

# INNOVATIVE DIDACTIC STRATEGIES TO STIMULATE THE PERSONAL TRAINING OF STUDENTS IN THE UNIVERSITY CONTEXT: ENHANCING THE DEVELOPMENT OF SELF-EFFICACY AND SELF-ESTEEM

## STRATEGIE DIDATTICHE INNOVATIVE PER STIMOLARE LA FORMAZIONE PERSONALE DEGLI STUDENTI NEL CONTESTO UNIVERSITARIO: VALORIZZARE LO SVILUPPO DELL'AUTOEFFICACIA E DELL'AUTOSTIMA

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### ABSTRACT

The university system is called to implement a didactic action that aims to train students in a totalitarian way. In this sense, two factors of fundamental importance in the formation of young people are self-efficacy and self-esteem. In order to stimulate these two skills, it is believed that an innovative didactic approach can be qualitatively superior and obtain better educational and pedagogical results than the traditional didactic approach, still often used in universities. Starting from this hypothesis, the impact on students of the adoption of the "Flipped Classroom" technique in the didactic delivery of a university course was analyzed.

Il sistema universitario è chiamato a mettere in atto un'azione didattica che miri a formare gli studenti in modo totalitario. In tal senso, due fattori di fondamentale importanza nella formazione dei giovani sono l'autoefficacia e l'autostima. Per poter stimolare queste due skills si ritiene che un approccio didattico innovativo possa risultare qualitativamente superiore ed ottenere risultati educativi e pedagogici migliori rispetto all'approccio didattico tradizionale, ancora spesso utilizzato nelle università. Partendo da tale ipotesi, si è analizzato l'impatto sugli studenti dell'adozione della tecnica della "Flipped Classroom" nell'erogazione didattica di un insegnamento universitario.

### KEYWORDS

Innovative Didactics, Flipped Classroom; Self-efficacy; Self-esteem, University System.

Didattica Innovativa, Flipped Classroom, Autoefficacia, Autostima, Sistema Universitario

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## Introduction

Although educational research has long highlighted the intrinsic limits of frontal teaching and how these are further highlighted by the transformations of the processes of production and cultural dissemination introduced by the adoption of innovative methodologies and digitization processes, still today in educational contexts, in particular in the Italian reality, the traditional approach remains the most widespread mode of teaching (Lee et al, 2016; Nouri, 2016; Ricci, 2020; Sadeghi, 2019). These limitations, among which the reference literature includes the inadequate interaction and lack of collaboration between students and between teacher and student, the passivity of students, the non-application of the concepts taught, the inability to respect different cognitive styles and learning rhythms, assimilation based on listening and repetition, lack of feedback on the real understanding of content, inability to allow students to link between different items, combined with the new needs of modern society make it necessary to revisit school strategies (Andersen & Andersen, 2017; Bulut, 2019; Cecchinato, 2014; Nouri, 2016; Ricci, 2020 Schwerdt & Wuppermann, 2011). Education and training systems are still crystallizing on the traditional model of teaching, while today's society calls for teaching centered on skills and learning: it is not surprising, therefore, that initiatives are multiplying, institutional and spontaneous, inspired by the need to innovate this model (Bulut, 2019; Cecchinato, 2014). Despite the diffusion and importance of the theme, it is still difficult to find a shared definition of competence; over the years, in fact, there are several disciplines that have been questioned, providing different insights. The answer found is not univocal, but refers to a plurality of levels and meanings that detect a complex and multi-dimensional phenomenon. In general, competence is understood as the demonstrated ability to integrate and mobilize knowledge, resources, skills and methodological, personal and social skills, in all situations and contexts of life: work, personal development, study, relationships, activities, problem solving, management of situations; the competence is therefore constituted by a complex combination of elements and represents, in extreme synthesis, a "knowing acted". In this direction a new learning-teaching methodology emerged from the experiences of many teachers: the Flipped Classroom. In this sense, flipped teaching allows you to overcome the limits of traditional teaching and go in the direction that educational research craves for a long time: pass, that is, from a didactics of instructions type - characterized by a unilateral transmission of knowledge from the teacher to the student - to a constructivist and social - where learning is a process of construction of meanings negotiated with the others and each student actively seeks to compose an

