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ADAPTATION AND RESILIENCE IN POSPANDEMIC EDUCATION: THE FLIPPED CLASSROOM AS A PEDAGOGICAL STRATEGY

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ABSTRACT: This study analyzes the implementation of the flipped classroom as a response to educational demands in the pospandemic context. The objective was to identify the benefits, limitations, and implementation conditions of this pedagogical strategy. A qualitative research approach—specifically a narrative review incorporating documentary analysis—was employed. Twenty-five studies published between 2015 and 2024 were selected from academic databases. The data were analyzed using thematic content analysis. The results indicate that the flipped classroom fosters student autonomy, critical thinking, and active participation; however, it also presents limitations related to the digital divide, resistance to change, and faculty workload. It is concluded that its effectiveness depends on specific institutional, technological, and pedagogical conditions.

Keywords: pedagogical strategy, flipped classroom, educational quality.

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INTRODUCTION

According to Naciones Unidas (2020), new educational approaches have been developed in recent years to address contemporary global challenges, such as the COVID-19 pandemic, which required the creation and implementation of innovative educational strategies to address disruptions to traditional educational systems. This disruption spurred the adoption of new technology-based educational models. One such model that gained prominence in the mid-2000s is the flipped classroom (FC), in which teachers provide learning resources in the form of videos in an instructional setting, and students complete their learning tasks by watching and learning from these videos and other resources before class (Zhong et al., 2013).

Campillo-Ferrer and Miralles-Martínez (2021), researchers at the University of Murcia in Spain, conducted a study to examine the effects of the flipped classroom model during the COVID-19 pandemic. This teaching method involves students watching lectures at home and participating in classroom activities. In summary, these authors believe that FC is beneficial for how students view themselves and that this benefit is greater when the practice is used in the classroom, which encourages students to take charge of their own learning (O'Flaherty and Phillips, 2015). This study allows us to see how students can learn better and exercise greater control over their own learning.

The use of ICT in education has driven the development of innovative teaching methods. This involves recognizing that students are immersed in a highly technological society, where access to information is easy through electronic devices (Sacristán et al., 2013). Therefore, the traditional educational model—in which the teacher transmits knowledge and students passively receive it—has become less effective. Instead, more participatory methodologies are being promoted, in which students take an active role in their own learning process, in accordance with the standards of the European Higher Education Area (De Pablo Pons, 2007).

In today's interconnected world, professionals need the ability to innovate and be creative; therefore, these skills are important in their training. By improving these skills, it will be possible to identify individuals who actively participate in solving challenges arising in

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changing environments (Hernández et al., 2015). UNESCO, along with other global organizations, promotes the development of new educational approaches and adapts educational materials to inspire critical thinking and foster creativity.

According to the journal Rediech-México, the flipped learning model can facilitate a deeper conceptual understanding than memorization-based approaches. Furthermore, this educational approach is effective in stimulating critical thinking among students (Chen and Tsai, 2021). Current teaching strategies, on their own, are insufficient to foster learning, critical reasoning, and knowledge transfer (Farwa et al., 2026). In contrast, the flipped learning method is emerging as an increasingly effective and beneficial alternative to traditional methods.

According to Loor (2021), a key feature of flipped teaching in the classroom is the expansion of learning spaces—both physically and temporally—which allows students to access them in various settings, such as at home or while commuting. This phenomenon is increasingly common today, reflecting society's immersion in the digital age, where technological, pedagogical, and communicative processes are constantly changing and evolving (Paucar, 2023).

According to Sánchez-Cruzado et al. (2019), effectively implementing the flipped learning strategy requires incorporating four essential elements: flexible environments, a culture of learning, purposeful content, and competent teachers. Similarly, Lázaro-Carrascosa et al. (2021) and Solórzano-Morocho (2021) emphasize that, while the flipped methodology shares similarities with traditional teaching, the fundamental innovation lies in the context in which it occurs.

Bergmann and Sams (2014), considered pioneers of the flipped classroom model, argue that this methodology allows direct instruction to be moved outside the classroom and face-to-face time to be used for active and collaborative learning activities.

