

FLIPPED CLASSROOM IN INTERNATIONALIZATION OF EDUCATION IN NIGERIA

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Abstract

This paper discussed flipped classroom as a new pedagogical methodology to blend online and course learning in higher education. Some of the constraints hindering Nigerian domestic Universities, such as meagerness of funds allocated to education, students riots stroke incessant strike actions, power failure, political instability etc were identified. Strategies for internationalization of education in Nigeria, such as the use of simplified admission procedure and online entrance examination programme, opening offshore campuses abroad and distance learning programmes, provision of funds and enough facilities/infrastructure to provide international level education etc were suggested. It is the view of this paper that if these suggestions are implemented, will be applied, internationalization of education in Nigeria will be a huge success.

Keywords: Internationalization, Flipped classroom, Domestic Universities, Student mobility, Academic mobility

Generally speaking, universities exist as national and international institutions which facilitate and demonstrate contents and universal knowledge within nations that own them and across borders. Internationalization became a serious issue in 2002 and universities responded by designing and aligning their policies, curriculum content, programmes and management to suit cross national (international) universal standards.

For UNESCO in Zakaria, Janjua & Fida, (2016) internationalization of education occurs in situations where the teacher, student, programme, institution or provider and course materials become cross national. These cross-border higher educations are rendered by public, private, not-for-profit and for profit providers. It encompasses a wide range of modalities in a continuum from person (students traveling abroad and having campuses abroad) to distance learning (using technologies and e-learning). In his own contribution, Varghese in Okah (2014) sees internationalization of education as the impartation of knowledge, skills and values which have universal appeal and application.

Globalization and internationalization are two different but related concepts that need a lot of effort, standard and quality. Globalization focuses on the worldwide flow of ideas, resources, people, economy, values, culture, knowledge, goods, services and technology. It brings an international dimension among communities, idea-exchange which influences lives and beliefs. Globalization has contributed immensely toward the development of university education, national trade policies, financial resources to academic institutions, spurs growth in economies, brings intelligent students from different parts of the world, offers opportunities to improve diplomatic relations with other economies and reduce institutions of higher learning to a global village by facilitating teaching and learning across nations and continents (Nate, 2016; Knight, 2014).

Both internationalization and globalization encourage the use of information and communication technology and e-learning in teaching and learning process. There are two types of international education for degrees. They are as follows:

1. International education through distance learning within home countries: Here, students receive the education (distance learning) within home countries by participating in hybrid, online flexible environment of learning without attending on campus classes outside their countries.
2. International education in person across-border or in foreign countries or affiliated domestic partners: Here, students travel across-border to study on campus for their degrees in foreign countries.

Uche and Ahunanya in Okah (2014) identified different models of internationalization of education such as international student mobility, faculty exchange and development, research collaboration, foreign language study, building international perspectives, international networks, distance education, locally supported distance education, twinning programmes, articulation programmes, branch campuses, franchising agreements and international quality assurance systems. Brief explanations on some of these models are as follows:

❖ Franchising is the type in which domestic country allows a recognized foreign institution to run a degree programme in home country, under mutual understanding that cover teaching, management, profit sharing and other strategic alliances with global/international partners.

- ❖ Dual degree is that in which students get degrees from universities in different countries that run a programme jointly.
- ❖ Distance education is the type in which universities offer students education in different countries using technologies and online courses for degrees.
- ❖ Articulation is that in which universities in different countries compare the course credits with the course work completed at some other universities and permit students to transfer their credit hours.
- ❖ Quality assurance system is the type in which agencies at national and international levels employ techniques of evaluation, accreditation, quality audits to ensure that educational models (objectives and missions) and standards are maintained in institutions, disciplines and programmes etc.