organized and coherent knowledge in a cooperative environment (Al-Samarraie, Shamsuddin, & Alzahrani, 2020; Cecchinato, 2014; Nouri, 2016; Zhu & Xie, 2018). In this process, the transition from a teacher-focused approach to one focused on the student is inevitable: Therefore, at the heart of the classroom processes there is no longer the teacher as a source of knowledge but the student with their own learning needs. The implications of this teaching methodology are very important and among these you can mention: the role of facilitator, support and guidance of the teacher, the activity and independence of the student and the fact that knowledge is considered as a tool rather than an objective (Al-Samarraie, Shamsuddin, & Alzahrani, 2020; Pieri, 2014; Tawfik & Lilly, 2015; Zhu & Xie, 2018). In light of this, it is clear that the teaching-learning process in the classroom can only be focused on active learning strategies, through which pupils will have to put themselves at stake, experiment, reflect on what they are doing and obviously take responsibility for it, thus activating a process of personal growth useful for the formation of the individual as an active and productive element of society. In this perspective, after having specified the characteristics of the flipped classroom approach, the research object of this paper tends to evaluate its effectiveness in the university context both in terms of increasing the quality of the teaching offer, that in terms of training tool useful for the construction of two fundamental skills such as self-esteem and self-efficacy in the study.

### **1. Flipped Classroom approach: the main features**

The flipped classroom represents both a teaching practice and a pedagogical model that in extreme synthesis consists in the reversal of the traditional formative moments, or the lesson and the activities of individual study; the term "flip", in fact, refers precisely to the "reversal" of the organization, the methods and times in which the contents are proposed and the learning process develops (Cecchinato, 2014; Nouri, 2016; Zhu & Xie, 2018). The flipped classroom refers to a didactic design that overturns the classic division of labor of students: explanations are followed at home and homework is done at school; in this way, the pupils arrive in class already possessing a general knowledge of the topics to be covered and, therefore, the time available in class, no longer having to be used for the typical lesson, can be dedicated to working on key learning activities (Bergmann, Overmyer & Wilie, 2011). In this way, not only does it give students the opportunity to follow an exhibition of content at home and do it at their own pace and according to their own learning style, but you also have the opportunity to use the time available in class in a more active and personalized way, working to

internalize and consolidate learning and using active learning practices (Bijlani et al., 2013; Roehl, Reddy & Shannon, 2013; Slomanson, 2014). Although it is often referred to simplistically as "explanations at home, I study at school" in reality, Flipped Classroom represents a complex and articulated approach that allows teachers to implement different teaching strategies in their classes and that can be summarized in four basic elements:

- 1) *Flexible Environment*: refers to the flexibility of the learning environment in several ways:
  - teaching methods (teachers can use the time they have in the classroom for various activities, such as individual study, group work, research, etc.);
  - spaces (a different physical layout of the classroom can be provided, to encourage cooperative expression);
  - times (while teachers engage in careful planning of activities, they must provide flexibility in considering the times that allow students to interact and reflect on their learning).

Teachers thus create flexible environments in which students choose for themselves where and when to learn: this also means that teachers accept and know how to manage a class less orderly than that of the classic lectures. This approach is also capable of encouraging a process of creating autonomy and stimulating self-esteem and the empowerment of students.

- 2) *Learning Culture*: the traditional learning model is centered on the teacher, where the latter is the primary source of information, on the contrary, in the Flipped Classroom model there is a clear and deliberate shift towards a student-centered model; the time available in the classroom is therefore devoted to the deepening of the topics and the creation of a context rich in stimuli and learning opportunities; consequently, students are actively involved in the construction of knowledge, participating in their learning with greater intentionality and awareness. In this case too, the *student-centered* approach produces a stimulus to the autonomies and the sense of self-efficacy in one's actions, becoming a model for the personal formative growth, and not only of the level of education, of the students.
- 3) *Intentional Content*: teachers determine what content is appropriate and necessary to perform in the classroom and which can be done independently at home; therefore, teachers must make considered choices taking into account both the level of each individual student and that of the class in general and choose according to these methods of

teaching potentially more strategic and effective in order to maximize the time available in the classroom and be able to adopt teaching methodologies of active learning centered on the student. Teachers are called to make the content suitable and accessible to all students, favoring for the latter effectiveness in study.

- 4) *Professional Educator*: the educational professionalism of the teacher is a factor of absolute importance in a Flipped Classroom approach, although it may seem that the latter plays a marginal role compared to traditional teaching. In fact, teachers are called to constantly observe their students, be available to provide them with real-time feedback and evaluate their work; therefore, they must reflect on their work, collaborate with each other and with students to improve themselves, agreeing to question his figure through a self-critical process aimed at supporting a productive adaptation to the characteristics of the learners.

