

Assessing Flipped Classroom Techniques for Business Management Education in Bangladesh

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Abstract

In the 21st century, Business Management students are becoming increasingly aware of the economic, technological, societal and global market dynamics shaping their fields. In response, educators must adapt to these evolving needs to effectively meet the demands of modern learners. Traditional teaching methods must be updated to foster the higher-order skills that are in high demand by employers. To engage students and cultivate these critical skills, a variety of pedagogical strategies are being implemented. One such strategy is the flipped classroom, which emphasizes application-based learning and active student participation, promoting higher-order thinking skills through a blended learning approach. This study seeks to assess the applicability of the flipped classroom strategy in Business Management classrooms in Bangladesh, ensuring alignment with the country's university curriculum. The research primarily draws on secondary data from various literature sources to explore both the significance and challenges of implementing the flipped classroom approach in Business Management education in Bangladesh. A

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critical evaluation of current practices highlights their limitations and underscores the potential of the flipped classroom in fostering higher-order thinking skills. Additionally, the study presents a lesson plan, and rubrics developed based on the flipped classroom model, informed by the existing literature. The research also identifies potential challenges to implementation and explores how the flipped classroom strategy can support the development of higher-order skills among students. It is anticipated that this study will benefit tutors, academic institutions, education policymakers and administrators in Bangladesh by offering insights and strategies to enhance the employability skills of Business Management graduates.

Keywords: *flipped classroom, blended learning, higher-order skills, Business Management*

Introduction

The classroom, traditionally, the center of formal learning, is undergoing a shift in educational practices, especially with the widespread use of Web 2.0 tools like Facebook, WhatsApp, YouTube, Zoom and Google Forms. 21st-century learners are adept at sourcing information from open platforms, which is transforming how education is delivered. In Bangladesh, however, formal learning still relies heavily on traditional, classroom-based systems that face numerous challenges. These include large class sizes, limited class time, heavy coursework, inadequate infrastructure, outdated performance evaluation methods, an underdeveloped curriculum and a lack of teachers trained in modern teaching techniques (Chowdhury et al., 2020). As a result, student absenteeism is on the rise, further hindering the delivery of quality education. Many educators continue to use the conventional, lecture-based, teacher-centered approach, which often fails to engage students effectively. Without activity-based teaching methods, it is increasingly difficult to capture students' attention and keep them engaged with the course material.

The conventional teacher-centered learning approach offers several advantages, such as better control over large class sizes and the ability to cover a significant amount of content in a limited time. However, it also presents notable drawbacks, as pointed out by Chowdhury. Moreover, Anisha (2017) identifies several factors that undermine the effectiveness of traditional classrooms, including a

lack of adequate teaching resources, an inability to adapt to evolving learning styles, failure to incorporate both print and digital media, poor classroom management, weak communication skills and teachers' limited capacity to integrate new educational technologies. In many traditional classrooms, instructors rely heavily on lectures and rarely incorporate interactive or participatory activities. As a result, students often struggle to apply their learning to real-world contexts, hindering the development of higher-order skills such as analysis, evaluation and creativity. This issue is particularly prevalent in Bangladesh's tertiary education system, especially, in fields like Business Management (Islam & Paul, 2019). To address these challenges and improve the learning environment, it is essential for educators and administrators to adopt teaching methods that foster higher-order cognitive skills. A promising solution is the flipped classroom model, which can enhance classroom engagement, foster critical thinking and promote problem-solving and creativity among students.

Objectives of the study

This study primarily aims to evaluate the applicability of the flipped classroom strategy in the context of Business Management classrooms in Bangladesh, based on the country's university curriculum. Additionally, the study has several supporting objectives:

- To explore the significance of the flipped classroom strategy in skill development.
- To design a lesson plan based on the flipped classroom strategy.
- To identify the key challenges associated with implementing the flipped classroom approach.

Review of Literature

The flipped classroom is an innovative instructional strategy that has emerged in education as part of blended learning systems. Wang (2017) defines the flipped classroom as an "inverted classroom" model, where the instructor first addresses key aspects of the course material, combining clear explanations with personal experiences and new knowledge, then records a video summarizing the lecture content.

Students watch this video before attending class allowing them to use class time for interactive activities such as engaging in discussions with the instructor and peers, sharing critical insights and participating in collaborative learning. Afterward, students take part in a pre-prepared test designed by the instructor to assess their understanding and learning progress. This approach ensures that students are introduced to new concepts outside of class and actively participate in group discussions, cooperation with peers and dynamic interactions with the instructor.