It is important to note that internationalization of education has forced countries of the world to engage and invest in marketing strategies to attract the best and brightest students to study and work in their institutions. Today, nations and higher education institutions compete in the 21st century brain-race through student mobility for such benefits as brain-power for innovation, research, high-ranking, prestige and income. It is therefore technology and social networking that will bring new opportunities for brain-sharing and differentiated learning outcomes hence, flipped learning as a way of mitigating the overall effect of achievers and failures.

Internationalization of Education in Nigeria

As the demand for international education and professional training increase, internationalization captures a picture of multinational institutions having universal goals, vision, objectives, missions and policies in focus. This overlaps the boundaries with relevant human capital development and material resources to function internationally. According to University of Oxford International Strategy Office (2015), Internationalization is of growing significance worldwide with economic political and social changes driving an increasingly global-knowledge economy. Internationalization within universities continues to develop a pace as institutions move from equating international strategy with international student recruitment to developing mature internationalization agendas that incorporate recruitment, research collaborations, and capacity building. This is expanding as technological, political and demographic changes make university internationalization a strategic goal for many governments.

In their own contribution, Vasceanu, Grunberg and Parla in Zakaria, Janjua and Fida (2016) state that the higher education academic quality is kind of multi-dimensional in context of education model capturing the objectives and missions of the institution, standards, disciplines and programmes. UNESCO'S annual report of 2012 reveals that International movement of students has increased from 2.1 million to 3.4 million students from 2002 to 2010. Unfortunately Nigeria is decades behind in the provision of ideal environment for the development of required skills (Federal Ministry of Education, 2012). This in part is as a result of the Nigerian educational policy which is marred with

a lot of inconsistencies, non-continuity, policy summersault and instability in government. The volume of Nigerian students studying overseas is at alarming rate. For instance, in 2008/2009 nearly 12,000 Nigerians are in UK. The trend is now towards Asia and the pacific with Singapore, Malaysia and Republic of Korea. This is worrisome, if they refuse to return after studies (Olawajun, Abiodun & Olugboye, 2010). Therefore, nurturing our youths via quality education is highly imperative and the key index for measuring development earth wide.

It is worthy to note that the institutional growth in Nigeria's university sector is heartwarming. Between 1980 and 2017, the number of the recognized universities has grown to tenfold from 16 to 152. The National University Commission (NUC), the government agency that oversees the administration of higher education in Nigeria, listed 40 Federal universities, 44 state universities and 68 private universities as accredited degree-granting institutions on its website as of 2017. The breakdown of the year and number of universities are as follows: 2005 with 51 universities; 2008 with 94 universities; 2011 with 117 universities; 2012 with 122 universities; 2013 with 128 universities and 2017 with 152 universities. Despite all these numbers, enrollments seem to be relatively low (World Education News + Reviews, 2017).

In 2009, around 3.7million foreign higher education students got enrolled outside their countries of origin, up from 3.5 million in 2008 and 3.2 million in 2007. This number increased from 2.1to 3.7 million during the ten year period from 2000 to 2009 (OECD, 2010, Australian Education International, 2011 and OECD, 2012). Nigeria is at the verge of losing the best and brilliant talents/brains for national development to internationalization and brain drain. (a situation where talents flow across international boundaries in search of adequate engagement and reward for their skills qualifications and competence or search for greener pasture). It is necessary that Nigeria designs some policies and strategies that encourage and retain her citizens, especially scholars and graduates who will play good role in education, science and technology, higher-tech industries trade and other businesses for national economic and social development. There is the need for the federal government to achieve sustainable development, renewable energy, climate change, security and migration issues through internationalization for research, teaching capacity and knowledge transfer. Also the recent reforms towards increased capacity of university education in Nigeria have not resulted in the attraction of measurable foreign faculty and students into our university system, instead, there is increased number of students studying abroad. Other factors negating the internationalization struggle are incessant strike actions, poor funding and staffing, political instability, crisis and other challenges that prevent Nigerian universities from being internationalized in order to attract foreign students, intellectuals and prestige (Okah, 2014).

