

Original Article

**The Study of Students Satisfaction with a Flipped Learning Approach (FTA) During COVID-19 from Pedagogical Flexibility (Integration, Method & Evaluation)**

**Maryam Pourjamshidi\***  
**Hossin Zangane\*\***

**Introduction**

One of the areas particularly influenced by Coronavirus is educational systems that operate differently in different societies. In our country (Iran), since the outbreak of Corona, as in many countries, schools and universities have been closed, and for learners not to stay out of education, instructional activities and learning processes were done online by information and communication technologies named distance education. The situation of distance education in Iran is somewhat different although, some Iranian universities have been providing E-learning for about a decade and half, not for the whole system of education, but at high education and school level. This difference is especially significant in the Coronavirus period from several perspectives: first) acceptance is forced and not voluntary, second) lack of ready-made educational packages in terms of content, third) low readiness of teachers and professors in terms of method of teaching and evaluation strategies in distance education, fourth) low familiarity of learners with the necessary skills for distance education and acceptance of the main responsibility of the learning processes in the educational system, fifth) poor communication platforms and reduced online interactions, especially in rural areas, sixth) inappropriately providing and supporting services by universities and schools. One of the approaches for instructors to solve them and be effective in distance learning is the FTA. Therefore, by considering the importance of the learners' performance and satisfaction as an internal factor that affects motivation, and plays an important mediating role in the learning process, and also the lack of research on the pedagogy used in the

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\* Assistant Professor, University of Bu Ali Sina, Hamadan, Iran. *Corresponding Author* :  
[m.pourjamshidi@basu.ac.ir](mailto:m.pourjamshidi@basu.ac.ir)

\*\* Assistant Professor, University of Bu Ali Sina, Hamadan, Iran.

flipped teaching, the study was done on e-learning Corona period and aims to study students' satisfaction with the FTA in terms of pedagogical flexibility (with emphasis on media, teaching methods, and evaluation strategies).

### **Method**

The research method was mixed with the explanatory plan being done in the quantitative part by the survey, and in the qualitative part by the case study. The statistical population in the survey included 30 students of educational sciences of Bu Ali Sina University in the academic year 2020, the sample size was equal to the population and the case study included 15 interested participants who were taught with this approach. A semi-structured interview strategy and researcher-made questionnaire were used to collect data, the validity of which was confirmed by experts, and its reliability was confirmed by Cronbach's alpha (0.89).

### **Results**

The study's findings showed students' satisfaction in terms of flexibility of matching media with content, the flexibility of FTA offline and online, and evaluation strategies.

### **Discussion**

Based on the results of the findings of the study, the FTA due to its flexibility in terms of media matching with content, teaching methods, and evaluation leads to students' satisfaction with distance learning and combining different dimensions of pedagogy. In the FTA, students' satisfaction with distance learning can be increased.

**Keywords:** Flipped Teaching, Pedagogical Flexibility, Media Matching With Content, Online-Offline Teaching, Evaluation Strategies.

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