



## Exploring the Lived Experiences of Transition to Flipped Classroom among Undergraduate Students

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### ABSTRACT

Innovative teaching methods have increasingly reshaped higher education by shifting emphasis from teacher-centered instruction to learner-centered engagement. Within this movement, the flipped classroom has become a widely adopted model that repositions learning activities by requiring preparation before class and active participation during class. However, little is known about how students themselves experience this transition, particularly the emotional, cognitive, and adaptive dimensions that shape their engagement with flipped learning. This study addresses this gap by asking: How do students interpret and adapt to the transition from traditional instruction to the flipped classroom? Using an interpretative phenomenological approach, the study explores students' lived experiences to reveal the meanings they construct during this transition. Data were collected through semi-structured interviews with undergraduate students and analyzed thematically to identify essential themes. The findings demonstrate that students initially experienced disruption and anxiety as they negotiated new roles and responsibilities. Over time, however, they developed adaptive strategies, reframed their understanding of learning, and reported a stronger sense of agency and collaboration. These results clearly demonstrate that the flipped classroom serves not only as an instructional format but also as a transformative learning process, where students actively reshape their learning approaches, enhance their engagement, and redefine their identities as autonomous, reflective learners. The study contributes to a deeper understanding of pedagogical innovation by emphasizing the interpretive and affective dimensions of flipped learning. These insights inform both theoretical perspectives on learner-centered education and practical strategies for supporting students through educational change.



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### INTRODUCTION

The transformation of higher education in recent decades has been characterized by a growing emphasis on innovative pedagogical practices that shift the focus from teacher-centered instruction to learner-centered engagement (Abdullah et al., 2020). Among these innovations, the flipped classroom has emerged as a widely discussed approach that reconfigures the traditional sequence of learning by positioning pre-class preparation as the foundation for in-class interaction (Abe et al., 2021). This shift reflects broader cultural and technological changes in contemporary education, where digital resources, online platforms, and interactive materials are increasingly integrated into formal teaching and learning environments.

The relevance of this phenomenon extends beyond its instructional design to the lived experiences of students who navigate the transition from familiar, lecture-based modes of learning to more active, participatory forms of engagement (Adhami & Taghizadeh, 2024). While flipped classrooms are often promoted for their potential to foster critical thinking, autonomy, and collaboration, the transition process can present unique challenges at the psychological, emotional,

and social levels (Mukhlis et al. 2023). Students are required to renegotiate their identities as learners, adapt to new academic expectations, and develop strategies that allow them to cope with the demands of self-directed preparation and active in-class participation. These dimensions underscore the importance of examining not only the outcomes of flipped learning but also the subjective processes through which students experience this educational shift.

In light of these considerations, there is a clear need to explore the meanings that students attribute to their experiences of transitioning into flipped classrooms (Anas et al., 2022). A phenomenological lens provides the opportunity to capture these meanings in depth, acknowledging the individuality of each student's perspective while identifying common themes that reflect broader educational realities (Atkinson et al., 2020). Such exploration does not merely describe instructional effectiveness but also illuminates how students construct, interpret, and respond to the phenomenon as part of their academic and social development. By centering on lived experiences, this study seeks to contribute to a more nuanced understanding of educational innovation and its impact on the human dimensions of learning.

Building on the growing interest in innovative pedagogies, research on students' lived experiences within educational transitions has become an increasingly significant field (Bawaneh & Moumene, 2020). Scholars have recognized that beyond measuring academic performance or course outcomes, understanding how learners perceive and internalize new instructional models is essential for capturing the broader impact of educational change (Mukhlis & Saidah, 2025). In particular, the flipped classroom has been widely studied for its advantages in enhancing engagement, critical thinking, and self-directed learning. Yet, much of the available research has focused predominantly on observable outcomes, leaving the deeper, subjective meanings of students' experiences less thoroughly examined.