Flipped classroom strategies serve three primary purposes: (1) to increase student engagement in the classroom, (2) to enable students to familiarize themselves with the course material at home, and (3) to involve students in real-time problem-solving during class (Roehling & Bredow, 2021). The flipped classroom is a relatively new concept in the Bangladeshi education system, offering a significant opportunity for a pedagogical shift from a focus on quantitative learning to a more qualitative approach (Afroze, 2024). In traditional classrooms, instructors deliver lectures focused primarily on the curriculum, without engaging students in interactive academic activities, often resulting in the development of only lower-order cognitive skills. Generally, tutors in Bangladesh are not aware of students' preparation before they join a class. The focus tends to be primarily on the in-class time, during which conventional lectures are delivered. However, these lectures are often unattractive to students because they don't have ample opportunities to engage with the course content. In this context, implementing a flipped classroom strategy could help transform the education system in Bangladesh by fostering greater student involvement and enhancing learning outcomes. Nwosisi et al. (2016) describe the flipped classroom process as a form of blended learning where students engage with specific academic topics through both online and offline methods. The authors identify the roles of both teachers and students in a flipped classroom across three stages: before class, during class and after class. These roles are outlined as follows (Table 1):

Table 1. Roles of students and tutors to implement flipped classroom strategy

Time	Role of Tutors	Role of Students
Before Class	✓ Prepare lecture content using PowerPoint, MS Excel or MS Word.	• Watch the video before attending the in-person class.
	✓ Record a video lecture focused on the academic curriculum.	• Identify key areas of the lecture where they have misconceptions or misunderstandings.
	✓ Share the video lecture with students through Web 2.0 platforms.	
During Class	✓ Address students' misunderstandings through discussion.	• Share their misunderstandings with the instructor.
	✓ Organize activities that promote higher-order skills, such as application, evaluation and creation of knowledge.	• Participate in various academic activities assigned by the instructor.
	✓ Continuously monitor student engagement and activity.	• Support and collaborate with peers in their learning.
After Class	✓ Assign homework that encourages the development of higher-order thinking skills, providing clear instructions for completion at the learner's own pace.	• Complete assigned exercises to develop higher-order thinking skills while maintaining regular communication with course instructors.

Significance of flipped strategy

Information and Communication Technology (ICT) has significantly reshaped the working patterns across various sectors with education being no exception. The advancement of ICT has profoundly impacted traditional learning environments, enhancing the integration of digital tools and technologies. These innovations have had a major influence on educational concepts such as flipped classrooms, e-learning, collaborative learning and online learning. Khan & Abdou (2021) argue that the flipped classroom model can serve as a valuable alternative to conventional teaching methods. According to their study, this approach facilitates active learning by providing students with immediate support from instructors, using the taxonomy of Web 2.0 tools. For this to be effective, it is essential for both tutors and students to adapt to the Web 2.0 framework. Sharma et al. (2014) emphasize that this approach is centered on application-based learning, allowing students to engage actively in solving real-world problems related to course content. Unfortunately, such active problem-solving participation is largely absent in the Bangladeshi education system. Pallathadka & Pallathadka (2020) identify several advantages of the flipped classroom which traditional methods often fail to provide. These include creating applicable content during sessions, offering platforms for simultaneous practice and learning, fostering creativity, promoting team-building skills and improving classroom management for more efficient use of time and resources. The flipped classroom strategy also has a positive impact on Learning Management Systems (LMS). Ugwoke et al. (2017) found that the flipped strategy has a more favourable influence on LMS compared to the traditional face-to-face (F2F) method. Their study identified three key types of interaction in flipped classrooms: student-to-student interaction, collaboration between tutors and students and the use of interactive features in the LMS, alongside continuous active mentoring by instructors. These interactions are crucial for creating an effective learning environment. In traditional classrooms, however, students often miss out on opportunities for meaningful interaction with their peers and instructors due to various factors, such as limited class time, large class sizes and heavy course content.

