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FOREWORD

It is with immense pride and a deep sense of purpose that I present the inaugural issue of the Shibli National Academic Journal (SNAJ) to the global community of scholars, researchers, and students. Named in reverence to the towering legacy of Allama Shibli Nomani — a scholar whose intellectual contributions transcended boundaries of language, discipline, and geography — this journal aspires to carry forward that same spirit of rigorous, cross-cultural inquiry.

SNAJ was conceived from a simple but pressing conviction: that meaningful scholarship should not be confined by the language in which it is written, nor by the discipline from which it emerges. India's intellectual tradition has long thrived at the confluence of languages — English, Hindi, and Urdu among them — and it is this confluence that our journal seeks to honour. By welcoming original research across the humanities, social sciences, education, and emerging interdisciplinary , multilingual fields, we hope to build a genuinely inclusive platform for academic dialogue.

As Chief Editor, I have had the privilege of witnessing the dedication of our editorial board, reviewers, and contributors, whose collective commitment has shaped this first issue. Every article herein has passed through a rigorous double-blind peer review/ indexed process, and each is assigned a Crossref indexing, registered DOI, reflecting our unwavering commitment to academic integrity, originality, and permanence in the global research ecosystem.

I extend my heartfelt gratitude to our esteemed reviewers, editorial board members, and the scholars who entrusted us with their research. It is through their collective effort that this journal has moved from vision to reality. I also invite researchers, academicians, and students from across disciplines and linguistic traditions to consider SNAJ as a home for their scholarship in the issues to come.

It is my sincere hope that this journal will serve not merely as a repository of research, but as a living, evolving conversation — one that bridges languages, disciplines, and generations of scholars in pursuit of knowledge.

With warm regards,

Dr. Mohammad Zahid
Chief Editor
Shibli National Academic Journal (SNAJ)

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Reimagining The Classroom: How Blended and Flipped Learning Models are Reshaping Pedagogical Practice

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Abstract

Worldwide, educational systems are caught between the inertia of lecture-centered customs and the needs of a generation that has grown accustomed to accessing information electronically. Over the last decade, blended learning and the flipped classroom have garnered continuous academic and institutional attention as two pedagogical approaches to address this issue. This article critically examines both models by tracing their theoretical beginnings, investigating their structural operating systems, and comparing the empirical data supporting their educational advantages against a fair assessment of the implementation challenges they frequently cause. These models are more than just changes to the delivery format, the main point being made here is that they represent a more profound philosophical commitment to repositioning the teacher as an architect of experience rather than a conduit of material, and the learner as an active agent in the educational process.

Keywords: *blended learning, flipped classroom, active pedagogy, learner autonomy, digital literacy, instructional design, twenty-first-century education.*

1. Introduction -

How knowledge is acquired, stored, and used has undergone a change, and classrooms have not been immune to this change. The twin forces of digital proliferation and the upheaval brought about by the COVID-19 pandemic laid bare, with unusual clarity, the structural limits of a teaching approach based on the idea that the student gets the information and the instructor has it. Schools realized in 2020, when millions of students were suddenly taken out of physical classrooms, that not everything that occurs in a school building can be duplicated online—but they also learned that not all of it has to happen in a building to be successful. How classroom time and digital tools could be used together was reconsidered more purposefully during this time of coerced experimentation.

Out of this rethinking, the flipped classroom and blended learning stood out as especially consistent and well-liked replacements for purely transmissive instruction. Their attraction is based on a straightforward yet effective idea: that different kinds of learning exercises are appropriate for various situations, and that the strict division of labor between classroom time and homework for content delivery and practice may not be the most academically fruitful one. Both approaches seek to foster learners who are more engaged, autonomous, and cognitively engaged by consciously restructuring this split. Using conceptual analysis, implementation data, and the expanding corpus of literature on pedagogy in hybrid educational settings, this paper investigates how they achieve so.

2. Blended Learning : A comprehensive educational approach -

2.1 The Actual Meaning of Blended Learning :

As a hybrid setup where some courses take place in person and others online, blended learning is often misunderstood. The model is misunderstood by this. As **Graham (2006)** initially envisioned it, blended learning is not a practical compromise between two delivery options; it is a fundamental redesign of the educational experience. It's a deliberate overhaul of the teaching and learning environment in which physical and digital components are made

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to cooperate rather than simply follow one another. Because a course where students watch recorded lectures on Monday and attend seminars on Wednesday is not necessarily a blended course by virtue of that alone—unless the two components are pedagogically interdependent, with the digital work informing and enriching what happens in person—the distinction is important.