Flipped Classroom in Internationalization of Education in Nigeria

Flipped or flipped classroom previously called inverted classrooms, switches the focus of the classroom from being one that is teacher-centered to one that is student-centered with emphasis on problem-based learning. The flipping occurs when the direct instruction or lectures are completed at home through various forms of recorded materials that students access online before the lesson. More time in the classroom is spent with level of understanding of a concept that was initially introduced at home for home work and instigated or necessitated more innovative thinking and collaboration (Strayer, 2017). Impressively, the flipped classroom potentially meets the wide-ranging learning styles of the modern classroom. In the flipped classroom, technology is used to switch lecture to homework. Students watch recorded video lectures through media such as YouTube prior to class. Then during class, students complete their works that are usually given as homework, for example review questions, lab reports or worksheets. When using the flipped classroom, instructors allow students to investigate the concepts introduced during the video lecture in the way that makes them comfortable. For example, group work or independent recording, while focusing on gaining content knowledge (Lage, Platt & Treglia, 2000). One method to achieve independent learning is through the use of flipped classroom.

Traditional forms of classroom instruction limit the interaction between students, favoring only students-teachers interactions. According to Cerezo (1999), students struggle with learning the content because they lack learning strategies to manage the problem-based activity. Flipped learning combines ICT with instruction that is the reciprocal of the form of learning student typically engage in the classroom. In their own opinion, Missildine, Fountain, Summers and Gosselui (2013) stated that the flipped classroom is a hybrid approach to learning using technology to move the classroom lecture to “homework” status and using face-to-face classroom time for interactive learning. The flipped classroom is a new pedagogical method which employs a synchronous video lecture and practice problems as homework and active, group-based problem solving activities in the classroom (Bishop, 2013). It is an approach in which direct instruction moves from the group learning space and the resulting group is transformed into a dynamic interactive learning environment where educators guide students as they learn concepts and engage creatively in subject matters.

For the Queensland Government in Sankey and Hunt (2013), flipped classroom refers to the provision of tailored online resources and learning activities that facilitates students preparation for classroom study time which is then focused on application and consolidation. It essentially means that what was traditionally completed at home as homework has been flipped to become the focus of classroom learning. A flipped classroom flips the traditional structure of a classroom. In this traditional structure, students are taught content in class via various forms of homework. Whereas in a typical flipped classroom, students listen to pre-recorded video/audio lecture before and perform other learning activities in class.

Margulieux, Majerich and McCracken (2013) defined flipped classroom as a specific type of blended learning environment with reference to two criteria where instructional guidance is delivered through both an instructor and technology and knowledge is acquired through both information and praxis. The flipped classroom fits this criteria as content is delivered (information transmission) through a computer and praxis is achieved in class activities with an instructor. Flipped classroom is equally an educational technique that consist of two parts: interactive group learning activities inside the classroom (for activities that cannot be automated or computerized) and direct computer-based individuals instruction outside the classroom (Bishop and Verleger, 2013). Fulton (2012), opined that the flipped part of the flipped classroom means that students watch or listen to lesson on video at home and do their “homework” in class; while Lage, Platt and Treglia (2000) stated that inverting the classroom means those events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. For Strayer (2012) and Butt (2014), flipped learning occurs when the independent students’ activities (such as traditional instruction) is flipped. This provides more time for rigorous activities that require students to collaborate and deepen their understanding. Flipped learning is a methodology that permits teacher to execute a procedure, or numerous approaches, in the classroom for students.

Examples of Universities That Flip Their Classrooms

Doubtless, technology influences traditional campus-based teaching and flipped classrooms and blended learning have been accepted as part of the classroom lexicon. Flipped classroom has influenced pedagogical methodology by offering a way to blend online and class learning.

Flipped classroom is well-suited to higher education in the 21st century for large lecture courses where student engagement and integration is usually minimal. It also allows for differentiated learning in classes of all sizes, since student review the lecture content at their own pace and ask questions on their own time. Below are some examples of how professionals have flipped their courses.

