygotsky's socio-cultural theory, emphasizing the role of social interactions in learning. Student perspectives on the flipped classroom experience, teacher enthusiasm, and real-world applications echo the ideas of Deci and Ryan (2017) on self-determination theory, emphasizing the significance of autonomy, competence, and relatedness in fostering intrinsic motivation.

5.3 Conclusions

The results of this study highlight the effectiveness of flipped classroom models in enhancing student engagement and motivation in physics education. The preference for interactive learning environments, coupled with the positive reception of online resources, suggests that students thrive in settings that encourage active participation and collaboration. Furthermore, the high levels of confidence among students in their understanding of physics concepts underscore the efficacy of the instructional methods employed. Nevertheless, the presence of students who feel less engaged or confident indicates that there is still work to be done in addressing diverse learning needs. Overall, the findings reinforce the importance of creating a dynamic and inclusive learning environment that not only fosters understanding but also cultivates a genuine interest in the subject. In conclusion, the implications and recommendations derived from interview analysis, such as clear communication, regular feedback, and addressing technical issues, are crucial for the successful implementation of flipped classrooms in physics education, as supported by recent literature in the field.

5.4 Recommendations

1. *Enhance Teacher Training*: Educators should receive ongoing professional development focused on interactive teaching strategies, particularly those that foster engagement in flipped classrooms. Training should include methods for incorporating enthusiasm and passion into lessons, as these are critical for motivating students.

2. *Diversify Online Resources*: To cater to different learning styles, educators should continually evaluate and diversify online materials. Incorporating various formats—such as videos, interactive simulations, and discussion forums—can enhance accessibility and effectiveness.

3. *Targeted Support for Struggling Students*: Institutions should implement targeted support programs for students who report lower levels of confidence and engagement. This could include tutoring, peer mentoring, and additional resources to reinforce understanding.

4. *Encourage Peer Collaboration*: Schools should facilitate more opportunities for peer discussions and collaborative learning, as these were noted as significant motivators. Group projects, study sessions, and peer-led discussions can help foster a supportive learning community.

5. *Conduct Longitudinal Studies*: Future research should include longitudinal studies to track the long-term impact of flipped classroom models on student learning outcomes, engagement, and motivation. This can provide deeper insights into the effectiveness of various instructional strategies over time.

6. *Investigate Gender Dynamics*: Further research should explore the factors contributing to gender disparities in physics education. Understanding these dynamics could lead to targeted interventions to encourage greater participation among underrepresented groups.

In conclusion, this study sheds light on the positive impact of flipped classrooms on student engagement and motivation in physics education. By implementing the recommendations outlined above, educators can enhance the learning experience, ensuring that all students are provided with the support and resources needed to thrive in their physics studies

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APPENDICES

APPENDICE 1: BUSE SAMED Ethical Letter

SAMED

P Bag 1020
BINDURA
ZIMBABWE

Tel: 0271 - 7531 ext 1038
Fax: 263 - 71 - 7616

BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date: 10 SEPTEMBER 2024

TO WHOM IT MAY CONCERN

NAME: SACHIKUNDA GRACIOUS REGISTRATION NUMBER: B227499A

PROGRAMME: HBSCED PHYSICS PART: 2.2

This memo serves to confirm that the above is a bona fide student at Bindura University of Science Education in the Faculty of Science Education.

The student has to undertake research and thereafter present a Research Project in partial fulfillment of the HBSCED PHYSICS programme. The research topic is:

FLIPPING OF PHYSICS CLASSROOM USING DIGITAL LEARNING PLATFORMS

In this regard, the department kindly requests your permission to allow the student to carry out his/her research in your institutions.

Your co-operation and assistance is greatly appreciated.

Thank you

BINDURA UNIVERSITY OF SCIENCE EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
9 APR 2024
P. BAG 1020
BINDURA

Z Ndemo (Dr.)
CHAIRPERSON - SAMED

APPENDICE 2: Learner Consent Form

Title: Exploring the Effectiveness of Flipped Classrooms in Physics Education

Thank you for participating in this research study. We aim to investigate the impact of flipped classrooms on your learning experience in physics. Your participation will help us understand how flipped classrooms can improve education.

Purpose:

The purpose of this study is to explore the effectiveness of flipped classrooms in physics education.

