

An Analysis of Students' Interactions on Their Perceived Satisfaction in an e-Flipped Accounting Classroom

Evelyn Wong Mei Ling, Department of Accounting, SUBS

Introduction

- Online courses with high levels of interactivity promotes better student satisfaction¹. However, ensuring students are engaged in any online courses can be more challenging than in a face-to-face on-campus courses².
- It is vital to understand the effectiveness of online teaching and students' satisfaction with their online learning as it is an important indicator of the students' learning experience and success¹.
- As Sunway University is currently transitioning from fully online teaching to blended learning with flipped model as one of the recommended modes of learning, it is imperative for instructors to explore and to fully benefit from the use of this strategy.

Lesson Learned

- Award some marks to motivate students actively engage in the pre-class activities and encourage them to be prepared before the in-class activities.
- Should consider to have a maximum of 3 in-class activities per session since the synchronous session is only a 2-hours session.

e-Flipped Accounting Classroom

The activities adopted in this eFC which are inspired by Moore's transactional distance theory⁸, that focuses on three types of interaction: learner-content, learner-instructor, and learner-learner interaction, revealed that these activities are positively correlated and significantly predicted students' perceived satisfaction with the pre-class and in-class activities. The students in this Accounting course are satisfied with the eFC, perhaps this can be summarized as follow:

Pre-class Activities



Pre-recorded Videos
Support learner-content interaction.



Online Follow-up Quiz
Strengthen learner-content interaction



Online Discussion Forum
Emphasis on learner-instructor and learner-learner interaction.

In-class Activities



Live Q&A & Wrap Up
Encourage learner - instructor and learner - learner interaction.



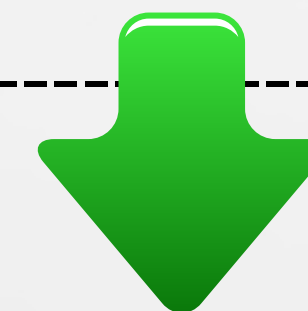
Quizizz
Foster learner-content interaction.



Feedback Session
Reinforce learner-content and deepen learner-instructor interaction.



Reflective Report/ Mini Assignment
Improve learner-learner and learner-content interaction.



Learner-Content Interaction

- Flexibility in Learning
- Enhance Understanding



Learner-Instructor Interaction

- Teaching Presence
- Timely Feedback



Learner-Learner Interaction

- Open Communication & Sharing of Information

Moving forward

- As a conclusion, this eFC can be considered successful in providing a satisfactory online learning experience.
- The adoption of different activities which uses different forms of technology and assignments, when used appropriately will enhance interactions and promotes quality learning⁹.

References

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For Further Information:

 evelynw@sunway.edu.my



Why e-Flipped Classroom?

- Traditional flipped classroom (FC) in a face-to-face setting has garnered a lot of acceptance and has been widely adopted to promote active learning and improve student performance and engagement^{3,4}.
- Recent studies on e-flipped learning show that the eFC is as effective as the traditional FC particularly in improving student satisfaction^{5,6}.
- The pre-class activities for the eFC is similar to that of the traditional FC except the in-class activities will be conducted entirely online.
- There are a few aspects to be considered when conducting eFC. For one, the absence of face-to-face session highlighted the importance of synchronous sessions in any online learning to promote interactions⁷.
- Thus, the eFC implemented in this Accounting course uses both the asynchronous and synchronous online learning.