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DEVELOPMENT

In Peru, the Ministerio de Educación (n.d.) introduced the concept of the flipped classroom as a student-centered approach that gives students a more active role in their learning. This approach aims to guide teachers' work toward a hybrid model that integrates in-person and online activities. According to Hernández-Silva and Tecpan-Flores (2017), the flipped classroom offers clear advantages for students by encouraging reflection on their own learning. Furthermore, pedagogical innovations are strategies designed to improve educational practice and learning outcomes by intentionally reorganizing teaching practices.

Despite growing interest in the flipped classroom, there is limited systematic analysis of its benefits, limitations, and implementation conditions in pospandemic educational contexts, especially in Latin America. In this regard, the present study seeks to provide a critical synthesis of the existing literature.

Based on the above, the following research questions were formulated:

What are the benefits, limitations, and conditions for implementing the flipped classroom in the pospandemic educational context? The answer to this question helps us identify the benefits we can offer students to improve educational quality and achieve meaningful learning. The objective of this study is to identify the benefits of implementing the flipped classroom in an educational institution.

METHODOLOGY

This study employed a qualitative approach, using a narrative review and literature analysis, to identify the benefits, limitations, and conditions for implementing the flipped classroom in pospandemic educational contexts.

The literature search was conducted in indexed academic databases, such as Scopus, Scielo, ERIC, and Google Scholar, as they are recognized in educational research and in technologies applied to teaching.

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The following keywords in Spanish and English were used to retrieve information: “aula invertida,” “flipped classroom,” “pospandemic education,” “active methodologies,” “self-directed learning,” “educational innovation,” and “educational technologies.”

The search strategy combined the Boolean operators AND and OR to broaden the scope of the literature search. Publications released between 2015 and 2024 were considered.

The inclusion criteria were: scientific articles, academic reviews, institutional reports, and specialized documents related to the flipped classroom in K-12 and higher education.

The following were excluded: duplicate documents, non-peer-reviewed publications, studies not directly related to the analysis, and works with incomplete information or no full-text access.

Initially, 62 documents were identified. After screening and applying the selection criteria, 25 studies were ultimately included in the analysis.

The collected information was organized using document analysis matrices, taking into account the author, year, context, objectives, main findings, and limitations of each study.

Subsequently, the thematic content analysis proposed by Braun and Clarke (2006) was applied, allowing the information to be grouped into three central categories:

1. Benefits of the flipped classroom.

2. Limitations of implementation.

3. Pedagogical and technological requirements for its implementation.

RESULTS

1. Transforming Learning in the Flipped Classroom

An analysis of the document “Educational Trends: Toward the Digital Future of Education” shows that the flipped classroom represents a significant change in the organization of the teaching-learning process. Unlike the traditional model, which focuses on content delivery

and memorization, this methodology prioritizes the development of higher-order cognitive skills—such as analysis, evaluation, and creation—in accordance with Bloom's Taxonomy.

In this regard, it is evident that the flipped classroom optimizes class time by fostering opportunities for interaction, problem-solving, and active learning. This methodological shift responds to the educational demands of the 21st century, which are geared toward developing critical and independent students.

2. Benefits and Limitations of the Flipped Classroom

An analysis of the MINEDU document (n.d.) reveals that the flipped classroom offers significant advantages in the educational process. Among the main benefits are:

- Strengthening student-centered learning
- Developing autonomy, creativity, and responsibility
- Promoting collaborative work
- Flexible access to content
- Increased motivation

However, limitations that affect its implementation have also been identified:

- Resistance to change on the part of students
- Lack of commitment in some cases
- An increased teaching workload
- Limited access to technological resources. From an analytical perspective, these results show that the flipped classroom is not a one-size-fits-all solution, but rather a strategy that requires specific conditions for its proper implementation.

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3. Development of Autonomy and Metacognitive Skills

An analysis of the Fondo Nacional de Desarrollo de la Educación Peruana [FONDEP] (2021) educational initiatives shows that the flipped classroom has a significant impact on the development of student autonomy. It is observed that students improve their ability to:

- Manage their study time
- Set learning goals
- Organize their academic activities
- Evaluate their own performance

Furthermore, there is evidence of strengthened metacognitive skills, particularly in self-regulation and self-assessment. These findings suggest that the flipped classroom not only improves immediate learning but also contributes to the development of fundamental competencies for lifelong learning.