Blended learning approach for flipped classroom

Blended learning is highly valued for its positive impact on student satisfaction, the effectiveness of in-class activities and the better utilization of class time (Karmaker, 2021). However, both tutors and learners must adapt their mindsets to align with this new style of learning. According to Srinivasan & Kumar (2019), both educators and students need to shift their perspectives to effectively implement the flipped classroom strategy which encourages reactive learning and fosters the development of higher-order skills among students. There is ongoing debate among researchers regarding the appropriate level at which the flipped strategy should be applied in the education sector. Dominguez (2021) argued that the flipped classroom model is more beneficial in secondary and higher education than in primary education. Furthermore, Altemueller & Lindquist (2017) noted that implementing the flipped classroom technique can be particularly challenging in certain disciplines, such as Medical Science, Programming, Physics and Machine Learning. However, they also suggested that this approach works more effectively in the classrooms of disciplines like Arts, Social Sciences and Business Studies.

Challenges of implementing the flipped strategy

The implementation of the flipped classroom technique comes with several mandatory requirements that can pose significant challenges. These challenges often stem from three key stakeholders in the formal learning environment: students, teachers and teaching administrations. Vuong et al. (2018) identified several common obstacles to implementing the flipped strategy, including the lack of self-regulated learning skills, excessive academic workload, insufficient logistical support and the unavailability of ICT devices and internet access. These issues are particularly relevant in the context of Bangladesh's educational institutions. Additionally, Fedistia et al. (2019) found that students often have a negative attitude toward participating in the flipped classroom process, largely due to the lack of technological support. According to their findings, transitioning to a flipped learning system requires both time and investment to effectively adapt all stakeholders—students, teachers and administration.

There are also challenges on the teacher's side when implementing the flipped classroom strategy. Tutors require training and time to familiarize themselves with this innovative learning approach (Apriska & Sugiman, 2020). Additionally, they need access to digital technologies such as smartphones, computers, laptops, reliable internet and a continuous electricity supply. These technological needs represent significant challenges, as many educational institutions in Bangladesh are often limited in these resources. Furthermore, the flipped strategy can lead to an increased workload for teachers. Resistance from students may also arise due to unfamiliarity with this new approach to learning.

Research gap

The literature review reveals that the flipped classroom strategy is a unique approach in making classrooms more engaging and attractive to students. Unfortunately, this method of classroom management remains relatively unknown in the Bangladeshi education system, particularly in the field of Business Management Education at the tertiary level (Afroze, 2024). While some departments within the Arts and Science faculties have adopted this strategy, it is yet to be integrated into the learning management systems of Business Management programmes. Additionally, there is a lack of research on the applicability, challenges and potential benefits of implementing the flipped strategy among Bangladeshi academics. Although some studies have been referenced in the literature, most of the findings originate from international academic contexts. This study aims to explore the challenges of creating a conducive learning environment and to provide a logical justification for applying the flipped classroom strategy in business management to foster the development of higher-order skills.

Context and Current Practice

Context

This study focuses on business education at the National University of Bangladesh, the third-largest affiliating university in the world in terms of student enrolment. The university plays a vital role in providing tertiary education across the country. It has 2,257 affiliated

government and non-government colleges, with a total enrolment of 2,089,909 students. These colleges offer a variety of academic programmes at the tertiary level including pass courses, Honours, Masters, Preliminary Masters, Postgraduate Diplomas, Diplomas and professional courses. Additionally, the central campus offers advanced programmes such as the 4-year Honours course, Master of Business Administration (MBA), Master of Advanced Studies, Postgraduate Diplomas, Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) programmes (NU, 2022).

Current practice

The academic curriculum at National University (NU) follows a conventional, teacher-centred, lecture-based classroom management system with little to no academic tasks or student engagement during class time. While this approach offers several advantages—such as easy class control, the ability to cover extensive lecture content, teacher-centred delivery, minimal preparation time for instructors and ease of presenting material to large class sizes—it also has notable limitations. These include limited opportunities for student engagement, low interaction with the course content, increased absenteeism and a failure to promote higher-order thinking skills. To address these limitations, it is essential to move away from traditional classroom management methods and adopt more innovative approaches, such as the flipped classroom or blended learning, to better engage students and foster deeper learning.

Critical reflection on current practice

The conventional teacher-centred lecture method is commonly used in Business Management classrooms at National University (NU). Class sizes are typically large, ranging from 50 to 100 students, with class durations varying between 45 and 60 minutes. The courses are usually worth 3 credits, and the content load is often heavy. As a result, instructors primarily rely on delivering lectures with minimal student engagement in practical activities, making it challenging to maintain student attention and concentration. Furthermore, a traditional, centralized, paper-based examination system is used to assess students' performance, in accordance with strict university policies. This system limits the students' ability to demonstrate

creativity and innovation.