Methodological challenges have also contributed to this gap. Studies employing quantitative designs or survey-based methods often fall short in capturing the nuances of emotional, cognitive, and social adaptation inherent in the transition process (Becerra & Kapella-Mshigeni, 2022). Such approaches may identify patterns or general trends but rarely illuminate the underlying experiences through which students construct meaning (Bobbink et al., 2022). Even reviews and comparative analyses of flipped classroom implementation tend to emphasize structural or instructional factors, rather than the intimate, lived realities of learners.

These limitations underscore the insufficiency of conventional methods for grasping the essence of the phenomenon in its full complexity (Burkhart & Craven, 2020). Without direct engagement with students' voices and subjective narratives, prior research has been constrained in its ability to uncover how individuals interpret, struggle with, and ultimately adapt to the flipped classroom experience (Mukhlis, 2025). This creates a critical need for qualitative inquiry—particularly phenomenological approaches—that can reveal the layered and interpretive dimensions of learning as lived by students themselves.

Although the flipped classroom has been widely promoted as a practical solution for improving student engagement and academic performance, most investigations into its effectiveness have relied on outcome-oriented measures such as test scores, course evaluations, or general perceptions of satisfaction (Cho et al., 2021). These approaches provide valuable insights into broad instructional trends but remain limited in their ability to capture the depth of students' lived experiences during the transition (da Silva Garcia et al., 2022). By privileging quantifiable indicators, prior studies have often overlooked the complex emotional, cognitive, and identity-related dimensions through which students encounter and make sense of flipped learning.

This reliance on predominantly quantitative or structural analyses has resulted in an incomplete understanding of the phenomenon (Dori et al., 2020). While some qualitative accounts exist, they have often been restricted in scope, focusing narrowly on particular subject domains such as STEM, and have not fully illuminated the nuanced processes of adaptation and meaning-making that occur across diverse educational contexts (Mukhlis & Abdullah, 2025). Consequently, the literature lacks a comprehensive account of how students experience the shift from traditional to

flipped instruction, particularly in terms of the interpretive and affective dimensions that shape their engagement.

To address these limitations, a phenomenological approach is needed to explore the essence of students' experiences as they navigate this transition (Eltahir & Alsalhi, 2025). Unlike outcome-based or structural analyses, phenomenology allows for a holistic investigation that foregrounds the subjective meanings, challenges, and strategies articulated by students themselves (Essel et al., 2024). Such an approach has the potential to fill the existing gap by providing a richer and more authentic account of the phenomenon, thereby contributing to both pedagogical theory and practice in higher education.

Previous studies on the flipped classroom have emphasized academic outcomes, course satisfaction, and general patterns of student engagement (Gutiérrez-González et al., 2023). While these findings contribute to understanding the structural impact of flipped learning, they rarely address the personal meanings students attach to the transition. Research in higher education demonstrates that shifts in pedagogy often require learners to renegotiate their roles, emotions, and strategies for adaptation (Mukhlis et al. 2025). Theories of learner-centered education and experiential learning highlight the importance of subjective perspectives in shaping effective learning environments. Yet, the voices of students themselves remain underrepresented in this body of literature.

To address this gap, the present study adopts an interpretative phenomenological approach that focuses directly on students' lived experiences of transitioning from traditional lectures to flipped classrooms (Han et al., 2020). This method was chosen because it enables a deeper exploration of how learners interpret and respond to new pedagogical expectations. By centering on subjective experiences, the study seeks to illuminate the emotional, cognitive, and adaptive processes that define the transition. In doing so, it provides insights that outcome-based research cannot capture (Hasan et al., 2022). The approach responds directly to the need for richer accounts identified in the knowledge gap.

This article is structured to guide readers through the phenomenon in a systematic and coherent manner. The introduction outlines the general and specific background as well as the knowledge gap motivating the study. The method section describes the phenomenological design, participant selection, data collection procedures, and analytical steps. The results section presents themes that emerged from the analysis, supported by direct quotations from participants. The discussion interprets these findings in relation to existing literature and theoretical frameworks, while the conclusion highlights the study's contributions and implications for pedagogical practice.