Scott freeman, an instructor at the University of Washington in Seattle adopted the flipped learning model for his biology courses/class in order to improve his course’s 17% failure rate by having students complete text book readings and take online quizzes before class. After testing the students’ comprehension by having students respond with hand-held clickers to questions on the material. This model of learning, which is a common classroom activity in a flipped course, is called peer instruction. Scott was able to reduce his failure rate from 17% to 4%, and the number of students performing at an A level has increased from 14% to 24% (Washington college instructors, 2012).

Another flipped classroom was carried out by physics instructors at the University of British Columbia in Vancouver, Canada where they engaged their undergraduates in large lecture courses (with over 250 students in each section). Two

experienced professors equally taught the same physics course in the traditional lecture format up until the last week of the semester in a formal experiment. Two new, less experienced instructors equally used the same last week, to teach one of the classes in an interactive flipped style while the other class maintained the same professor and traditional lecture method. In the flipped class, students read over textbook pages and then took an online quiz before class, using class time to answer questions with peer discussion groups, perform small-group active learning tasks and receive personalized feedback from the instructor.

The instructors and Carl Wieman found that in the experiment, students in the flipped section increased attendance by 20% and that engagement increased by 40%. The students also scored more than twice as well as students in the control group on a multiple-choice test that measured the level of comprehension of the content in the final week. 90% of the students agreed that they enjoyed the interactive learning methods. This brought about the conclusion by the instructors that flipped classroom can improve both active learning and engagement. The average scores were 41=1-1% in the control group and 74=1-1% in the experimental group and random guessing had a score of 23. This showed that students in the flipped classroom did more than twice in the test than those in the control group.

The University of Michigan at Ann Arbor flipped their mode of instruction, for their introductory calculus course. Here instructors guided their students, who were asked to present their answers to their peers to work in small groups. These instructors in Math department wanted students to understand the key concepts behind calculus, rather than be able to solve template problems. They used a 22-question “concept inventory” test that measured comprehension of underlying concepts. The result showed that student’s performance on the same pre-and-post tests between their flipped courses and traditional courses were not the same as those who flipped course made gains at twice the rate (Chronicle of Higher Education, 2012).

The University of Oxford International Strategy Office (2015) articulated the work of some professionals who flipped their courses. For instance, Cornell, Illinois and Stanford Universities inverted the traditional pattern of information and concept acquisition in class and problem solving at home, with faculty posting their class lectures online for students to watch before using class time for application, problem solving and assessment. San Jose State University advocated that flipped teaching should replace live lectures with pre-recorded videos to enable students cultivate deeper thinking and more active learning. The students taking the flipped electrical engineering course method revamped edX lecture video at home and attended classes twice a week to discuss topics and undertake a range of activities. It was discovered that their midterm test scores were 10 points higher than those of the student who took the traditional course. Similarly, flipped class pharmaceuticals students at the University of North Carolina had tested scores 5.1% higher than their peers.

It is on this note that we call upon the Nigerian University authorities, the Federal and state governments, Federal and State Ministries of education, educationists and professionals as well as stakeholders to pay attention to this new way of teaching. It is working for the University of Illinois at Chicago which had mainstreamed blended learning, integrating online and face-to-face teaching across 80 University of College degree programmes. Stanford University also integrated blended learning into its teaching with a vice provost for online learning. Flipped classroom has also given facility access to a new way of assessing student's participation and engagement in a course and allow online courses adapted in response to students needs in order to drive up student comprehension and test scores.