While this traditional approach offers certain advantages, such as easy classroom management, straightforward lecture preparation, the ability to cover large volumes of content and a simple evaluation process, it also has significant drawbacks. The main issue is the limited student involvement in the learning process. Factors such as time constraints, heavy course content, large class sizes, overcrowded classrooms, student diversity, ineffective evaluation methods and the potential for personal bias, all hinder student engagement.

Under the current system, the students' role is largely passive—they listen to lectures, memorize the material for exams and focus on understanding the content to achieve good grades. However, this approach fails to encourage students to apply, analyze or create in real-life situations. Additionally, the centralized examination system primarily fosters lower-order thinking skills. These issues are deeply rooted in the traditional education system in Bangladesh as well as the prevailing mindset within the teaching community. To assess academic performance, the Business Faculty typically follows a fixed structure for each course, which tutors are required to adhere to. This structure includes the following activities (Table 2):

Table 2. *Present practices regarding evaluation*

Contents	Allotted Marks
Class attendance	: 05
Mid-term examination	: 20
Assignment/ presentation/ quiz	: 05
Semester final course work written examination	: 70
Total	: 100

(NU, 2022)

Under the current system, students typically face written, paper-based, centralized exams where they are required to recall and write

their memorized knowledge within a specific time frame. This structure leaves little room for instructors to use alternative forms of assessment such as case reviews, literature reviews, brainstorming sessions, group discussions, behaviour modelling, simulations and collaborative group work. Additionally, today's 21st-century learners are highly adept in areas like technology, finance and communication, and they are eager to explore new ideas. They are creative, adaptable and capable of adjusting to new systems. Therefore, a more dynamic and engaging approach to classroom design is needed—one that can be achieved through blended learning which encourages greater student involvement.

Unfortunately, many instructors still rely solely on basic tools like PowerPoint, Microsoft Word and Excel in their classrooms which fail to meet the diverse needs of modern learners. As a result, these methods struggle to generate student enthusiasm for the lectures. In contrast, incorporating a variety of Web 2.0 tools—such as Facebook, YouTube, Twitter, Google Forms, Zoom, Google Meet, Google Drive and Messenger—can significantly enhance student engagement and involvement in both classroom and academic activities (Bedir, 2019).

Feelings about present practice

The current practices in classroom management often leave both tutors and students feeling exhausted due to various limitations that make it difficult to engage students effectively. The traditional approach, which focuses primarily on delivering lectures and covering academic content, tends to promote lower-order skills such as memorization and comprehension. As a result, this method often becomes tedious for students, leading to disengagement and a lack of interest in the class. To address this, instructors should reconsider and modify their teaching methods to make the classroom more engaging and enjoyable for students. In this context, the flipped classroom strategy offers a promising solution, enabling tutors to shift from a teacher-centred to a student-centred, blended approach to classroom management. This strategy emphasizes the efficient use of class time through a variety of academic activities, rather than relying solely on traditional lecture-based methods (Milman, 2012).

Evaluation of current practice

The current education system often fails to maintain the students' attention throughout the entire class, primarily due to its reliance on lecture-based teaching without engaging students in various academic activities such as case studies, group work, problem-solving, role-playing, mind games, brainstorming and behaviour modelling. As a result, many students resort to internal communication with their peers, further complicating efforts to keep them focused. Additionally, performance evaluation plays a crucial role in assessing the students' abilities against established standards. According to DeCenzo & Robbins (2010), the performance appraisal process begins with setting performance standards aligned with strategic goals. This evaluation can be either centralized (paper-based) or decentralized incorporating different academic tasks.

However, the traditional centralized, paper-based evaluation system has several inherent flaws such as the potential for cheating, manipulation by teachers, sharing of answers during exams and the lack of real-world application in the assessments. To address these issues, students should be presented with practical tasks in the classroom that allow them to apply their learning to real-life situations. In this context, the flipped classroom strategy could play a key role in reducing the distortions in current evaluation practices, making assessments more meaningful and relevant.