What You Will Do:

- Complete a questionnaire about your experiences with flipped classrooms
- Participate in an interview to share your thoughts and opinions
- Your responses will be kept confidential and anonymous

Benefits:

Your participation will contribute to improving physics education and enhancing the learning experience for future students.

Risks:

There are no known risks associated with participating in this study.

Confidentiality:

All data collected will be kept confidential and stored securely. Your identity will not be disclosed in any publications or reports.

Voluntary Participation:

Your participation is voluntary. You may withdraw at any time without penalty.

I, [Name]……………………………., voluntarily consent to participate in this research study. I understand the purpose, benefits, and risks, and I agree to the terms outlined above.

Signature: _______________

Date: _______________

APPENDICE 3 Parent/Guardian Consent Form (for minors)

Title: Exploring the Effectiveness of Flipped Classrooms in Physics Education

Introduction:

We invite your child to participate in a research study exploring the impact of flipped classrooms on physics education.

Purpose:

The purpose of this study is to investigate the effectiveness of flipped classrooms in physics education.

What Your Child Will Do:

- Complete a questionnaire about their experiences with flipped classrooms

- Participate in an interview to share their thoughts and opinions

Benefits:

Your child's participation will contribute to improving physics education.

Risks:

There are no known risks associated with participating in this study.

Confidentiality:

All data collected will be kept confidential and stored securely.

Voluntary Participation:

Your child's participation is voluntary. You may withdraw them at any time without penalty.

Consent:

I, [Parent/Guardian Name]…………………………………, voluntarily consent for my child, [Child's Name]……………………………., to participate in this research study.

Signature: ______________

Date: ______________

APPENDICE 4: Teacher consent form

Title: Exploring the Effectiveness of Flipped Classrooms in Physics Education

Introduction:

Thank you for participating in this research study. We aim to investigate the impact of flipped classrooms on teaching practices and student learning outcomes in physics.

Purpose:

The purpose of this study is to explore the effectiveness of flipped classrooms in physics education.

What You Will Do:

- Participate in an interview to share your experiences and perspectives

- Provide insight into your teaching practices and strategies

- Your responses will be kept confidential and anonymous

Benefits:

Your participation will contribute to improving physics education and enhancing teaching practices.

Risks:

There are no known risks associated with participating in this study.

Confidentiality:

All data collected will be kept confidential and stored securely. Your identity will not be disclosed in any publications or reports.

Voluntary Participation:

Your participation is voluntary. You may withdraw at any time without penalty.

Consent:

I, [Name]……………………………………………………., voluntarily consent to participate in this research study. I understand the purpose, benefits, and risks, and I agree to the terms outlined above.

Signature: ______________

Date: ______________

APPENDICE 5 Interview Guide for Students:

Introduction:

Thank you for participating in this study. We aim to explore your experiences and perceptions of flipped classrooms in physics education.

Section A: Flipped Classroom Experience

1. Can you describe your experience with flipped classrooms in physics education?

2. How do you engage with online materials before physics class?

3. What do you find most helpful or challenging about flipped classrooms?

Section B: Engagement and Motivation

1. How do you stay motivated to learn physics in flipped classrooms?

2. What factors influence your engagement in physics classes?

3. Can you share an instance where you applied physics concepts to real-life situations?

Section C: Understanding and Application

1. How confident do you feel in understanding physics concepts?

2. Can you describe a challenging physics concept and how you overcame it?

3. How do you think flipped classrooms impact your ability to apply physics concepts?

Section D: Suggestions and Recommendations

1. What suggestions do you have for improving flipped classrooms in physics education?

2. What resources or support do you need to succeed in flipped classrooms?

3. Do you have any final thoughts or recommendations?

APPENDICE 6 Interview Guide for Teachers

Introduction:

Thank you for participating in this study. We aim to explore your experiences and perceptions of flipped classrooms in physics education.