Benefits of Flipped Classroom

There are a number of benefits to flipped classroom as outlined by Winjigo.com and Williams (2013). They are as follows:

1. Flipped classroom reverses the traditional dynamics or shifts from passive to active learning strategies such as collaborative and higher order cognitive learning in revised Bloom's taxonomy (i.e. analyzing, evaluation and creating). Students learn new content from video and online sources in their own time and place while problems/assignments are tackled in the classroom under personalized guidance of teachers. This model encourages versatile engaging way to share different kinds of content as learning is not restricted to a whiteboard or textbook.
2. Students gain first exposure to new material or course content as they watch video, read or listen to lecturers at home. They use class for assimilating and applying new knowledge through problem solving or project- based work and spending more time collaborating with one another for greater learning and team working skills. Learning culture is encouraged as students review digital content when needed and by exploring subjects in a deeper manner in class.
3. Students are able to control their pace of learning activities as a result of flexibility of learning environment that liberate slow learners or enable sick ones or those who are absent from class to keep or catch up with their peers by knowledge acquisition outside the classroom. They take responsibility for their own learning and study digital content either individually or in groups before class. They also match their own personal abilities and appetite with a lesson on their own time, in different ways and at different speeds and away from school in a way that works for them as they read through a passage and re-watch a video lecture.
4. Students come to class prepared with ideas, ask content-related questions and get immediate answers from teachers who support them in better understanding new concepts or focus on concept exploration, meaning making and demonstration or through practical applications of knowledge and skills to activities using higher order thinking.
5. Flipped classroom exposes students to richer subject matter content as a result of many sources of information on a topic. They can access multiple kinds of materials

such as an article, video or interactive tools posted to them by instructors which will increase their comprehension of the subject. Students can equally initiate a Google Search to better understand an idea or be directed to any website, mobile application or teacher-created learning modules that can help jump from one resource to another.

6. It is cost effective or inexpensive to implement since students use their own devices to access content instead of school computers or classroom gadgets. Schools can equally implement it with video cameras and few classroom computers.

7. Teachers use new technologies to record and narrate screen casts of work they do on their desktops, create videos of themselves-teaching or create video lessons from internet sites or library of educational videos. Professionalism employed in this model, help in designing and redesigning learning to meet the current technological trend in education.

8. Flipped classroom is more efficient for teachers as recorded lesson plans and collected resources can be easily transferred to other classes and those who missed class. Once a lecturer is done, it can be reused as many times as the teacher wants, until the content becomes outdated.

9. Teach one-to-many focuses on facilitation and moderation as the teachers decide on how much time to spend with struggling students, greater performers, introverted kids and extroverted ones in areas they are finding challenging. Learning opportunities are gained through facilitating active learning, engaging students, guided learning, correcting misunderstandings and providing timely feedback.

10. It offers more transparency for parents, who will know exactly what their kids are preparing for at school. This can also improve the communication between parents and teachers.

Benefits of Internationalization of Education

Sank (2015) and the International Association of Universities in Nate (2016) identified the following benefits of internationalization;

1. It promotes of academic freedom and entrepreneurship, institutional autonomy and social responsibilities.

2. It encourages nations, institutions and universities to engage in socially responsible practices both locally and internationally for equitable success and non-discrimination.

3. It fosters human development through understanding and respect across nations.

4. It expands and sustains avenues for economic competitiveness.

5. It protects and promotes cultural and linguistics diversity, respect local concerns and practices when people work outside their nations.

6. It brings about adherence to accepted standards of scientific integrity and research ethics.

7. Internationalization of curriculum enable students gain the overall skills.

8. It leads to the development of international research communities, learning and practices to solve global issues of common interest.
9. It brings benefits to the institutions and help to build internal capacity, facilitate meaningful and impactful research, build the diversity of staff and students and enhance high productivity by embracing examples of international best practices.
10. It promotes international partnership, new programs, students and academic mobility as well as staff recruitment etc.

Constraints to Internationalization of Nigerian Universities

The following have been enumerated as the constraints to internationalization of universities in Nigeria.

