

Flipped Classrooms in Mauritian Schools: Insights from Teacher Planning

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Abstract

The flipped classroom model has gained global traction as an innovative pedagogical approach, blending technology with active learning to foster student engagement. In the Mauritian education system, where traditional teacher-centered methods prevail, the flipped classroom model presents both opportunities and challenges. This study explores the planning processes of Mauritian teachers in implementing flipped classrooms, shedding light on their strategies, challenges, and perceptions. Data was gathered through analysis of lessons plans provided by teachers. The analysis was done under the lens of the SAMR model and the Triple E framework for ICT integration. Findings reveal what were the most appropriate pedagogical approaches in their contexts. The data also shed light on how they dealt with challenges such as student access to technology and the tools they leveraged for content development and dissemination. The study highlights the critical role of teacher training, institutional support, and policy alignment in ensuring successful flipped classroom implementation. This paper contributes to the growing body of research on flipped classrooms in developing contexts, offering insights into how the model can be adapted to local realities. It also provides actionable recommendations for stakeholders to promote technology-enhanced learning, bridging the gap between policy intentions and classroom practices in Mauritius.

Background and Context

When COVID-19 hit Mauritius in March 2020, it was difficult to ascertain the digital literacy levels of educators and their digital readiness to implement online and remote learning solutions (Atchia & Chinapah, 2022). Yet, the educational authorities opted for televised video lessons that were remotely designed by educators (Udhin, Oojorah & Pultoo, 2022). The outcomes of these video lessons are debatable. Indeed, Udhin, Oojorah and Pultoo (2022) highlights tensions among the key actors of the process, namely the video makers, the Ministry of Education and the population at large. Though innovative learning ideas such as webinars (Udhin & Oojorah, 2022) emerged in the Mauritian educational landscape, these were largely isolated occurrences due to the lack of teacher empowerment.

To address this issue, the ICT integration learning module of the Bachelor of Education programme (targeting in-service teachers) was amended to include more in-depth knowledge on the production of digital learning resources (mainly videos) and pedagogical strategies such as flipped classrooms. The module made use of resources already available and familiar to teachers. Their major task consisted of designing a video using PowerPoint and implementing this learning resource as part of a Flipped Classroom strategy. COVID may have gone away but Mauritius is still highly vulnerable to freak climatic conditions that have forced school closures (Leihy, Singh, Oojorah, & Buzduga, 2025). Consequently, pedagogical strategies such as Flipped Classrooms have gained a lot of traction.

This study highlights the efforts made by teacher educators to align their courses to the needs of the hour. The findings also reveal what strategies teachers value and how they navigate thorny issues such as digital divide and access, and relationships with parents. The paper also gives an insight into teachers' continuous learning. The research questions are how teachers implemented the Flipped Classroom strategy and what were the ICT models and frameworks they leveraged to do so. However, this study is not merely a survey of strategies, models, and frameworks. It also reveals the learning curve of teachers and insights into the realities of primary schools in Mauritius.

Flipped Classrooms

Flipped classrooms involve swapping what is done in the classroom, such as teaching and learning, explanations, with what is usually done outside the classroom, such as homework (Güler et al, 2023). Students are encouraged to learn

and engage with instructional materials at home while they are assessed in the classroom (Bachiller, P., & Badía, G.,2020). This strategy normally relies on the use of digital technologies such as e-learning platforms (Tomas et al, 2019). Conceptually, Flipped Classroom is underpinned by theoretical approaches such as constructivism and pedagogical notions such as personalisation, self-direction and higher order thinking (Youhashan et al, 2021). Indeed, Flipped Classrooms tend to encourage students’ construction of knowledge through scaffolding materials (Neuman, 2013; Tangney, 2014). Typically, Flipped Classrooms are procedurally designed in terms of pre-class activities (this involves sending content to students via a platform and encouraging self-paced learning), in-class activities and post-class activities (discussions or debriefing) (Youhasan et al, 2021, Koh, 2019; Persky & MacLaughlin, 2017).