The presence of the above factors forms the backbone of an educational-training proposal focused on the Flipped Classroom approach that can be able to stimulate the development of the class group also at the personal level. This aspect appears even more important if marked in the university context where students are called to complete a process of maturation that projects them in new contexts, such as work, and in new personal, social and relational challenges. The university system, therefore, has the duty to express an educational offer whose quality refers not only to the notional growth of its students, but also to the development of certain life skills.

## **2. Experimenting with Flipped Classroom in the university context to encourage the training of students**

The research was conducted on the students of a Master Course of the Department of Sports Sciences and Wellness of the University of Naples "Parthenope", specifically, in the teaching called "Well-being, School and Sport: Evaluation, Educational Techniques and New Technologies" relating to the area of study of the "Teaching and Special Pedagogy" held by the author of this paper. All the students have joined, through a special signed declaration, the voluntary participation for this experiment. The research included the presence of two groups, the contingent of equal freshmen who received an educational offer entirely based on the approach of the Flipped Classroom (Sample Group) and the contingent of odd freshmen who, instead, it has received a traditional training offer characterized by a frontal teaching approach (Control Group). The choice of

who should participate in the experimental proposal and who, instead, identify themselves only in the control group was purely random, as the two groups can be considered homogeneous by default, since the student status - authorized to attend this University Course - it is defined by the possession of specific characteristics provided for by general and University regulations (such as possession of a Bachelor's degree and having passed the test of admission to the master's degree); specifically, both consist of 80 students each. The trial was conducted for the entire duration of the course, that is 72 hours (corresponding to 9 university credits) divided into 24 lessons of 3 hours each. The Flipped Classroom methodology provides a wide range of active learning teaching strategies: the one that, however, has been adopted by the sample group in this study is the "Problem Based Learning" (PBL). The PBL, or learning based on the analysis and solution of problems, is a collaborative teaching strategy in which an "open" (open-ended) problem is the starting point of the learning process and represents a valid way, efficient and effective learning by working in groups: it generally takes place when the teacher submits the "problem" to the students (usually divided into small groups) and asks them to identify possible solutions, identifying the elements that support them and defending their arguments in front of others (Cecchinato, 2014). The traditional approach is, instead, based on classic lectures, characterized by a mainly one-way communication (teacher - learner), focused on the explanation of the main topics of the program, also contained within the textbook recommended for students.

Below, it is summarized in Table, the structure of the educational activity focused on Flipped Classroom.

<p>DEFINITION OF "PROBLEM"</p>	<p>The strong educational potential of sport is currently not being exploited and exploited.</p> <p>Framed and defined this potential, analyzed the fields of application both in formal and non-formal training contexts and designed a didactic-educational proposal in the sport sciences can contribute to the educational and pedagogical development of the community.</p>
<p>GROUPS</p>	<p>10 Groups of 8 Students each, created according to the progressive number of university matriculation</p>

<p>FINAL PRODUCT</p>	<p>The final product must include:</p> <ol style="list-style-type: none"> <li>1. Report in word format with defined font and margins, organized as follows:             <ol style="list-style-type: none"> <li>a) Abstract</li> <li>b) Introduction (maximum 2 pages)</li> <li>c) Theoretical framework of the subject dealt with references to scientific literature</li> <li>d) Classification of the main issues concerning the main theme</li> <li>e) Experimental proposal</li> <li>f) Considerations and conclusions</li> </ol> </li> <li>2. Power point file for the oral presentation to be done throughout the course, with a maximum duration of 20 minutes + 5 minutes of discussion</li> </ol>
<p>DIDACTIC SPACES AND TIMES</p>	<ul style="list-style-type: none"> <li>• Formal Didactic Space (Classroom): 72 hours divided into 60 hours for the realization of the Final Product + 12 hours dedicated to the presentations with relative discussion</li> <li>• Non-formal Didactic Space: Maximum freedom for each extra-university time usage group, without any minimum or maximum limit</li> </ul>
<p>TEACHER'S ROLE</p>	<ul style="list-style-type: none"> <li>• Provide basic material and guidance on the main websites useful for students to search for additional sources and scientific materials on the main topic</li> <li>• Provide guidance about the main authors and experts who in literature have argued about the main theme</li> </ul>

