

STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOMS: INSIGHTS FROM MONGOLIAN HIGHER EDUCATION

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Traditional lecture-based methods, dominant in Mongolian classrooms for decades, often fail to engage students, leading to low participation and enthusiasm (Norinpel et al., 2018). In response, innovative, student-centered approaches like flipped learning have emerged as viable alternatives, aligning with global active learning trends. While extensively studied in developed countries, flipped learning's application and perceptions in developing contexts remain underexplored (Hao, 2016; Kim, 2017). This study addresses this gap by examining Mongolian undergraduate students' perceptions of flipped classrooms, focusing on perceived usefulness, intention to register, and the mediating role of Implementation of Flipped Classroom in the relationship between In-Class Activities and three key outcomes: Student Characteristics, Teacher Characteristics & Task Characteristics, and Out-of-Class Activities. The study surveyed 149 undergraduate students who experienced flipped learning over a semester in six classrooms, all taught by the same teacher for consistency. Results indicated overwhelmingly positive perceptions of flipped classrooms among Mongolian students. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) validated these findings. The analysis highlighted significant direct, indirect, and total effects, illustrating the importance of both direct and mediated pathways. Direct effects showed that In-Class Activities positively influenced students' perceptions across all three outcome variables: Student Characteristics, Teacher Characteristics & Task Characteristics, and Out-of-Class Activities. Mediation analysis demonstrated that the Implementation of Flipped Classroom amplified these effects, emphasizing its critical role in enhancing students' educational experiences. Total effects were most pronounced for Student Characteristics, followed by Teacher Characteristics & Task Characteristics, and Out-of-Class Activities. These findings underscore the positive perceptions and high acceptability of flipped learning in the Mongolian higher education context. Students valued the approach for its perceived usefulness in improving curriculum understanding, fostering active participation, and promoting motivation. Furthermore, the study identified that students were more inclined to register for flipped learning classes based on their favorable experiences, reinforcing the relevance of flipped learning in shaping positive educational attitudes. This study concludes with recommendations for wider adoption of flipped learning techniques in Mongolian universities, emphasizing their potential to transform passive learning environments into interactive, student-centered spaces. By exploring the perceptions of flipped learning, this research contributes valuable insights into its broader applicability in developing countries and provides a foundation for future research on its long-term impacts.