Though Flipped classrooms have been implemented in primary education contexts, there is a dearth of literature of its implementation in the Global South. There are, however, useful examples from other contexts. In Malaysia, this strategy was used to promote 21st century learning of science (Wasriep & Lajium, 2019). According to Wasriep and Lajium, teachers’ preparedness and support provided to students were key to the implementation of Flipped Classrooms. The main challenges faced were in terms of access to hardware and students’ readiness. Resonating with the above, another Malaysian study by Ngo Hui Kiang (2021) highlights the fact that teachers find Flipped Classrooms useful but are concerned by the lack of access to appropriate hardware and connectivity, especially in remote areas. In a scoping review Han and Røkenes (2020) underscore the use and popularity of Flipped Classrooms in Teacher Education in the Global North, where poor connectivity and access to materials is less prevalent. Indeed, the review indicates that this strategy could improve academic performance. In Cyprus, History, Mathematics and Science classes in primary education were flipped and studied. (Loizou, 2022). E-learning platforms were used in this context to provide learners with self-paced learning materials (videos). Loizou (2022) concludes that teacher empowerment for the design of materials is essential as well as the appropriate selection of the e-learning platform for students’ access.

ICT Integration Models

ICT integration models are also relevant to this research as they provide the foundations for the digitally mediated implementation of Flipped Classrooms. The two models considered in this study are the SAMR model and the Triple E Framework (Engage, Enhance, and Extend learning). The SAMR model was developed by Puentedura that describes ICT integration in Education over four levels (Substitution, Augmentation, Modification and Redefinition) that are categorized over two phases namely enhancement and transformation as illustrated by figure 1 below (Zamri & Mohamad, 2025).

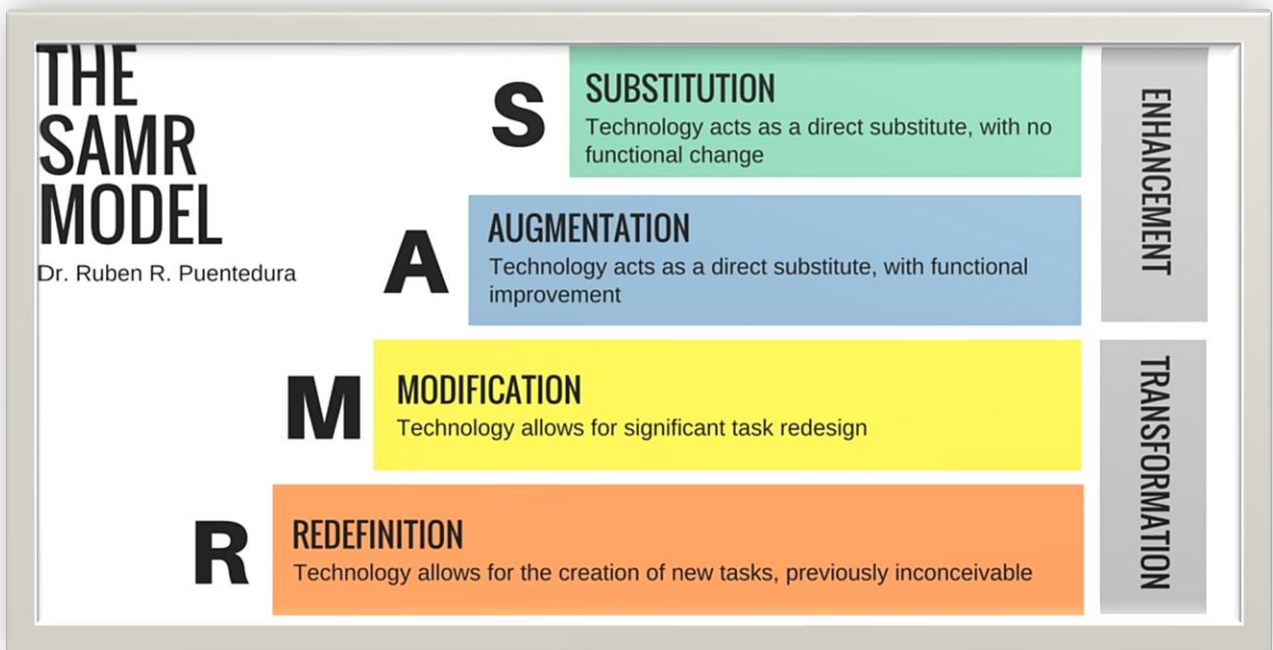


Figure 1: SAMR model

The SAMR model provides teachers with a systematic framework for the integration of ICT. The model allows them to decide on the degree of technology they contemplate infusing in their classroom; four levels each denoting a different approach to technology integration and pedagogical practices (Puentedura, 2006). Indeed, the SAMR model has been implemented in elementary school contexts. According to Indonesian researchers (Sahronih et al., 2023), SAMR can be effectively implemented up to the Redefinition stage while Redefinition (inception of activities that were previously impossible) was challenging for teachers. An explanation for this could be poor infrastructure and lack of professional development. These findings resonate with the research undertaken by Blundell, Mukherjee & Nykvist (2022) which states that the model does not account for the level of ICT proficiency of educators.