## **RESEARCH METHODS**

### **Study Design**

This study employed an interpretative phenomenological approach, which is particularly suited to exploring the meanings embedded within participants' lived experiences. Phenomenology emphasizes the subjective and personal dimensions of human experience, providing an avenue to capture the essence of how individuals perceive and make sense of a specific phenomenon. The interpretative variant of phenomenology was adopted in order to acknowledge not only the descriptive aspects of participants' accounts but also the interpretive processes through which deeper meanings are revealed (Isherwood et al., 2020). This design was deemed appropriate as it allowed for a comprehensive exploration of students' experiences in transitioning from traditional instruction to the flipped classroom model, focusing on the psychological, cognitive, and emotional dimensions of this shift.

### **Participants**

Participants consisted of undergraduate students enrolled in higher education programs who had direct experience with the implementation of flipped classroom pedagogy (Kantamas, 2023). Purposive sampling was applied to ensure that only individuals with substantial exposure to both

traditional and flipped instructional methods were included. Inclusion criteria required participants to be actively engaged in courses delivered through the flipped classroom format for at least one semester. Exclusion criteria involved students who had not completed a full flipped classroom course or those who withdrew before the study period.

A total of 12 participants (7 females and 5 males) were included, representing an age range of 19 to 23 years with an average age of 21.3 years. All participants came from diverse disciplinary backgrounds, including education, social sciences, and applied sciences, ensuring a variety of perspectives on the phenomenon under study. This sample size was deemed sufficient to provide both depth and variation of experiences without compromising the phenomenological focus on individual meaning-making.

### **Data Collection**

Data were collected through in-depth, semi-structured interviews guided by an interview protocol designed to elicit rich descriptions of students' experiences (Katona & Gyonyoru, 2025). Each interview lasted between 45 and 70 minutes and was conducted either face-to-face in a private university office or via a secure online platform, depending on participants' preferences and availability. The environment was arranged to minimize distractions and to ensure participants' comfort throughout the session.

The interview protocol included open-ended questions, such as participants' reflections on their transition experiences, perceived challenges, emotional responses, and strategies of adaptation. Follow-up probes were employed to encourage elaboration and clarify meanings when necessary. All interviews were audio-recorded with participants' permission and subsequently transcribed verbatim. Field notes were also maintained to capture contextual details and non-verbal cues that might enrich the interpretation of the data.

### **Data Analysis**

The data were analyzed using Interpretative Phenomenological Analysis (IPA), following a systematic sequence of steps aimed at uncovering the essential themes of the phenomenon. The process began with repeated readings of transcripts to gain familiarity and holistic understanding (Kayaduman, 2021). Significant statements were identified and coded as meaning units, which were subsequently clustered into emerging categories. These categories were then synthesized into higher-order themes that captured the shared essence of participants' experiences.

The analysis was facilitated by qualitative data analysis software (NVivo) to aid in organizing codes and managing data. However, the interpretative process remained firmly grounded in the iterative engagement with the transcripts. The final stage of analysis involved integrating the themes into a coherent narrative that reflected both individual variations and commonalities, thus producing a phenomenological account of the transition to flipped learning.

## **RESULTS**

### **Negotiating Shifts in Learning Roles**

Students described the transition as a disruption of familiar learning patterns, requiring them to adopt new roles as active participants rather than passive recipients. Many expressed initial discomfort with this shift, particularly in terms of assuming responsibility for pre-class preparation.

One student reflected:

“In the traditional classroom, I just came and listened. But in the flipped classroom, I had to prepare before class. At first, it felt like extra pressure because I wasn't used to managing my learning this way.”

These findings clearly address the core problem of how students adapt to learner-centered environments by demonstrating the negotiation process between traditional learning dependency and the demand for autonomy.

The results show that students' initial resistance is not merely a reaction to a new method, but a reflection of deeper challenges in redefining their learning identity and responsibility.

This theme underscores the tension between established academic habits and the expectations embedded in the flipped classroom, highlighting the challenge of redefining learning identities.