1. The movement of young talents or labour to study and work abroad has caused deteriorating situation or incalculable damage to Nigerian institutions of higher learning, major industries and private and public sectors of the economy. Brain drain which undermines the ability of the country and institutions to retain the best and brilliant brains/talents needed for social, economic and political development is indeed a case in point.
2. Lack of good governance in Nigeria has impeded the internationalization of Nigerian universities unabated. It is unfortunate to note that successive leaderships and government through their ineptitudes, lack of vision, ethnic/religious sentiment, poor planning and reckless disregard for the rule of law and collective future have demonstrated that the interest of our higher institutions, citizens and future generations are never their main agenda.
3. Well known and reputed foreign universities branches have the capacity to attract more students as well as compete more favourably in the international market than Nigerian domestic higher institutions.
4. meagerness of funds allocated to education sector seem to be a reoccurring decimal in the national budget. These in part, negates the growth and development of higher education in Nigeria.
5. There is lack of periodic review of institutional structure, academic programmes, and facilities in line with the current global sophistication by governments, university authorities and stake holders.
6. Poor capacity of Nigerian tertiary institutions for basic and applied researches equally hinders internationalization of domestic universities.
7. Riots by students and incessant strike actions by the Academic Staff Union of the Universities due to the Federal Government renege in the memorandum of understanding relating to their pay package and welfare attack and hinder internationalization of domestic universities in Nigeria.
8. Lack of functional local and wide area network and mega dimensional library with good network services also harper internationalization of Nigerian universities.

9. Incessant power failure or lack of constant electricity in the country cripples academic work and the overall improvement of the higher education system for effective services or output.

10. Lack of training and qualified man power beyond local institutions to attract foreign collaborators has also been identified as another factor working against internationalization of Nigerian universities.

Conclusion

Internationalization is a household name with influence on the character and behaviour of higher education institutions and nations. There has been keen competition for a knowledge-based economy, internationalism, academic and student mobility, income and so on across the globe. Nigeria is bedeviled with political and social constraints which have made her to lag behind in working together with other parts of the world to address these challenges.

This paper discussed flipped classroom as a new pedagogical methodology to blend online and course learning in higher education. Some of the constraints hindering Nigerian domestic Universities, such as meagerness of funds allocated to education, students riots and incessant strike actions, power failure, bad government/political instability etc were identified. Strategies for internationalization of education in Nigeria such as the use of simplified admission procedure and online entrance examination programmes, opening offshore campuses abroad and distance learning programmes, provision of funds and enough facilities/infrastructure to provide international level education etc were suggested. It the view of this paper that if these suggestions are implemented, internationalization of education in Nigeria will be a huge success.

Strategies Suggested for Internationalization of Education in Nigeria

Universities should be allowed the autonomy for the following reasons:

1. Recruit international students as well as make/have linkages with international universities, entering into formal agreements for twinning model with foreign universities so that students at any time can study and run their programmes of the twin universities even when domestic universities are on strike.

2. The admission procedure should also be simplified and the use of online entrance examination programme of online entrance examination programme of international standard to encourage foreigners access Nigerian universities with required qualification should be promoted,

3. Nigerian University authorities in conjunction with the National University Commission (NUC) should develop international standard curriculum encompassing international and global issues. The Federal government of Nigeria should fashion out a policy back-up to encourage Open Educational Resources in such a way that the curriculum content of courses will be in tandem with international standard to be used and adapted for teaching, learning development and research.

4. Universities should partner with and network with foreign ones who are world class in some fields of study to run e-workshops/conferences and seminars in the required fields. Universities should also organize activities to promote social and community engagement for international students.
5. Nigerian universities should be allowed to open offshore campuses abroad as well as distance learning programmes. There should be cross campus research collaborations and joint research activities with foreign universities to foster global standard research processes.
6. Nigerian universities should have enough facilities and infrastructure to provide international level education as well as set international standards around.
7. The use of solar energy and constant supply of power or electricity in all institutions and the society in general should be promoted.
8. Nigerian government and agencies should provide adequate funds to improve facilities and programs in higher institutions of learning for effective services or output.

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