This may appear to be a student completing a grammar module on an adaptive digital platform the night before class, so that when she shows up the next morning, both she and her instructor are aware of the constructions she has mastered and those that are still vulnerable. The lesson time is then spent discussing the particular issues that have appeared, rather than beginning the grammar from square one, which is a significantly different and more efficient use of the hour.

2.2 Structural Models and Their Contexts :

Rather than being a single, set arrangement, blended learning encompasses a variety of connected models, each of which is appropriate for various institutional settings and learning objectives. **Horn and Staker (2012)** offer the most often referenced categorization, finding four main configurations:

1. The Rotation Model, which is the most popular in schools, has kids move between different learning methods, either within the same classroom (Station Rotation), between different physical locations (Lab Rotation), or through fully individualized sequences controlled by the teacher or an algorithm (Individual Rotation). Within this family, the Flipped Classroom, which is covered in detail below, is likewise categorized.

2. With the Flex Model, the online platform serves as the focal point of the learning experience, with instructors on hand to offer assistance, explain concepts, and enrich the learning experience as needed. This model is especially suitable for self-directed adult learners, since they can arrange their own learning schedule within the framework of the curriculum.

3. With the A La Carte Model, students may mix face-to-face instruction with online courses, for instance, by taking a specialist language elective online while attending their core topics the traditional way. Without increasing staffing expenses proportionately, this model expands institutional reach.

4. The Enriched Virtual Model is common in online education, where students primarily study remotely but attend scheduled in-person sessions at regular intervals for tasks that particularly benefit from physical coexistence, such as laboratory work, oral examinations, and collaborative projects.

Every model has its own assumptions about the level of autonomy students may have, the amount of flexibility the institution can provide, and the necessary technical infrastructure. It's a pedagogic choice to pick the proper variety, not only an administrative one.

2.3 What the Research Shows Regarding Educational Benefits :

There are several well-documented educational benefits of blended learning, each of which addresses a recognized weakness of conventional instruction:

- **Pacing that is adaptable :** One of the most enduring annoyances of classroom instruction is that it is impossible to cater to kids who are at various stages of their education at the same time. Blended models enable each student to learn at a speed that is truly appropriate for their level of readiness by shifting the delivery of material to digital platforms. This allows students to revisit challenging topics without feeling ashamed and to move through familiar information without having to wait.

- **Metacognitive growth :** When students are compelled to take responsibility for their own interaction with online materials—determining when to study, how often to review a demo, and if their self-assessment answers accurately

portray genuine understanding—they cultivate the self-monitoring skills necessary for academic tenacity in higher education and the workplace.

- **Data-informed instruction :** Granular data on student engagement, accuracy, and time-on task is generated by well-designed learning platforms, which no teacher could gather through observation alone. In contrast to the general impressions that often guide differentiation in whole-class contexts, this enables more precisely focused intervention.

- **More engaging face-to-face time :** When the majority of contact hours are no longer spent on information transfer, those hours may be used for the kind of instructional activities—discussion, collaborative problem-solving, peer evaluation, and project development—that best foster higher-order thinking.

- **Promotes institutional adaptability :** Blended models enable institutions to expand their curriculum without a commensurate rise in physical capacity, supporting a bigger and more diverse student body, which promotes institutional adaptability beyond the individual classroom.

3. The Flipped Classroom: Learning Where It Is Most Productive -

3.1 The Inversion Logics :

The flipped classroom, which **Bergmann and Sams (2012)** created and promoted through their personal secondary school teaching experience, adopts one of the structural paradigms within blended learning and expands it into a unique pedagogical framework. The main reorganization is deceptively easy: Through curated readings or concise filmed lectures, students' independent time is used to complete the task of initially coming into contact with fresh information, which is often done through teacher-led classroom instruction. The work of applying, questioning, and consolidating the material—activities that most benefit from the social dynamics of the classroom and the expert presence of the teacher—is then devoted to class time, which is free from the need for introductory instruction.

What distinguishes the inverted classroom, according to **O'Flaherty and Phillips (2015),** is the cognitive reallocation, not the film. The cognitive order of learning activities changes, not simply their physical location: students come to class having previously seen the subject, having overcome the initial bewilderment that comes with fresh content, and having singled out the particular areas they still don't comprehend. From "the instructor explains what I need to know" to "I bring what I partially grasp, and together we expand on it," the nature of classroom discussion is changed by this.

