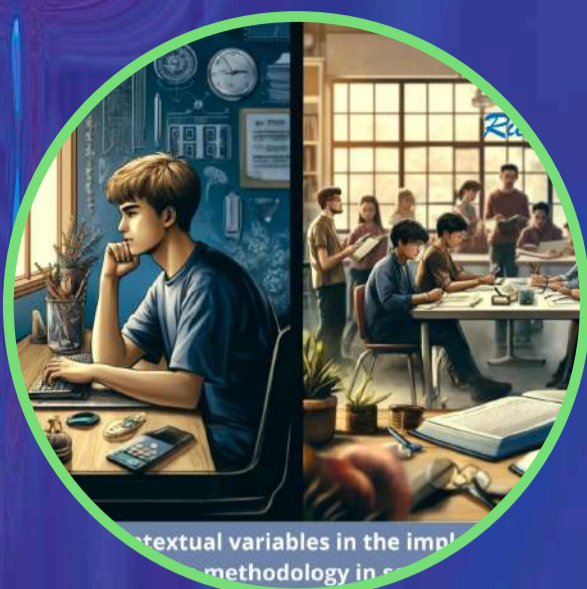


Evaluation of contextual variables in the implementation of the Flipped Classroom methodology in secondary education

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FLIPPED CLASSROOM

This study focuses on the Flipped Classroom (FC) methodology in secondary education, evaluating its impact in relation to different contextual variables of the educational system.



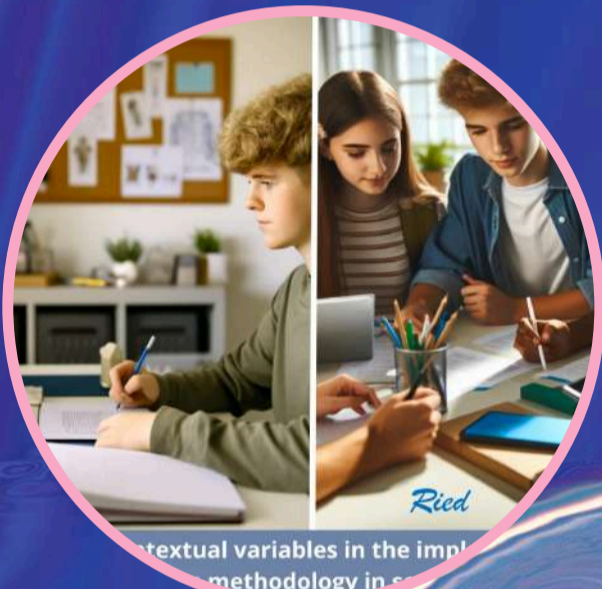
HYPOTHESIS

Hypotheses address whether the type of educational center, teacher specialty, teacher experience and training, their age, classroom arrangement, and the relationship of FC use with the academic semester, influence the adoption of FC.



METHODOLOGY

The information was collected through a questionnaire that considered aspects of the students, practice centers, and teachers, in addition to observing the use of FC. The questionnaire predominantly consists of closed questions with the aim of promoting a quantitative study methodology.



RESULTS

According to the results, statistically significant differences were found in the use of FC between private and subsidized centers compared to public ones. The teacher's age also proved to be an influential factor, with greater adoption of FC among teachers under 40 years old. The teaching specialty turned out to be another significant factor, with a higher use of FC in areas such as English and Vocational Training compared to areas like Mathematics, Language and Literature, and Biology.



CONCLUSION

The results indicate that the implementation of FC is uneven, influenced by the type of educational center, the age of the teachers, and the specialization. This underscores the need to provide adequate resources and ongoing training, especially in public centers, to encourage the equitable adoption of innovative educational methodologies like the FC.

