

Abstract

The purpose of this study was to explore the flipped classroom approach in a community college setting and assess its impact on students' learning experience and performance. Participants in this study were second semester computer programming students ($n = 103$) at a mid-sized community college of applied arts and technology. This study used a convergent parallel mixed method design to compare three different teaching methodologies: a flipped classroom approach, an active/collaborative approach, and a conventional lecture/assignment approach. Garrison's (2012) Community of Inquiry framework was used to assess the student learning experience afforded by each approach. The flipped classroom approach was rated significantly higher than the lecture/assignment approach in terms of the overall learning experience ($p < .05$, $d = 0.39$) and social presence ($p < .05$, $d = 0.53$). The active/collaborative approach was rated significantly higher than the lecture/assignment approach for the overall learning experience ($p < .05$, $d = 0.54$), overall attitudes and preferences ($p < .05$, $d = 0.49$), teaching presence ($p < .05$, $d = 0.43$), and social presence ($p < .05$, $d = 0.71$). There was no significant difference in student performance with regard to content knowledge among the three approaches.