3.2 Working Together in Two Learning Spaces :

The model's quality depends on a two-stage learning architecture, where the lecture is either relocated from school to home or the flip generates educational worth:

Learning environment specifically for one student: Students interact with instructional content at their own speed and on their own time before class. Although podcasts, annotated readings, interactive simulations, and guided note-taking exercises serve the same purpose, the short recorded video—often five to ten minutes long and concentrating on a single notion—is the most prevalent format. The most important feature is student regulation: The continuous forward motion of a live lecture, which leaves pupils who are having difficulty behind, is eliminated by the option to pause, rewind, re-read, or simply cease and come back afterwards. Students who comprehend the notion quickly may continue, and those who struggle with it can take as long as they need without delaying anyone.

Learning room for groups: The teacher does not summarize or repeat the material from the videos in class, which is the most frequent implementation error and the one that most predictably weakens the model. Instead, class time begins with a concise diagnostic—an entry ticket, a question card, a quick quiz—that brings

to light what students grasped and what is still unclear. Then, the teacher moves around the working groups, giving specific explanations to those who require them, offering extension challenges to those who are prepared for them, and encouraging the peer discussion and cooperative problem-solving that the pre-class work has made possible. The instructor is simultaneously all over the place and not there: not fastened to the front of the classroom, but always available to each small group.

3.3 The Four Pillars for Successful Implementation :

The Flipped Learning Network developed a framework of four interrelated conditions—named with the acronym FLIP—that differentiate real flipped learning from a simple reorganization of where homework occurs:

- **Adaptable Environment:** The classroom's physical and chronological layout should be flexible enough to accommodate various learning configurations. The workshop atmosphere that flipped learning necessitates is at odds with rows of fixed desks facing a board.

- **Learning Culture:** The only way the paradigm will function is if both instructors and students agree to a legitimate redistribution of authority and responsibility. Students should realize that they are being asked to assume meaningful control of their education, not just to view videos so that instructors may utilize class time for other purposes.

- **Deliberate Material:** Teachers are especially accountable for the quality and suitability of the pre-class materials they offer. The model's reasoning is undermined by information that is inadequately tailored to students' current knowledge—either too complex to be accessed alone or too straightforward to justify the effort.

- **Professional educator:** The teacher's part becomes more difficult rather than less so under the flipped approach. Teachers must be skilled observers of student work, flexible responders to unexpected queries, and confident facilitators of peer learning in the absence of a planned lesson to serve as the foundation for the class.

4. What Both Models Share: Converging Pedagogical Gains -

Even though blended learning and the flipped classroom have structural differences (and are actually different in terms of mechanism), they share a set of educational advantages that come from their shared commitment to moving the focus of cognitive activity:

- **Responsiveness to student variability:** Both models acknowledge that not all students in a classroom begin their understanding at the same point, learn at the same pace, or benefit equally from instruction that is presented at the same pitch and pace for everyone. They solve a structural issue that conventional whole-class instruction has never addressed by establishing room for individualized progress.

- **Increased cognitive involvement during shared time:** Time spent with the teacher can be devoted to activities that necessitate the social component of the classroom—debate, cooperative inquiry, peer feedback, and practical experimentation—when the routine work of information transfer is managed outside the classroom—through videos, platforms, or self-directed reading.

- **Learning that is observable and early identification:** The main indicator of pupil comprehension in a traditional lesson is the look on thirty faces. Teachers in blended and flipped classrooms have access to real-time observation of student work in progress, quiz scores, and completion data, allowing for much sooner identification of misunderstandings and more targeted responses.

- **Developing skills outside of material:** As a side effect of their design, both models develop capacities that are more long-lasting than any particular content knowledge, including self management, digital navigation, collaborative

communication, and the metacognitive capacity to genuinely evaluate one's own comprehension.

- **Redefining the function of a teacher:** In both systems, the teacher's greatest contribution is no longer the expert delivery of information—something that digital platforms can do at scale—but rather the priceless human talent to identify what a student does not yet know, to pose the question that reveals a new perspective of understanding, and to keep learners who are having difficulty motivated.