Nevertheless, the SAMR model is deemed useful and has gained a lot of traction despite criticisms (Zamri & Mohamad, 2025). Zamri and Mohamad (2025) highlight the simplicity and accessibility of the model. Wahyuni et al. (2020) reinforces the simplicity and flexibility of SAMR as it can be adapted to various forms of technology. The model was also used for in and out of classroom activities, delivering significant learning gains. In the same vein, Nyayu, Heru, and Masagus (2019) praise the flexibility of the model as it can be integrated at all levels of education and underscore the model's efficiency in generating collaboration and interaction in the classroom. However, we must consider critiques that describe SAMR as a ladder model, requiring teachers to move incrementally from one stage to another focusing on technology rather than pedagogy (Zamri & Mohamad, 2025). Furthermore, Hamilton, Rosenberg, and Akcaoglu, (2016) cite the lack of theoretical underpinning of the model, undermining its application over different contexts. Alfiana (2021) adds to the above by stressing the rigidity of the model. Krisbiantoro and Ashari (2024) are quite concerned with the training and support that teachers need to have to be able to implement the model. Without training Krisbiantoro and Ashari (2024) argue that teachers are likely to remain at the Substitution and Augmentation levels of the model.

The Triple E framework is another ICT integration strategy that has been implemented in primary school contexts with the intention of improving student engagement and pedagogical practices (Keskitalo, Frangou and Chohan; 2020). The Triple E framework (illustrated in figure 2 below) focuses on how technology can stimulate students' engagement in their learning, enhance their learning and extend learning by providing real life applications to knowledge acquired (Kolb, 2017). Interestingly, the Triple E Framework foregrounds pedagogy over technology (Learning first, Technology second). For Kolb (in Curry & Curry, 2018), the learning outcomes should determine what technology (not the other way round) should be used and the degree of integration.

Illustrating the use of the framework, Prathama (2022), researching a technology-rich educational context in Indonesia found that in most cases studied, the framework created exceptional connection between learning tools and goals. This in turn elicited heightened engagement in learning activities and enhanced knowledge retention. Unfortunately, no after-class activity was available, therefore denting possibilities for extension. Moreover, the ability to create meaningful learning using technology was related to teachers' mastery of digital literacy and new classroom management methods. Moreover, Triple E was used as a heuristic tool (Ibrahim, Hassan & Fun, 2019) to enable teachers to make technology integration decisions in History classes. This strategy enabled teachers to create and propose different types of resources for specific learning outcomes. Resonating with the above, Triple E can also be valuable for Instructional Designers. Indeed, the framework can guide designing of technology-mediated learning as illustrated by Al-Khalidi (2021). An evaluation of lessons designed using Triple E revealed that there was a positive impact on student engagement, motivation, and academic achievement (Al-Khalidi, 2021). However, researchers underscore that teachers' digital literacy and continuous professional development is likely to determine how efficiently they implement the framework (Prathama, 2022; Gaer & Reyes, 2022)