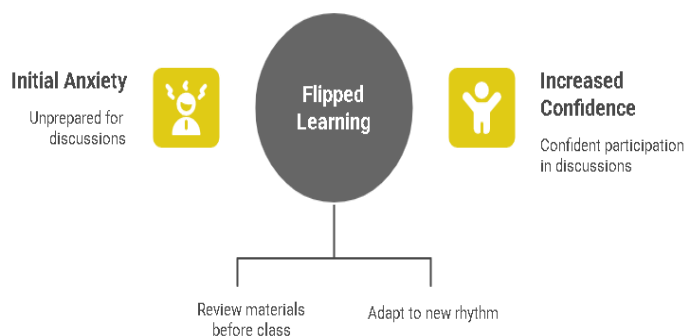
### Emotional Responses to the Transition

Emotional reactions played a significant role in shaping the students' experiences. Several participants reported feelings of anxiety and frustration during the early stages, particularly when they felt unprepared for in-class discussions. Others, however, described the process as empowering once they adjusted to the rhythm of flipped learning.

As one participant noted:

“At first I felt nervous because I didn't know if I understood the materials well enough before class. But over time, I realized that the preparation helped me feel more confident to speak up during discussions.”

### From Anxiety to Empowerment



This section directly responds to the research question concerning students' emotional adaptation, showing that emotional fluctuation is a natural and necessary part of the transition process.

The results clarify that while anxiety and discomfort initially hinder participation, they eventually lead to the development of confidence and self-efficacy—key indicators of successful adaptation to the flipped classroom.

These findings suggest that emotional adaptation is a central dimension of students' transition, moving from resistance to eventual acceptance and self-efficacy.

### Strategies of Adaptation and Coping

Students employed diverse strategies to manage the demands of flipped learning. Some developed more structured study habits, while others relied on peer collaboration to bridge gaps in understanding.

One participant explained:

“I started to make a schedule to watch the videos and take notes before class. It was different from how I used to study, but it made me feel more in control.”

These findings explicitly answer the research problem by revealing the mechanisms through which students actively construct adaptive strategies.

Rather than being passive recipients, students demonstrate agency by creating structured routines and social learning networks, which directly address the challenges of self-directed learning posed in the research question.

This theme reveals the agency students exercised in navigating the new instructional model, emphasizing self-regulation and collaborative practices as key coping mechanisms.

## **Reframing Engagement and Meaning in Learning**

Over time, many participants reported a deeper sense of engagement and ownership in their learning. They highlighted how flipped learning encouraged them to think critically and connect more actively with peers and instructors.

As one student articulated:

“The flipped classroom made me realize that learning is not only about receiving knowledge from the teacher. It is also about how I prepare myself and share ideas with others.”

This final theme directly addresses the central problem by showing the culmination of students’ transformation—from externally guided learning to self-driven, meaning-oriented engagement.

The results make it clear that the flipped classroom model not only alters behavior but reshapes students’ conceptions of learning, aligning with the research objective of exploring how learners internalize and redefine their academic roles.

This theme illustrates a transformative shift in how students conceptualized learning, moving from a teacher-centered model toward a learner-centered paradigm.

## **DISCUSSION**

The findings of this study reveal that students’ transition from traditional lectures to the flipped classroom involves a complex interplay of role negotiation, emotional adaptation, and meaning-making (Khlaisang & Teo, 2024). These experiences highlight the essence of the phenomenon: a movement from initial disruption and anxiety toward adaptation and the redefinition of learning as an active, collaborative, and personally meaningful process (Mukhlis et al., 2024).

### **Contribution of Findings to the Research Question**

The results directly address the central research question by showing how students experience and interpret the shift to flipped learning. Instead of viewing the flipped classroom merely as an instructional strategy, participants revealed it as a lived process of transformation that reshapes their identities as learners (Lafleur et al., 2021). The findings demonstrate that students do not simply adapt to a new method; they reconstruct their sense of agency, autonomy, and participation in learning. This study contributes uniquely by illustrating how emotional responses—such as anxiety and empowerment—intersect with cognitive adjustments and behavioral strategies, thereby providing a richer account of the transition than prior outcome-focused research has offered (Mukhlis, Janwari, et al., 2023). The insights gained extend beyond descriptive accounts to uncover how meaning emerges from students’ navigation of new pedagogical expectations.