	<ul style="list-style-type: none"> <li>• Exchange of considerations with the students during the lessons, useful for the understanding of the main theme and the elaboration of the final product</li> <li>• Remote support in extra-university time useful for understanding the main theme and the final product processing</li> <li>• Moderator of presentations and final discussions</li> <li>• Allocation of final votes</li> </ul>
TARGETS	<p>There are two categories of Targets:</p> <ul style="list-style-type: none"> <li>• Learning Didactic Targets on: <ul style="list-style-type: none"> <li>- Educational values of sport</li> <li>- Training role of sport</li> <li>- Sport in the school and non-school context</li> <li>- Educational and pedagogical design of sport</li> </ul> </li> <li>• Educational Targets: <ul style="list-style-type: none"> <li>- Increasing the level of self-esteem</li> <li>- Increased self-efficacy in personal training and study</li> </ul> </li> </ul>

**Table 1: Structure of Didactic Activity focused on Flipped Classroom**

### **3. The Evaluation Process of Didactic-Pedagogical Experimentation**

The experimentation carried out was subjected to a dual process of analysis and evaluation, on the one hand the level of quality of teaching provided perceived by the students was investigated, while on the other hand the survey focused on the educational and pedagogical impact of the innovative teaching approach for



students in terms of varying their level of self-esteem and self-efficacy in study. In both cases the evaluation process was carried out on both the sample and the control groups in order to appreciate the differences and to weigh the educational and pedagogical effectiveness of the new teaching approach in the university context.

As regards the first field of investigation, the evaluation process was based on two main indicators:

- The variation in the average level of classroom presence of students measured at specific intervals:
  - Starting Value: Lesson 1 (this lesson explained the course's teaching approach)
  - Interval 1: from lesson 2 to lesson 8
  - Interval 2: from lesson 9 to lesson 16
  - Interval 3: from lesson 17 to lesson 24.

This allows you to appreciate the willingness of students to follow a certain course that does not require the mandatory presence, also addressing the related costs in terms of time and resources to reach the university.

- The results of the online questionnaire on the evaluation of the Course that students are obliged to complete, in anonymous format, at the end of the course to be qualified for the booking of the exam. The questionnaire, developed with closed-ended questions, examines three fundamental items (Interest of the lessons, Effectiveness of the study materials, Availability of the teacher) and provides, through an automatic weighted processing of the answers provided by the students, a score in decimal scale for each index of analysis, where 0 is the minimum value (expressing the totally negative score) and 10 is the maximum value (expressing the absolutely positive score).

The evaluation of the variation of the level of self-esteem and self-efficacy in the study undergone by students was, instead, analyzed through two special tools scientifically validated and widely recognized in the literature:

- The Self-efficacy Scale of the Study (Pastorelli e Picconi, 2001); an instrument that measures the children's convictions of succeeding in the study and self-regulation of learning. The scale is mono factorial (19 items) and provides answers from 1 = not capable at all to 5 = very capable. The score of the maximum self-efficacy and self-regulation of

learning is 95, while the minimum, and extremely negative, is 19.

Other significant values and ranges are as follows:

- 76 to 94: very positive self-effectiveness and self-regulation
  - 58 to 75: positive self-effectiveness and self-regulation
  - 57: sufficient self-effectiveness and self-regulation
  - From 38 to 56: Negative self-effectiveness and self-regulation
  - From 37 to 20: very negative self-efficacy and self-regulation
- The Multidimensional self-esteem test developed by Bracken (1993); the assumption of this test is that self-esteem develops in a structured manner according to the principles of learning: it is a learned style of response that reflects the individual's assessment of his experiences. Self-esteem evolves in many contexts, which have a considerable degree of overlap and are interrelated; The author considers those closest to children and evaluates the following components of self-esteem: interpersonal relationships; environmental control competence; emotionality; school success; family life; bodily life. These specific dimensions are interrelated and overlapping represent global self-esteem, at the core of the model. The items, simple and concise, provide for the choice of alternatives:
    - absolutely true = 4 points;
    - true = 3 points;
    - not true = 2 points;
    - is definitely not true = 1 point.

The classification of self-esteem corresponding to standard scoring bands is:

- > 135 Extremely positive;
- 126-135 Very positive;
- 116-125 Slightly positive;
- 86-115 On average;
- 76-85 Slightly negative
- 66-75 Very negative
- < 66 Extremely negative.

The two Tests were administered to both groups before proceeding with the didactic experimentation, and at the end of the same with the intention of measuring any progress and comparing them.

#### 4. Results: Quantitative Analysis

It should be noted that, for both groups, the results of the entire evaluation process have been recorded as average aggregate data; these are reported in the tables below, with related quantitative analysis of the data collected.

