The effectiveness of flipped classrooms platforms in developing electronic citation skills and digital well being for postgraduate educational female students

Abstract

The research aimed to determine the effectiveness of flipped classroom platforms in developing electronic citation skills and digital well being for postgraduate educational female students enrolled in the general diploma program at the Faculty of Education, University of Jeddah in the second semester of the year 2017/2018. The quasi-experimental approach was used to compare the first experimental group that used a flipped classroom system based on digital video platforms, and the second experimental group that used the flipped classroom system based on broadcasting single video clips without relying on a digital platform. The research sample consisted of (60) students, randomly distributed among the two research groups. The research has developed two tools for measuring dependent variables, namely, observation card was developed to measure the electronic citation skills and a scale of digital well being across platforms. The results showed the advantage of flipped classroom based on digital video platforms compared to flipped classroom not based on digital platforms in developing electronic citation skills and enhancing digital well being among female students. The research recommended the necessity of expanding the use of flipped classrooms in educational situations, training faculty members in designing flipped classrooms, and providing guidelines for using flipped classrooms platforms.

Keywords: digital platforms, flipped classrooms, electronic citation, digital well being.

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