

## Chapter 5

### Conclusion and Recommendation

Students' motivation for learning has always been an important and popular topic for study since it is seen as a significant factor in achieving students' learning outcomes. Our study used the ARCS model to study International College students' motivation for learning using flipped classroom approach in teaching and learning business contexts. Moreover, there were two research hypotheses: H1) the students have motivation for learning after using flipped classroom methods; and H2) students' motivation for learning in the three classes is not different.

#### Discussions

##### Discussion of Group One

According to the results of the data collected from the 24 students in group one, the average level of motivation for learning was 3.52, indicating that the students were motivated and satisfied when using the flipped classroom instructional method in the Global Business Management course. The highest mean score of 3.96 was achieved in items R2 and R3 of the relevance dimension, "Social media and online channels such as YouTube, Google Classroom, and Facebook are something that I get used to and then they become important learning resources for me"; and "Flipped classroom VDOs are relevant to the learning objectives." This high mean score indicates that most students felt that using the flipped classroom technique through social media and online channels was quite relevant to their interests and learning objectives. Interestingly, item A4 of the attention dimension, "The content of this subject looks difficult," received the lowest mean score at 1.92. However, the students felt that the video contents were useful in helping them prepare for their exams, and they thought that the knowledge in this course would be useful to them in the future. The students felt that being able to repeatedly watch the videos was the main benefit of using videos in the flipped classroom method because it helped them prepare to pass the exams. Student difficulties in this course, as stated in the questionnaire questions part two, were that watching the videos or studying at home was a problem for students who did not have hi-speed internet access, and some students had little time to study because they had jobs after class.

## Discussion of Group Two

According to the responses from the 14 students in group two, their average motivation level was 3.31, which indicated that, on average, students were motivated and satisfied with the flipped instructional materials provided in the Leadership in Global Business course. Item R2 of the relevance dimension, “Social media and online channels such as YouTube, Google Classroom, and Facebook are something that I get used to and then they become important learning resources for me,” achieved the highest mean score at 4.29. This indicates that most students felt that using the flipped classroom technique through social media and online channel was quite relevant to their interests or studies. Interestingly, item A4 of the attention dimension, “The content of this subject looks difficult,” received the lowest mean score of 2.14. This revealed that the difficulty which students might have faced was not an obstacle to their study or curiosity. Nevertheless, as students indicated in the questionnaire part 2, watching videos or studying at home still presented a problem for some part-time students who had to work outside of class, or who had problems with the speed of their internet. Besides technical problems in making and using video-based learning, there were some other conditions that affected student motivation for learning, specifically the length of some videos. Some students commented that the videos should be shorter with more summary of the course content.

## Discussion of Group Three

Regarding the responses from the 22 students in group three, the average motivation level in this group was 3.66. This indicated that, on average, students were motivated and satisfied with the flipped classroom instructional materials provided in the Fundamental Knowledge of Business Practice course. The highest mean score of 4.36 as achieved in item R2 of the relevance dimension, “Social media and online channels such as YouTube, Google Classroom, and Facebook are something that I get used to and then they become important learning resources for me.” This indicates that most of the students felt that using the flipped classroom technique through social media and online channels was quite relevant to their interests and studies. Interestingly, item C3 of the confidence dimension, “I came in class feeling bad if I had not watched videos or studied about the lesson in advance,” received the lowest mean score of 2.77. This suggests that students felt confident when they watched the videos before coming to class. The students felt that being able to repeatedly watch the videos was the main benefit of using videos in the flipped classroom method because it helped them prepare to pass the exams. However, as students stated in part 2 of the questionnaire, watching videos or

studying at home could still be a problem for some part-time students who had to work after class, and there was also the problem of lacking internet access or with the speed of students' internet.

## **Recommendations for Further Research**

Since this research was from three different groups, the recommendations are presented in three different parts.