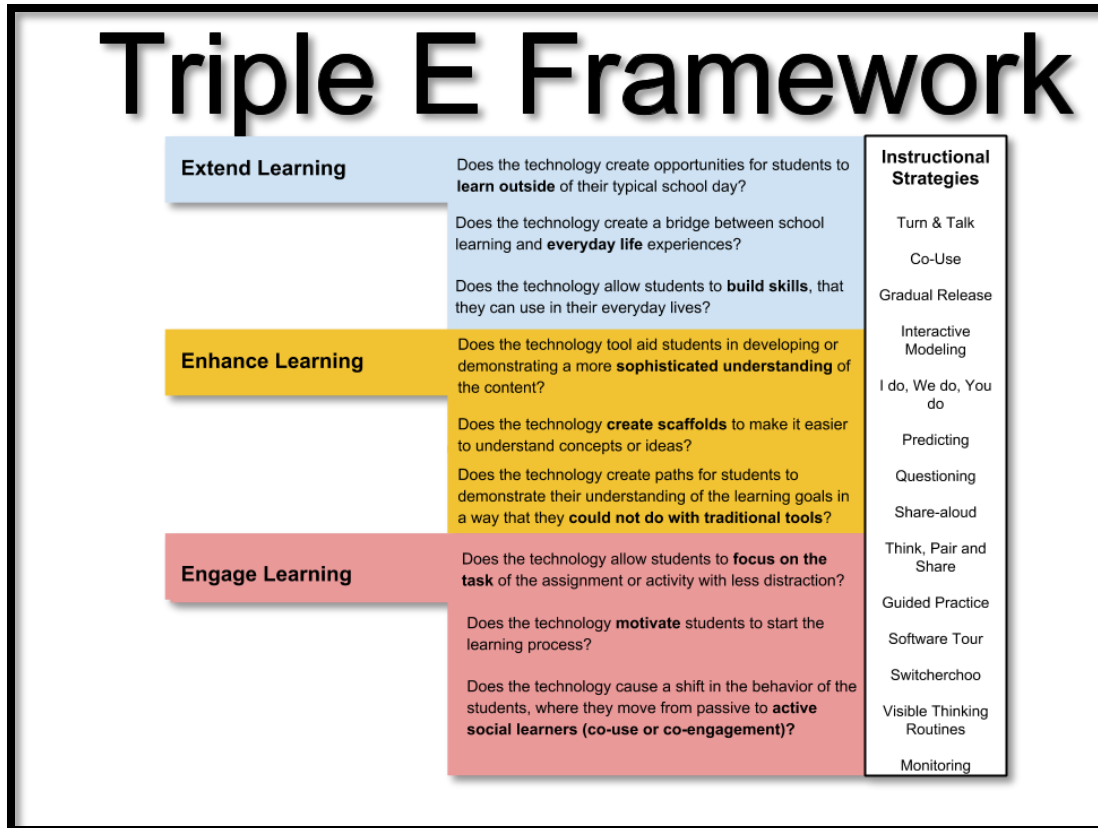


Figure 2: Triple E framework

Methodology

To be able to study flipped classrooms strategies, a corpus of lesson plans was formed. The corpus of the study was the lesson plans that the teachers designed using SAMR and Triple E framework to flip their classroom. For the purposes of this study, all twenty-five lesson plans submitted were analyzed. This is a form of total population sampling, which can be described as purposive sampling. Purposive sampling is a form of non-probability sampling (Raj & Thapa, 2015). The thirty lesson plans selected were from the class that the researchers were teaching. The group investigated is small, has been exposed to the same lesson and does the same job. Therefore, they qualified for purposive sampling as recommended (Oliver & Jupp, 2006).

Subsequently, the lessons plans were put under the research lenses. Qualitative content analysis was used to make sense of the textual data available in the lesson plans. Qualitative content analysis is a widely used research technique that has three variations namely conventional, directed, and summative (Hsieh & Shannon, 2005). On the other hand, Elo and Kyngäs (2008) distinguish between inductive and deductive qualitative content analysis. This method goes beyond simply counting the number of words occurring in texts and neatly categorise them. It involves deriving deep meaning of the phenomenon being studied. Critiques have pointed out that content analysis is not tenable as a quantitative method as it is too simplistic and does not lend itself to deeper statistical analysis (Morgan 1993).

For the purposes of this study, directed content analysis will be used. This approach is also known as deductive content analysis (Hsieh & Shannon, 2005; Elo and Kyngäs, 2008). In this approach, the content is analyzed against a framework of existing concepts (SAMR and Triple E in this case). This strategy is useful when undertaking evaluative research. The process used is illustrated below:

