

Understanding Potential Transformation Brought by Integrating the Flipped Classroom Methodology with Metaverse from Students' Perspectives

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Abstract

The inclusion of metaverse in the development of flipped classrooms has gained widespread acceptance in higher education as an innovative pedagogical strategy for cultivating a more immersive and interactive learning environment to students. Understanding the good practices and potential transformation brought by integrating the flipped classroom methodology with metaverse from students' perspectives holds critical importance for planning and execution. This study describes an attempt to integrate flipped learning method into a management course by using an active learning strategy supported by a metaverse-based environment. By collecting data from 150 students who participated in an experimental flipped classroom with the support of metaverse via pre- and post-survey, this study examines the relationships among students' openness to innovative learning pedagogies, perceived usefulness of flipped classroom with the support of metaverse, and attitude towards learning. The findings indicated students with open attitude to experience innovative pedagogies perceived more usefulness during the flipped classroom with the support of metaverse, thus more engaged in learning. However, students responded to the Metaverse platform unfavorably due to technical problems and the flipped classroom activities in metaverse are time-consuming. Future studies is recommended to investigate the most effective practices that will meet the needs of students in different contexts.

Keywords

Metaverse, Flipped classroom, Higher Education, Learning Attitude Openness to Innovative Pedagogies, Perceived Usefulness.