### ***Recommendations from Group One***

Success in applying the flipped classroom method could depend on a variety of factors which researchers should consider. Firstly, if a flipped classroom is a new teaching and learning method to students, some preparation for students might be needed. Particularly, students who have always learned by traditional teaching and learning might need some preparation and adaptation before full immersion in the flipped classroom. Secondly, in-class activities were considered to be the significant factors in encouraging students' motivation for learning. Therefore, various kinds of activities used during classroom time are also important in order to motivate students to learn and engage in the flipped classroom activities since each student might prefer different activities. Thirdly, the differences in students' learning styles and personal learning behaviour are vital for their learning performance. Finally, since the video contents are of different natures, they could have different impacts on students' motivation for learning. For example, the video of a subject with considerable mathematical content could help students understand the concepts better, and could encourage students to re-watch the videos more than the videos which contain informational content that students simply have to memorize.

### ***Recommendations from Group Two***

Many students still have problems adapting to the flipped classroom because it is a new approach, and students have been used to traditional teaching styles. In the first few weeks of a flipped classroom course, the lecturer could spend the first 20-30 minutes talking about the assigned video lesson to ensure that all students understand the content and learned from it before doing the in-class activity.

Due to students' expectations from social media, the internet, and entertainment, there could be a significant challenge for the lecturer to provide video lessons of excellent quality. Doing so would include making short, attractive, and fun videos that rich with

business knowledge and that keep students' attention and motivation. Because preparing and providing high quality video lessons is time consuming, the lecturer could organize students into small groups of 3-4 students per group, and assign each group to make a video lesson and post it along with the lecturer's video. By doing this, students could gain knowledge even before watching the video and it could motivate them to watch the lecturer's video to check their work. Their peers could get involved by giving a score to each video, with a reward for the group who receives the highest score, to make the lesson more interesting and fun.

This study is a classroom research, investigating the motivation level of 14 students. The results can only represent the perspectives of the participants. To expand this research into a broader concept, future studies are needed on different populations of students at different educational institutions.

### ***Recommendations from Group Three***

After taking part in the Flipped Classroom Experiment and analysing the results collected from questionnaires that the students were asked to complete, I will provide some recommendations with the aim of increasing the efficiency and effectiveness of this teaching technique. For further research, scholars and teachers should implement the following guidelines:

1. The teacher should be very clear about the characteristics and aim of the flipped classroom. Doing so will give students clear expectations about what the course will entail, how it will differ from a traditional class, and what they are expected to do.

2. The video lessons should be clear and easy to follow, with the following elements:

- Simple language
- Clear and loud tone of voice
- Use of slides to support the knowledge that is being taught
- Use of practical examples
- Use of the mouse or other pointer as an indicator of the topic that is being discussed
- Video duration of between half an hour and 45 minutes long



3. The teacher should frequently remind the students about the importance of watching the video lessons at home, memorizing and studying the topics and taking notes on what they do not understand.

4. The teacher should find effective ways to test the students' knowledge when they come to class and take the time to explain topics that might be difficult to grasp by only watching the video.

5. The students should assume a more proactive approach in regards to learning. In fact, the flipped classroom teaching technique requires students to take a more participative and active role in the learning process for it to be effective.

6. The teacher and students should establish a collaborative interaction in regards to learning.

7. The teacher should be available to answer questions during and outside class.

## Conclusion

Regarding the purpose of this study and the research hypothesis H1: the students had motivation for learning after using flipped classroom methods. The overall results of the data collected presented positive average outcomes for students in all three groups, which suggests that students had motivation for learning when using flipped classroom methods. However, the results of a flipped classroom could depend on different factors such as different course content, different lecturers' video teaching styles, course assignments, class activities and individual student behaviour.

Regarding the research hypothesis H2: the motivation for learning of students in three classes is not different. We found that the outcomes of motivation for learning in students among the three groups were different, particularly in the areas of the ARCS-Attention, and ARCS-Satisfaction when considering the sum of the results in each part.