

# FLIPPED LEARNING REMAINS UNDER-THEORISED

Li, R., Lund, A., & Nordsteien, A. (2021) 'The Link Between Flipped and Active Learning: a Scoping Review'. *Teaching in Higher Education*. DOI: 10.1080/13562517.2021.1943655

## DEFINITIONS

Flipped Learning (FL) lacks a universal definition, being variously referred to as an approach, a method/methodology, a technique or a model in the 435 articles that formed the scoping review.

## PURPOSE OF THE REVIEW

As FL has been widely adopted in HE the authors aim to discover which theoretical frameworks are described in the literature.

## WHAT EVIDENCE IS SUMMARISED?

Despite being widely adopted systematic reviews of FL have been criticised for lacking a theoretical framework. Many conceptual & analytical approaches exist but are only rarely argued or elaborated.

Of the **435 full-text articles** retrieved approximately **65% do not explicitly connect their research to theory** or to a conceptual framework.

In the **remaining 155 studies the theoretical & conceptual underpinnings are only vaguely described**. The authors are left with an opaque picture regarding the benefits of FL.

## WHY DOES IT MATTER?

FL has emerged from classroom practice as a cluster of techniques that worked well, rather than a conceptualisation resulting from educational research. This means it runs the risk of being reduced to a set of classroom techniques instead of a generative concept for educational development. We cannot make a claim to professionalism if we can't articulate our evidence base.

## CONCLUSION

There has been rapid growth in the number of articles about FL since 2011 but they mostly fail to elaborate theoretical perspectives. The further development of FL as a methodology would benefit from the application of more principled views on learning and teaching.