	Start Value	Range 1	Range 2	Range 3
SAMPLE GROUP	Students: 66/80	+ 20% (79/80)	+/- 0% (79/80)	+/- 0% (79/80)
CONTROL GROUP	Students: 64/80	- 15% (54/80)	- 20% (43/80)	- 60% (17/80)

**Table 2: Change in average classroom attendance**

The average level of presence in the classroom of the students saw two diametrically opposite paths for the sample group and the control group; the experimental didactic offer, after being illustrated to the students present at the first lesson, has immediately attracted almost all of the contingent (79/80) and has maintained this frequency. On the other hand, in the traditional teaching offer, illustrated and subsequently delivered, there has been a progressive abandonment of the presence in the classroom with a consequent decrease in students willing to attend with this approach.

	Average Evaluation Interest of the lessons	Average Evaluation Effectiveness of study materials	Average Evaluation Availability of the Teacher
Sample Group	9,2/10	8,9/10	8,6/10
Control Group	6,1/10	6,3/10	7,4/10
Difference between Sample Group and Control Group	+ 3,1	+ 2,6	+ 1,2

**Table 3: Online questionnaire on the evaluation of the Course**

The data collected and obtained from the compilation of the questionnaires by all the students of the two quotas have led to the evidence of excellent feedback regarding the three items under investigation for the sample group, denoting evaluations close to excellence. For the control group, the results of the questionnaire, even if higher than the sufficiency, are of several points below those of the sample group, especially as regards the item "interest of lessons" which is fully in line with the findings concerning the level of presence of students in the classroom.

	Average Score Self-Efficacy Of Study And Self-Regulation Of Learning
Sample Group Ex-Ante	51,72
Sample Group Ex-Post	74,20
Sample Group Differences: Ex Post / Ex Ante	+ 22,48
Control Group Ex-Ante	54,60
Control Group Ex-Post	57,10
Control Group Differences: Ex Post / Ex Ante	+ 2,50

**Table 4: Results of the administration of the "Self-efficacy Scale of the Study"**

The analysis conducted on the measurement of the self-efficacy of the study and self-regulation of learning perceived by the students has led to the evidence as the first given a negative starting level, albeit slightly lower than the level of sufficiency, of both groups. As a result of the teaching provision, there has been a noticeable improvement in degree between those who have joined the experiment and those who have received a traditional training offer; in the sample group, in fact, there has been a significant improvement (+22.48) that has brought the levels of self-efficacy to the study and self-regulation of learning on clearly positive levels and at the threshold of the interval "very positive" in the control group the improvement recorded was minimal (+ 2.50) and allowed, only,

to reach a sufficient level, but far from what was achieved as a result of the innovative teaching delivery.

	Score Self-Esteem Sample Group Ex-Ante	Score Self-Esteem Sample Group Ex-Post	Difference Score Sample Group Ex Post / Ex Ante	Score Self-Esteem Control Group Ex-Ante	Score Self-Esteem Control Group Ex-Post	Difference Score Control Group Ex Post / Ex Ante
Interpersonal Relationships	93	116	+ 23	92	92	0
Control Competence	80	102	+ 22	83	84	+ 1
Emotionality	97	118	+ 21	99	99	0
Academic Success	79	111	+ 32	76	78	+ 2
Family Life	100	106	+ 6	97	97	0
Bodily Experience	97	103	+ 6	95	95	0
Interpersonal Relationships	91	109,33	+ 18,33	90,33	90,83	+ 0,50

**Table 5: Results of the administration of the "Multidimensional Self-Esteem Test"**

The assessment of self-esteem levels, conducted both in the various specific dimensions, and at a global level, has led to evidence a low average starting level where the worst results were related precisely to the dimension of "school success". This data, in line with that previously analyzed, confirms the presence of personal educational deficits by the student component. The teaching interventions, also in this case, have led to totally different results between the two groups: the control group has not undergone any significant change, showing slight, if not null, increases in the various specific items and a minimum improvement in overall self-esteem (+ 0.50) that has not led to a deviation from

the medium-low identification of the starting level of students; by contrast, the sample group showed a significant increase in overall self-esteem (+ 18.33), towards a level "above average" and "slightly positive", determined by the significant positive changes in the various specific items, with particular reference to academic success (+ 32), emotionality (+21), control competence (+22) and interpersonal relationships (+ 23).

