



Contribution ID: 79

Type: **Poster**

## **The effect of teaching Physics using the Flipped Classroom model on students' domains included in the Integrated Taxonomy**

*Wednesday 28 August 2024 12:00 (10 minutes)*

This study examines the effect of the flipped classroom (FC) model on secondary vocational school students through the development of their domains described in the Integrated Taxonomy [1]. This research fills a gap in the Hungarian scientific community having only a few papers written on the FC model examining its effect. Three classes (72 students) participated in the research during Physics classes. This mixed method research study used pre-and post-tests, questionnaires, and quizzes, from which data was collected, processed in SPSS, and quantified with the Wilcoxon signed-rank test. The results showed improvement in each domain in all classes.

### **How would you like to present your contribution?**

Live in Kraków (time slot to be allotted based on the programme)

### **Target education level**

Secondary

### **Category**

Formal Education

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**Session Classification:** Poster session

**Track Classification:** Teaching and Learning Physics Concepts