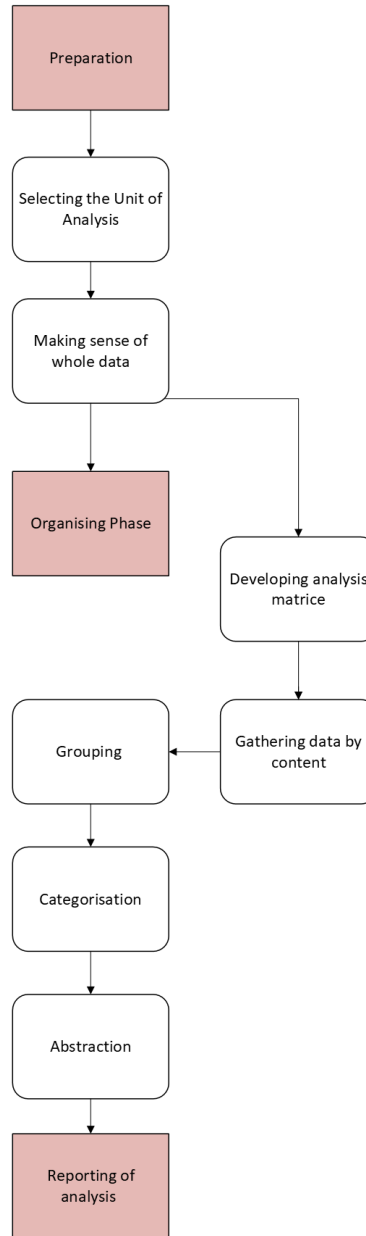


Figure 3: The Content Analysis Process

The preparation phase involves the purposive sampling that was explained below and the definition of a unit of analysis. A unit of analysis can be a word or a theme (Guthrie et al, 2004). In this study, the units of analysis were firstly the lesson plans submitted by the students which were analysed against the concept of flipped classrooms. The second unit of analysis was the self-reflection notes that concluded the lesson plans. These self-reflection notes were analysed against the SAMR model and the Triple E framework. The next phase consisted of organising the data. The lesson plans, with the self-reflection notes included, were downloaded from the e-learning platform and anonymized. They were grouped into different subject areas and categorised according to the different types of pre-class, in-class and post-class activities. The next step was to investigate the degree of ICT integration that was achieved. The lesson plans were examined as content containers and enabled the elaboration of different categories (codes). The organised data was explored through tables, word clouds and mind maps to uncover relationships between them.

The methodology employed in this research is unobtrusive. It has been deployed in a manner that has not harmed the conceptors of the lesson plans and kept them anonymous. Though qualitative content analysis is not a methodology

defined within strict parameters, it has been employed in a systematic manner as described in Figure 3. This systematic approach aimed at instilling trustworthiness and dependability (or consistency) in the research process (Lincoln & Guba, 1985). The lesson plans were used as *documents as content* (Miller & Alvarado, 2005) as they revealed themes, categories, and patterns of data. The lesson plans were also used as *documents as topics* because they spoke about the reality of schools and were a commentary on many aspects of ICT integration and flipped classrooms in Primary Schools. Lastly, the report generated fed into the discussions and conclusion section of this paper. As in all qualitative research, the aim is to achieve detail and depth (in the understanding of flipped classrooms in the primary school context) rather than measurement (Forman & Damschroder, 2007). In this way, a dialogue between the data and theory is possible in qualitative content analysis.

Findings and Discussions

The lesson plans and the attached report on the implementation of the flipped classroom strategy were analyzed to understand the teachers' strategies and the interplay with the SAMR model and the Triple E framework. All the teachers involved in the study prepared a learning resource (a five-minute video on a topic in the primary school curriculum), devised a lesson plan to support the implementation of the video in a Flipped Classroom strategy. Therefore, videos as learning resources and lesson plan elements such as aims, learning outcomes, and procedures were commonalities over all the examined documents. The teachers effectively implemented pre-class, in-class and post-class activities as well.

Though this study aspires to foreground learning first, then technology, some consideration was given to the tools used by the teachers. Resources used were both technological tools and non-technology tools. For instance, pre-class activities were deployed using WhatsApp for the sharing of video lessons. Videos were either hosted on YouTube channels or uploaded from the teachers' devices on WhatsApps class groups. Therefore, parents whose mobile numbers were used for the groups were also aware of the learning strategy undertaken by the teachers. Even in-class activities, educators were able to use projectors and tablets. These indicate a resourceful learning environment.

As mentioned above, the pre-class activities involved sharing video lessons with the students via WhatsApp. No e-learning platforms were used as depicted in some studies (Youhasan et al, 2021, Koh, 2019; Persky & MacLaughlin, 2017). However, some teachers did provide elaborate instructions with the intention to scaffold students' independent learning, reflecting Neuman's (2013) and Tangey's (2014) views on Flipped Classrooms. For pre-class activities, technology was used as a direct substitute for traditional resources such as books. According to teachers' even though this is not transformative, it has the value of gradually integrating technology into the learning process. However, others recognised that videos were an augmentation over traditional resources as they provided for multimodality (sounds and images) unlike static printed materials. For instance, play-pause-rewind features enabled students to engage with content. There is hence a shift towards more active engagement (hence aligning with Triple E). Interestingly, teachers also mentioned that videos were useful in gaining students' attention. However, teachers' deployment of the Flipped strategy was careful. Indeed, one teacher showed the video in-class while others spanned the lesson of 3 days or over the weekend to mitigate access issues. This resonates with access concerns expressed by teachers in other contexts (Ngo Hui Kiang, 2021).

