

Abstract

This thesis is an empirical investigation of the efficacy of Blended-Flip teaching mode in enhancing classroom performance at school level. The focus of this research is to examine the role/s of teaching-learning conditions (medium and mode of instruction) and learners' characteristics (academic self-regulation and working memory) in gaining the benefits of Blended-Flip teaching/intervention. This research employs a pre-post quasi experimental design to investigate the efficacy of Blended-Flip teaching /intervention in enhancing the performance of school students having different academic self-regulation and working memory capacity. Pedagogic context for the purpose of this work comprises of two components-Medium of teaching/instruction (Odia and English) and Mode of teaching/instruction (Traditional and Blended-Flip). Accordingly four pedagogic contexts have been identified: Odia medium with Traditional mode of teaching (O.M.T), Odia medium with Blended-Flip mode of teaching (O.M.F) English medium with Traditional mode of teaching (E.M.T) and English medium with Blended-Flip mode of teaching (E.M.F). The sample consists of 640 Grade 8 students collected from six different schools located in the cities of Bhubaneswar and Kendrapara, of Odisha in India. Participants were assigned to each of the four pedagogic contexts; two school subjects like History and Science were taken to be taught in two different teaching methods. Both pre and post intervention performances were measured by assessment tests/tools. Data analyses and interpretations were done both quantitatively and qualitatively. Findings of this research clearly demonstrate that English medium students with Blended-Flip teaching mode outperformed their peers in other three groups. Besides this the present research work also examines the learners' characteristics such as academic self-regulation, working memory capacity, learners' perception about the Blended-Flip teaching method and its learning outcomes. Results indicate that students having autonomous self-regulation have performed better in Blended-Flip teaching method compared to students having controlled self-regulation, who need more focus, effort and attention of the teacher.