## **5. Conclusive Didactic-Pedagogical Considerations**

The results of the analysis carried out, before providing feedback on the research survey objective, showed a critical situation from the point of view of the educational background of young people in the levels of self-efficacy of the study, self-regulation of learning and self-esteem. This must be a warning for the systems of university education to direct the teaching proposals also in relation to a personal development of the student body, as well as notional. To reinforce this consideration were the data obtained both from the analysis of the change in the average level of classroom presence of students, and the online questionnaire on the evaluation of the course, where there was a strong resistance from students to attend and participate in courses set with a traditional teaching approach. The first objective of a formal training system, especially at an advanced level such as the academic one, should be to interest its students, bring them closer to a context that does not require any attendance and that represents the last period before entering the world of work and in the sense of "adult person". Innovative didactics, specifically that based on flipped classroom, seems to be able to satisfy this assumption and is perceived by students, qualitatively superior to the traditional one, precisely because of its "student centered" structure and for the presence of the stimulus to learn through action, rather than passively undergo the transmission of inputs that do not provide the opportunity to be processed, commented and discussed with the teacher and with the group of peers. It seems, therefore, clear that the first "research question", inherent in the will to evaluate the effectiveness of this innovative educational approach to increase the quality of teaching, finds a positive response and focuses on the need that the proposed, and implemented, does not represent an exception and a mere theoretical consideration, but is concretized and becomes, over time, a consolidated reality. In line with what has just been analyzed, are the considerations related to the results obtained through the evaluation process implemented to respond to the second "research question" on the opportunity to build, through the flipped classroom, the two skills of self-esteem and self-efficacy in studying. This teaching strategy,

based on active learning focused on students, has allowed them to approach knowledge through experience and to acquire knowledge, skills and competences by integrating theory and practice. The reflections, concepts, ideas produced by the students' activities are contextualized, anchored to reality and experience, put at the service of a problem to be solved, proposals through educational mediators able to capture the interest and mobilize the resources of children: in this way, they acquire value and meaning in their eyes, they satisfy the need to make their work meaningful and produce meaningful and stable learning. The educational environment expands, becomes dynamic and is shaped according to the characteristics and experiences of the students; this makes them autonomous and allows them to have a full understanding of all the dimensions that characterize it, aspect that can be found in the increase of self-esteem reacted to the "control skills of the environment". By enhancing the autonomous and responsible experience and enabling students to act, the flipped classroom has, therefore, offered not only the opportunity to mobilize what is known but also to acquire new knowledge and skills, as well as skills; In fact, the experience is not to be understood as a simple practice of knowledge but must be contextualized so that the student, individually and in a group, acts independently and responsibly to solve problem situations and realize projects. The sample group has, in fact, been called to take responsibility for its own learning and to organize it independently according to the available time, its own strategies, its own method of study and work, respecting a cooperative and constructive climate; this has clearly had an impact on the increase in the levels perceived by students to be self-effected by study and self-regulation of learning, as well as determined an awareness of the importance of relating with others in order to achieve a common goal. The students who have joined the experimentation have no longer been considered passive subjects to which to transfer notions, but have configured themselves as protagonists of the training process, which autonomously make choices, formulate hypotheses, ask questions, negotiate with other purposes and methods, act and interact actively contributing to the construction of knowledge. The centrality of the learner declines in an increase in school self-efficacy and consequently in the growth of self-esteem and personal resources, which is expressed in a more careful emotional management, relationship and a propensity to personal success that is common to the university.

The educational benefits and the qualitatively superior perception of the innovative teaching offer compared to the traditional one are configured as alarm bells for a university system still relatively marked on this approach. The perception of students as passive individuals, exposed to a collection of pre-

established knowledge, transmitted asymmetrically and unidirectionally must be totally overcome, in a context consisting mainly of activities directed by the teacher in which they do not feel their own learning objectives and are not encouraged to act independently. Research, in line with what has been produced in recent years in the reference literature (Bassi, 2019; Benlahcene et al, 2020; Braga, 2017; Bruschi, 2022; Coggi, C., & Ricchiardi, 2018; Cornoldi et al, 2018; Fermani & Taddei, 2020; Froyd, J., & Simpson, 2008; Perla & Vinci, 2021), appreciates what has just been said and acts as a stimulus to change towards a university teaching system open to the logic of skills, which aims to acquire, develop and consolidate new knowledge and skills, focusing on active participation, autonomous action and the centrality of students. In this perspective, the flipped classroom, also in the university context, has been found an innovative approach certainly effective; this evidence opens new perspectives of research and reflection for the stakeholders of university education systems towards the adoption of educational-educational strategies focused on active learning.

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