4. Implementation Experiences in Peruvian Institutions

An analysis of experiences in Peruvian educational institutions reveals progress in the incorporation of active methodologies linked to the flipped classroom.

At the Pontificia Universidad Católica del Perú (PUCP), there is a trend toward adopting student-centered methodologies, which provide a conceptual foundation for implementing the flipped classroom.

For its part, the Universidad Peruana de Ciencias Aplicadas (UPC) demonstrates a higher level of technological integration, incorporating virtual platforms and digital tools that facilitate the development of innovative pedagogical models.

Likewise, experiences at the Franklin Delano Roosevelt School show that the flipped classroom model promotes classroom interaction and self-directed learning, especially in educational contexts with adequate technological resources.

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Finally, the Estudios Generales de Letras program at PUCP shows progress in implementing active learning methodologies and demonstrates a gradual transition toward more participatory educational models.

Taken together, these experiences show that implementing the flipped classroom in the Peruvian context is feasible, but it depends on institutional, technological, and pedagogical factors.

Table 1

Comparative Synthesis of Studies on the Flipped Classroom

Author / Institution	Key Benefits	Identified Limitations	Analytical Contribution
O'Flaherty and Phillips (2015).	Self-directed learning and active participation	Methodological Adaptation in Teaching	The flipped classroom promotes deep learning
Ministerio de Educación del Perú MINEDU (n.d.).	Flexibility and student motivation	Digital Divide and Access to Technology	It requires appropriate institutional conditions
FONDEP (2021)	Metacognitive development	Differences in Levels of Autonomy	It fosters self-regulated learning
Pontificia Universidad Católica del Perú PUCP (2018).	Implementation of active learning methodologies	Need for Teacher Training	Pedagogical innovation depends on institutional support
Universidad Peruana de Ciencias Aplicadas UPC (2025).	Effective integration of technology	Initial Teacher Workload	Technology facilitates innovative hybrid models

Overall, the studies analyzed show consensus regarding the potential of the flipped classroom to strengthen independent learning and active student participation. However, they also reveal significant differences across institutional and technological contexts. While institutions with greater digital resources offer more robust experiences, contexts with limited

connectivity face difficulties in ensuring educational equity. This suggests that the effectiveness of the flipped classroom depends not only on the methodology itself but also on the structural and pedagogical conditions that accompany its implementation.

This study has some limitations. First, it is based solely on a literature review and therefore does not incorporate direct empirical evidence from fieldwork. Furthermore, the selection of studies was limited by the availability of open-access documents and publications indexed primarily in specific academic databases.

Another limitation lies in the heterogeneity of the educational contexts analyzed, as the reviewed studies cover different educational levels and institutional realities, making it difficult to draw absolute generalizations about the effectiveness of the flipped classroom. Finally, it is acknowledged that the rapid evolution of educational technologies could alter the dynamics of flipped classroom implementation; therefore, the results should be interpreted in light of the pospandemic context in which the analyzed studies were conducted.

The study's findings have significant implications for educational management and teaching practice. From a pedagogical perspective, they highlight the need to strengthen student-centered, active-learning methodologies that promote autonomous learning and the development of metacognitive skills.

At the institutional level, the results suggest the importance of ensuring adequate technological conditions, ongoing teacher training, and educational innovation policies that support the sustainable implementation of the flipped classroom.

Furthermore, the study provides theoretical insights for future research on hybrid education, digital transformation, and educational resilience in pospandemic contexts, particularly in Latin America.

Table 2

Literature Review Matrix

Category	Topics Analyzed	Peer-reviewed sources
Benefits	Autonomy, critical thinking, motivation	Scientific articles and institutional reports

Limitations	Digital divide, resistance to change, teacher overload	Reviews and educational experiences
Implementation Requirements	Technology, teacher training, and institutional support	Latin American and Peruvian studies

DISCUSSION OF RESULTS

An analysis of the reviewed sources shows that the flipped classroom represents a significant transformation in the organization of the educational process. Unlike the traditional model, which focuses on content delivery and memorization, this methodology prioritizes the development of higher-order cognitive skills—such as analysis, evaluation, and creation—in line with Bloom's Taxonomy.