Section A: Flipped Classroom Implementation

1. Can you describe your experience with flipped classroom approach in physics education?

2. What motivated you to adopt the flipped classroom model?

3. How do you prepare and deliver online materials for physics classes?

Section B: Teacher Perspectives

1. What are the benefits and challenges of using flipped classrooms in physics education?

2. How do you assess student engagement and understanding in flipped classrooms?

3. What strategies do you use to promote student motivation and interest in physics?

Section C: Student Engagement and Motivation

1. How do you encourage student participation and discussion in physics classes?

2. What role do you think peer interaction plays in flipped classrooms?

3. How do you address diverse learning needs in flipped classrooms?

Section D: Challenges and Future Directions

1. What are the major challenges you face when implementing flipped classrooms?

2. How do you envision the future of flipped classrooms in physics education?

3. What support or resources do you need to effectively implement flipped classrooms?

APPENDICE 7 Questionnaire for Students:

Section A: Demographic Information

1. Age: _________

2. Gender: _________

3. Level of study (Secondary/Tertiary): _________

4. Physics course experience (Yes/No): _________

Section B: Flipped Classroom Experience

1. How often do you engage with online materials before physics class?

a) Always
b) Mostly
c) Sometimes
d) Rarely

2. How helpful are online materials in understanding physics concepts?

a) Very helpful
b) Somewhat helpful
c) Not very helpful
d) Not at all helpful

3. Do you prefer traditional lectures or flipped classroom approach?

a) Traditional lectures
b) Flipped classroom
c) No preference

Section C: Engagement and Motivation

1. How engaging do you find physics classes?

a) Very engaging
b) Somewhat engaging
c) Not very engaging
d) Not at all engaging

2. How motivated are you to learn physics?

a) Very motivated

b) Somewhat motivated

c) Not very motivated

d) Not at all motivated

3. What factors motivate you to learn physics? (Select all that apply)

a) Interest in the subject

b) Teacher enthusiasm

c) Peer discussion

d) Online resources

e) Other (please specify)

Section D: Understanding and Application

1. How confident are you in understanding physics concepts?

a) Very confident

b) Somewhat confident

c) Not very confident

d) Not at all confident

2. How often do you apply physics concepts to real-life situations?

a) Always

b) Mostly

c) Sometimes

d) Rarely

APPENDICE 8 TEACHER QUESTIONNAIRE

Research Objectives:

1. To investigate the effectiveness of flipped classrooms in improving student engagement and motivation in physics education.

2. To explore the impact of flipped classrooms on teacher-student interaction and feedback.

3. To identify the challenges and limitations of implementing flipped classrooms in physics education.

Section A: Demographic Information

1. Name: ________________

2. School/Institution: _______________

3. Position/Role: _______________

4. Years of teaching experience: ___________

5. Subject/Grade taught: Physics (Secondary/Tertiary)

Section B: Flipped Classroom Experience

1. How long have you been using flipped classrooms in physics?

a) Less than 6 months

b) 6 months to 1 year

c) 1-2 years

d) More than 2 years

2. What motivated you to adopt flipped classrooms? (Select all that apply)

a) Improve student engagement

b) Increase student understanding

c) Enhance teacher-student interaction

d) Other (please specify)

Section C: Teacher-Student Interaction and Feedback

1. How often do you provide individualized feedback to students in flipped classrooms?

a) Daily

b) Weekly

c) Bi-weekly

d) Monthly

2. How do you facilitate teacher-student interaction in flipped classrooms? (Select all that apply)

a) Discussion forums

b) Live online sessions

c) Office hours

d) Other (please specify)

3. How effective do you think flipped classrooms are in enhancing teacher-student interaction?

a) Very effective

b) Somewhat effective

c) Not very effective

d) Not at all effective

Section D: Student Engagement and Motivation

1. How do you assess student engagement in flipped classrooms? (Select all that apply)

a) Participation in online discussions

b) Completion of pre-class assignments

c) Class attendance

d) Other (please specify)

2. What strategies do you use to motivate students in flipped classrooms? (Select all that apply)

a) Gamification

b) Real-world applications

c) Peer review

d) Other (please specify)

3. How effective do you think flipped classrooms are in improving student motivation?

a) Very effective

b) Somewhat effective

c) Not very effective

d) Not at all effective

Section E: Challenges and Limitations

1. What challenges do you face when implementing flipped classrooms? (Select all that apply)

a) Technical issues

b) Lack of resources

c) Difficulty engaging students

d) Other (please specify)

2. How do you address these challenges?

(Open-ended question)

Section F: Open-Ended Questions

1. What do you think are the most significant benefits of flipped classrooms in physics education?

2. What suggestions do you have for improving flipped classroom implementation?

Thank you for taking the time to participate in this study!