### **Relation to Previous Literature and Theory**

These findings resonate with earlier studies that reported the benefits of flipped classrooms in enhancing student engagement and self-directed learning (Lamsyah et al., 2022). However, unlike previous research that primarily emphasized measurable outcomes, this study emphasizes the interpretive and affective dimensions of the learning shift. The results also align with experiential learning theory, which stresses that knowledge is actively constructed through experience and reflection, rather than passively absorbed (Aguilar-Caro et al., 2021). At the same time, the findings expand upon earlier reviews that highlighted structural barriers to flipped learning by demonstrating how students themselves actively negotiate these challenges through adaptive strategies. This suggests that the flipped classroom is not merely a pedagogical format but a dynamic, lived experience in which students’ subjective meanings are central to its success.

### **Implications of the Findings**

The findings of this study carry important implications for both educational practice and broader cultural understandings of learning (Balverdi et al., 2020). The process of transitioning to flipped classrooms illustrates how students construct meaning through negotiation of their roles,

emotional responses, and adaptive strategies. This suggests that pedagogical innovation must be evaluated not only in terms of learning outcomes but also in terms of how it reshapes learners' identities and agency within educational contexts (Mukhlis, 2025a). For instructors and institutions, these insights highlight the need to provide structured guidance, emotional support, and reflective spaces that ease students' adaptation to new learning paradigms (Lami et al., 2021). More broadly, the study underscores the cultural and social significance of flipped learning as part of a global shift toward active and collaborative education.

### **Limitations of the Study**

Several limitations must be acknowledged in interpreting these findings. First, the study was based on a relatively small sample of participants drawn from a specific higher education context, which may limit the generalizability of the results to other institutions or cultural settings (Chan et al., 2020). Second, the data were derived from self-reported accounts, which, while rich in phenomenological insight, may be influenced by memory, perception, or willingness to disclose personal experiences (Mukhlis, Arifin, Ridwan, Zulbaidah, et al., 2025). Third, the study focused exclusively on students' perspectives, without integrating views from instructors or administrators, which may have provided a more comprehensive understanding of the transition (Halili et al., 2021). These limitations do not undermine the contributions of the study but rather provide direction for future research that could broaden the scope and deepen the analysis.

### **Prospective Directions for Future Research**

The insights generated in this study open several pathways for future inquiry. Subsequent research may expand the phenomenological exploration to include different cultural or disciplinary contexts, thereby testing the transferability of these findings across diverse learning environments (Du et al., 2023). Comparative studies involving both students and instructors could also illuminate the dynamic interplay of perspectives in shaping the success of flipped classrooms. In addition, longitudinal research would be valuable in examining how students' interpretations of flipped learning evolve over time and influence their long-term academic development (Mukhlis, Maryam, et al., 2023). By extending these lines of inquiry, future studies can contribute to a more comprehensive theoretical and practical framework for understanding the lived realities of pedagogical innovation in higher education.

## **CONCLUSION**

This study examined students' lived experiences of transitioning from traditional instruction to the flipped classroom, addressing the gap in understanding the subjective dimensions of this pedagogical shift. The findings revealed that the transition involved negotiating new learning roles, managing emotional responses, and developing adaptive strategies that reshaped students' sense of agency. By highlighting these processes, the study provided a richer and more nuanced understanding of the flipped classroom than prior research that focused primarily on outcomes or structural challenges. The results demonstrated how phenomenology offers unique insights into the meanings students construct as they encounter educational innovation. These contributions not only advance theoretical perspectives on learner-centered education but also inform practical strategies for supporting students through pedagogical change. Future studies may extend this work by exploring longitudinal perspectives, cross-cultural contexts, or the integration of multiple stakeholder views to broaden the scope of understanding.

## **CONFLICT OF INTEREST**

The authors declare that there is no conflict of interest regarding the publication of this article.

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