In this regard, the flipped classroom optimizes class time by promoting active learning, interaction, and problem-solving. This finding aligns with the observations of O'Flaherty and Phillips (2015), who emphasize that the flipped model facilitates deeper learning by moving direct instruction outside the classroom and using face-to-face time for activities of greater cognitive complexity.

However, from a critical perspective, this methodological shift does not occur automatically, as it requires a reconfiguration of the teacher's role and student engagement, which presents challenges in its implementation.

The analysis shows that the flipped classroom offers multiple benefits for the educational process. Among these are strengthening student-centered learning, fostering autonomy, promoting collaborative work, and increasing academic motivation.

Furthermore, this methodology allows for more flexible access to content, making it easier for students to manage their own learning pace. These results are consistent with previous research indicating that the flipped classroom promotes active participation and student engagement in their learning process.

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However, significant limitations have also been identified. Among the main ones are the digital divide, resistance to change among some students, a lack of commitment to independent work, and the teacher workload associated with preparing materials.

In this regard, the findings align with those of Akçayır, G., and Akçayır, M. (2018), who note that although the flipped classroom offers pedagogical advantages, its implementation faces challenges that can limit its effectiveness if not properly addressed.

One of the most significant findings of the analysis is the impact of the flipped classroom on students' autonomy development. This methodology was observed to enhance students' ability to manage their time, set learning goals, and organize their academic activities.

Furthermore, evidence indicates strengthening of metacognitive skills, particularly in self-regulation, self-assessment, and learning monitoring. These results suggest that the flipped classroom not only supports content learning but also fosters cross-curricular competencies essential to students' holistic education.

From a theoretical perspective, these findings align with Hattie's (2009) work, which highlights self-regulation as one of the most influential factors in academic performance. In this sense, the flipped classroom emerges as a strategy that promotes autonomous and continuous learning.

An analysis of experiences in Peruvian educational institutions shows that implementing the flipped classroom is feasible but depends on specific conditions. In particular, institutions that have incorporated educational technologies and active methodologies have made greater progress in adopting this model.

Furthermore, the study identifies the integration of digital tools, teacher training, and institutional support as key factors in the success of this methodology. These findings support the conclusion that the flipped classroom should not be viewed as an isolated technique but rather as part of a comprehensive pedagogical approach aimed at educational innovation.

However, there is also evidence of a gap between institutions with greater technological resources and those with structural limitations, which poses a significant challenge to educational equity in the Peruvian context.

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In this regard, a tension between pedagogical innovation and technological inequality is confirmed, underscoring the need for educational policies that ensure equitable conditions for implementing innovative methodologies.

CONCLUSIONS

Based on the analysis, the flipped classroom is a relevant pedagogical strategy for addressing the demands of pospandemic education, as it promotes the development of cognitive and metacognitive skills in students. In particular, evidence shows that it contributes to strengthening autonomy, critical thinking, and active participation in the learning process.

However, its implementation is neither uniform nor automatic, as it depends on specific conditions, notably access to technological resources, teacher training, and institutional support. In this regard, the flipped classroom should not be viewed as a universal solution, but rather as a context-specific strategy that must be adapted to the characteristics of the educational environment.

Furthermore, a tension arises between pedagogical innovation and technological inequality, especially in contexts with limited digital infrastructure, posing challenges to its equitable implementation.

Finally, it is concluded that the flipped classroom holds significant potential for pospandemic education, provided it aligns with educational policies that ensure access, ongoing teacher training, and the pedagogical use of technology.

Study limitations. This study is based on a literature review and therefore does not incorporate direct empirical evidence; it is recommended that applied studies be conducted to evaluate the impact of the flipped classroom in specific contexts.

Implications. The results provide decision-making criteria for educational institutions interested in implementing active methodologies with a student-centered approach.

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