The in-class activities were quite intensive. They consisted of storytelling, oral and written report writing, group discussions and tasks, worksheets and review of the video. The procedures in the lesson plan revealed that the teachers would not gain much time (some activities lasted 50 minutes) by flipping the classroom. They reinforced the video lessons through the activities mentioned above. They did swap what is done in the classroom with what is usually done outside the classroom (as mentioned by Güler et al, 2023; Bachiller, P., & Badía, G.,2020). However, they carried out the usual classroom activities. They were buoyed by the increased levels of engagement that were generated by substituting traditional lesson contents for videos. This was indeed made possible in a technology-rich context resonating with Prathama (2022).

On the other hand, post-class activities were not common. They, however, involved innovative activities such as podcasting, making posters and presentations and further exploration for the topics by students. In this way, post-class activities resonated with both the Modification and Redefinition levels of SAMR. Collaborative activities over platforms such as Canva and WhatsApp reflected a significant modification of school activities. This aligns with the findings of Nyayu, Heru, and Masagus (2019) praising the model's efficiency in generating collaboration and interaction in the classroom. These activities are also a form of extension of knowledge. Indeed, post-class activities reflect the intention of extending knowledge (Prathama, 2022).

Furthermore, the paper also sought to examine the technology integration choices of the teachers within the flipped classroom strategy. Despite its apparent rigidity (Alfiana, 2021), the SAMR model was indeed seen as a ladder model (Zamri & Mohamad, 2025). Teachers viewed leveling as a safe platform to progressively integrate technology. It was easily grasped by teachers, maybe because of its simplicity. The transformative stages of Modification and Redefinition were present in the lesson plans. It was noteworthy that teachers viewed collaboration as a transformative strategy. The Redefinition stage was more difficult to attain as reflected in the plans and reports; they were rare. Podcasting and working on platforms like Canva are the few cases where Redefinition happened. Indeed, this stage was not explicitly detailed in the lesson plans.

Adding to the above, teachers relied a lot on technology to create engagement in their lessons. It motivated the students when they were presented with a novel way of interacting with lessons, and most importantly, captured their attention. This admission by teachers is noteworthy as it involves the use of technology as a tool rather than foregrounding a pedagogical strategy. This is aligned with the objective of the Triple E framework to improve student engagement (Keskitalo, Frangou and Chohan; 2020). However, it is not learning first, technology second, but rather both coming concurrently. The Enhancement factor was multidimensional. Firstly, the students came into class prepared. Secondly, the students' eagerness generated discussions, and they were more amenable to collaborative activities, hence towards comparative analysis and critical thinking. At this level, there were more pedagogical aspects foregrounded such as collaborative learning and critical thinking supporting the views of Keskitalo, Frangou and Chohan (2020) on the Enhancement stage. The Extension phase was not well understood. It did not explicitly extend learning to real life situations as recommended by Kob (2017). One teacher encouraged interdisciplinary learning while others asked to design artifacts such as presentations and podcasts. However, the difficulty of some activities discouraged the students.

Conclusion

The implementation of the Flipped Classroom strategy is a commendable initiative in the Mauritian context, given the issues the country faces regarding school closure during freak weather events. The teachers were efficient in designing resources, planning their lessons, and implementing them. This was possible because they had some training in the above. This resonates with research of Prathama (2022) and Gaer & Reyes (2022) in terms of proficiency in ICT integration and that of Loizou (2022) for being able to implement Flipped Classroom. Procedurally, the teachers implemented the pre-class, in-class and post-class formats. As far as the SAMR model was concerned, the teachers skillfully implemented the Substitution and Augmentation levels, recognizing what technology could bring in terms of getting the attention of the students and keeping them focused. This tendency to keep the students engaged sometimes led to technology being prioritized over pedagogical concerns. Overall, the study indicates a resourceful but cautious use of the Flipped Classroom strategy. The Teacher's willingness to reinforce the lesson in class was symptomatic of their cautiousness. The teachers could need further support. in the form of continuous professional development for deeper pedagogical transformation.

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