



SDI Review Form 1.6

Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_64699
Title of the Manuscript:	Affordances of Flipped Classrooms: Unveiling the Paradox of Basics and Key Principles of Flipped Learning
Type of the Article	Review Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/journal/10/editorial-policy>)



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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Compulsory REVISION comments</p>	<p>How can the flipped classroom strategy best are used? <i>Although there are many limitations to the flipped classroom strategy and no empirical research exists to substantiate its use ... (I disagree with that sentence, please check the literature. I share some examples: https://link.springer.com/article/10.1007/s40692-019-00142-8 https://www.researchgate.net/publication/296691410_Flipped_classroom_A_review_of_recent_literature https://www.sciencedirect.com/science/article/abs/pii/S0360131518302045)</i></p> <p>Conclusion I suggest check the conclusions, particularly the next sentence: <i>Based on the finding of the present study and the research hypotheses, it can be concluded that utilization of the flipping learning method improved the students' higher-order thinking skills and engagement on post-test than pretest.</i> (It is a review of literature. Why you mention hypothesis? Post test and results mentioned seems incongruent with the paper proposed)</p>	
<p>Minor REVISION comments</p>	<p>Abstract -Nation? Which one? Why is it so important for your nation to know FC?: <i>Flipped learning in the classroom that spreads quickly throughout the globe is not well known in our nation</i></p> <p>What is the flipped classroom? -Please, mention author/s to support these concepts <i>Although procedural knowledge is arguably the best type of knowledge to teach using the flipped classroom strategy, the other three types of knowledge— factual (knowledge describing the basic and essential elements a person must know), conceptual (knowledge of the relationship between classifications and categories), and met cognitive knowledge (knowledge about one's own cognition)— can also be taught using this strategy.</i> - I suggest checking this sentence within the overall presentation, it seems like a connector would be missing to link with the concepts above: <i>The teacher teaches, gives instructions, explains the items whereas the students just stand still and they are just expected to learn. The teacher is the essence, the controller, the center, seems to be all; whereas learners are only passive puppets expected to "know" what is "taught."</i></p> <p>Key POnits -I suggest defined what is it FC. What the literature said?: <i>Flipped learning is more like a fresh teaching idea and model.</i> -Who says this? What research supports this idea?: <i>Flipped classroom approach has four different elements</i></p> <p>-Check the next typing errors: <i>...and for real practice Having a favorable... ...and keep t rack of evaluation of their research and feedback</i></p> <p>Flipped classes -Check the following expression, it is not clear: <i>Rather than teacher, it's not using video.</i></p> <p>-Another possible source to Fig. 2 source (which one is correct?): <i>Eda Ercan Demirel, Basics and Key Principles of Flipped Learning: Classes Upside Down, International Journal of Languages, Literature and Linguistics, Vol. 2, No. 3, September 2016.</i></p> <p>The role of teacher -I suggest to reference authors that support these ideas: <i>In a traditional teacher-centred model, the</i></p>	



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	<p><i>teacher is the primary source of information; within a flipped classroom, however, a shift in learning culture occurs, as there is a deliberate shift from a teacher-centred to a student-centred approach, with in-class time being used for exploring topics in greater depth and with increased interaction. According to FLN, this results in students being more actively involved in knowledge construction as they participate in learning that is personally meaningful.</i></p> <p>The role of student -I suggest to reference authors that support the next item: ➤ <i>Taking responsibility for their own teaching.</i> -I am not sure that a successful learning meant by satisfied student... Learning is more complex. What do you mean by satisfied? What the literature said?: <i>Students' satisfaction is a very important element in the learning process. Furthermore, successful learning basically meant by satisfied students.</i></p> <p>Procedure -Sources that support the mention steps? <i>It provides an overall look at the basic steps of flipped learning as planning, recording, sharing, focus on the content, and focus on the output.</i> -Please, check the figure 3, some words are missing. The original source may be a little different: Source: Eda Ercan Demirel, Basics and Key Principles of Flipped Learning: Classes Upside Down, International Journal of Languages, Literature and Linguistics, Vol. 2, No. 3, September 2016.</p> <p>Advantages of flipping -Please check: This idea is different and opposite of what you write above: <i>Although with flipped learning teachers are not preparing or broadcasting lecture videos...</i> -Education is a complex and changeable field of study, so the research can be complex and different as well, you cannot pretend to generalized results like in another investigations areas: <i>Deficiency in investigations concerning flipped classrooms was also emphasized: such as different teaching methods and designs must be used to make effective comparisons among student outcomes for courses.</i></p>	
<p>Optional/General comments</p>	<p>(As part of a Compulsory revision) The article is a review paper on flipped classroom. It would be missing to describe and explain the method of selection of the articles and research considered for the proposed review. The author's criteria for the selection of articles that are part of the review could also be explained. Otherwise the presented paper is more like a diffusion writing, which contains important and clear ideas about what the inverted class method is.</p>	

PART 2:

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Are there ethical issues in this manuscript?</p>	<p><i>(If yes, Kindly please write down the ethical issues here in details)</i></p>	

As per the guideline of editorial office we have followed VANCOUVER reference style for our paper.

Kindly see the following link:

<http://sciencedomain.org/archives/20>

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