

# FLIPPED LEARNING AND GOOD TEACHING PRACTICES IN SECONDARY EDUCATION

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<https://doi.org/10.3916/C68-2021-09>

## INTRODUCTION

**Flipped learning,**  
learning begins outside the traditional classroom and continues during regular school hours, providing hands-on learning supported by technology

**TIC,**  
have allowed the teacher to provide flexibility in learning, as well as the possibility of making new pedagogical proposals.

**Teaching innovation,**  
the active involvement of students in the success of training processes, as well as the adoption of new roles and professional competences by teaching staff.

## METHODOLOGY

RQ1: What is the proportion of teachers trained for the development of good practices in flipped learning at the CSE educational level?

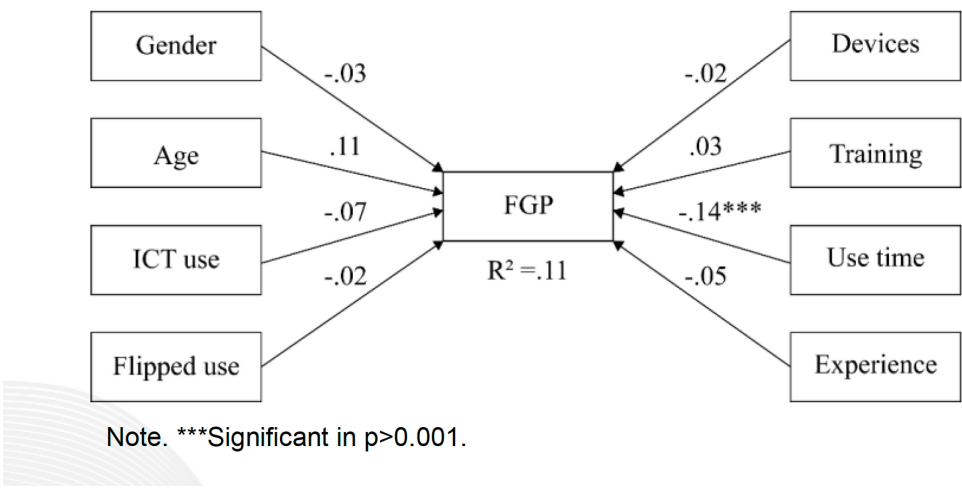
RQ2: What are the socio-demographic factors which determine the development of good practices in flipped learning in CSE teaching staff?

RQ3: What influence is there between interactions of the conditioning factors in the development of good teaching practices for flipped learning in CSE?

1,743 ESO teachers in Spain.

Flipped Classroom Teacher Scale (FCTS)

Figure 1. SEM of Path analysis model 1



## CONCLUSIONS



It is necessary that the teacher assumes a series of competences that allow him/her to develop this pedagogical method with guarantees in the learning spaces.



Teachers - regardless of the stage of education at which they teach - require time, patience and guidance for such training.



Teachers need to be trained to make educational technology the best support for teaching. This will encourage the development of educational and training actions.

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