5. Overcoming the Challenges : Obstacles That Must Be Addressed -

In educational discourse, the fervor surrounding mixed and flipped learning occasionally overshadows the significant hurdles associated with putting them into practice. A frank description of these challenges is a need for adoption that lasts, not a counsel against it:

- **The issue of gaining access to technology:** The idea that students may interact with digital information outside of school is a premise shared by both models. The educational disparity inherent in the design becomes severe where house internet access is inconsistent, where shared devices must be bargained over among siblings, or where the quality of the connection deteriorates to the point of rendering video unwatchable. Institutions that embrace these models without tackling this fundamental problem run the risk of establishing a two-tiered learning environment where disadvantaged children are structurally unable to engage on an equal footing. Practical answers are available, but they need a deliberate institutional commitment. These include device lending, downloadable content, and access to the school before or after formal classes.

- **Teachers' preparation burden:** Creating instructional films and developing interactive digital activities takes much longer than preparing a conventional lesson, especially in the early stages when teachers are still learning how to use the tools. Through decreasing other obligations, collaboratively creating content across departments, and having access to professional development that is pedagogically rather than just technically focused, this cost is real and should be accounted for.

- **The habit of inertia and student resistance:** Many students have spent years in academic environments where their main duty was to remain motionless and listen. Moving to a paradigm that compels them to do their own reading before class, participate actively in class, and assume ownership of their own knowledge gaps may seem more frightening than freeing. Explicit communication about the model's design, ongoing support for metacognitive risk-taking, and accountability mechanisms that make pre-class preparation mandatory yet non-punitive are all necessary for navigating this transition.

- **Prerequisite of Self-Regulation:** While self-directed learning is an acquired ability, it is not consistently or equally developed. Students who lack adequate self-regulation abilities, regardless of whether it's because of cognitive, emotional, or circumstantial reasons, will struggle with both models unless scaffolding is offered to help them gradually develop those capacities rather than assuming they already have them.

6. From Theory to Practice: Empirical Evidence from Actual Settings –

The most reliable data for mixed and flipped learning does not come from controlled trials, which are methodologically challenging to do in educational settings, but rather from the increasing history of long-term implementation in a variety of institutional contexts around the world. There are numerous distinguishing aspects to this report. While the pandemic era significantly increased adoption, it also highlighted a crucial distinction between reactive digitization and true blended instruction. Institutions that had previously invested in a combination of infrastructure and teacher training handled the move to emergency distance learning much better than those who were unfamiliar with digital teaching tools. Rather than returning to pre-pandemic behavior, many of

these organizations kept the digital elements they had created and blended them into a genuinely blended model once in-person classes restarted.
The flipped classroom has been very effective in language instruction. The rationale is straightforward: grammar explanation, vocabulary presentation, and pronunciation modelling can all be effectively conveyed through well-produced video material, allowing for more contact time for the communicative practice—conversation, debate, role-play, and collaborative writing—that needs another speaker and cannot be duplicated on a screen. According to research conducted in this area, including **Sadiq. S., (2025)** study on the development of speaking skills, students who completed a flipped programme showed noticeable improvements in their fluency and communicative confidence when compared to those who received traditional instruction.

Tucker (2012) records equivalent findings in K–12 mixed classrooms, where the most consistent finding is that mixed forms enable instructors to be most present to the kids who need them the most—a redistribution of expert attention that traditional whole class instruction is, by definition, unable to achieve. The flipped class makes it feasible to give direct, focused assistance during the workshop to the student who previously would have been lost in the back of a lecture.

7. Conclusion –

The ultimate common thread between flipped classrooms and blended learning is a shared conviction rather than shared technology: that the most educationally beneficial use of the time students spend with a teacher is the guided, socially embedded, intellectually demanding labor of creating understanding rather than information delivery. Both models reorganize the educational experience to free up more of that valuable time, and they do so by taking seriously the argument that students, with the right structure and support, are capable of far greater intellectual independence than conventional teaching typically expects of them.

The data presented here imply that both models produce actual educational benefits when executed carefully, technically supported, and instructionally coherent: increased involvement, greater conceptual retention, and the cultivation of learning aptitudes that benefit students long after the course they are taking. However, the evidence also indicates that poor implementation—such as mistaking flipped learning for uploading videos for homework or mistaking blended learning for uploading lectures—results in no such benefits and may cause significant damage, especially to students who already have trouble attending school.

The time for asking whether these models are effective has passed for the industry. The more fruitful and challenging question is what circumstances must exist for them to be successful for all kids, regardless of their financial backgrounds. In practice, educators who are convinced by the instructional reasoning of these models and want to respond to that persuasion responsibly are challenged with finding the answer to that question within the context of certain institutions.

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