Analyse

To address the limitations of current practices, it is essential to shift away from the traditional lecture-based teaching style and incorporate more interactive class activities such as group work, behaviour modelling, mind games, case studies, simulations and journal reviews. These activities will foster significant improvements in the cognitive, affective and psychomotor domains of learners. Additionally, they will provide a more effective means of performance evaluation compared to the conventional, paper-based centralized exams. This transformation will also enable more efficient use of class time by integrating Web 2.0 tools, sparking excitement and engagement in students. By encouraging students to apply, analyse and create new knowledge, it will promote the development of higher-order skills.

For this shift to be successful, the university's current policies on classroom management and student evaluation need to be updated. The transformation will require resources such as time, funding, training and technology to support the adoption of new systems. If implemented effectively, this approach will help students relate their learning to real-life situations. When tutors design lessons that reflect real-world contexts, students will be more motivated and enthusiastic about classroom activities, enhancing their higher-order skills. To achieve this, the instructors must be well-prepared and strategically plan their classes, incorporating innovative pedagogical strategies like the flipped classroom model.

Action Plan

Introducing the flipped strategy into the Business Management class

A well-organized plan is essential to implement a flipped classroom that addresses key requirements and fosters higher-order thinking skills. This task should be carried out by tutors in collaboration with the teaching administration. Additionally, students must be well-informed and adequately prepared to engage in the various activities organized by the tutor. In this context, the tutor should structure class time to include a range of innovative academic activities such as group problem-solving, group discussions, group presentations, literature reviews, behaviour modelling, mirroring, simulations and case studies to ensure that students are engaged and motivated in the learning process. Tutors should also prepare teaching materials—such as PowerPoint presentations, videos and Word documents on specific topics—and share them via digital platforms, such as a messenger group, to enhance accessibility. Below is a sample lecture format on the topic of Leadership (Table 3). Rubrics for summative assignment are given in Table 4.

Table 3. Sample lesson plan by addressing the flipped strategy

Instructor	:	*****
Subject	:	BBA in Management
Course name	:	Principles of Management
Date	:	-----
Duration	:	45 min.
Lesson title	:	Planning
Learning objective	:	The purpose of this class is to share the definition, comparison between the features of planning and the steps to develop an ideal plan among the learners.
Learning outcomes (LO)		
After the end of the class, the learners will be able to:		
Before class	:	LO.1 Define plan.
In-class	:	LO.2 Compare the features of plan.
After class	:	LO.3 Develop a plan for starting a new product.
Before class learning journey (work with LO.1) (The learners have to study before joining the class to the following contents.)		
Learning Resource Management		
Learning resources :		
i. Recorded video lectures link :		
✓ https://youtu.be/cIviNyZJTVY?si=cb4wbEPm-Fapn1pH		
✓ https://www.youtube.com/watch?v=FUXJarjPBfo		

ii. **PDF copy on planning :**

- ✓ <https://www.scribd.com/document/238970132/Characteristics-of-Planning>
- ✓ <https://www.scribd.com/document/387600234/Nature-and-Characteristics-of-Planning-docx>

iii. **2 samples of plan document :**

- ✓ <https://www.smartsheet.com/content/simple-business-plan-templates>;
- ✓ <https://www.smartsheet.com/content/one-page-business-plan-templates>

Learning management system :

i. **Use of Zoom platform;**

Digital tools:

- i. WhatsApp group
- ii. Mail
- iii. YouTube
- iv. Websites

Learning activities:

Student's activity :

- i. Student have to **watch the videos** before entering into classroom.
- ii. They should **take notes** on the videos where they had any confusion.
- iii. They should **read the PDF files** and also take notes.
- iv. They should **share** their confusion at the beginning of the class.

Formative assessment:

After watching the video class and reading PDF file, the learners will face a KAHOOT test including the following questions having 20 sec. for each:

KAHOOT Link: <https://create.kahoot.it/details/1925bd6c-93ee-449e-a481-295a1765def1>

Questions are:

Which is not a feature of plan?

- a. Time oriented
- b. Budget oriented
- c. Fully imaginary
- d. All

True or false?

Plan is the reflection of future.

Gap Fill

Planning involves the allocation of the _____ of the organization.

In-class learning journey (work with LO.2)

(The learners will participate in classroom activities)

Stages	Timing	Activity
Introduction	10.00 am to 10.10 am	<ul style="list-style-type: none"> ✓ Welcoming ✓ Stimulating the learners with asking their confusion ✓ Discussion
Description of the activities with guidelines to practice	10.10 am to 10.20 am	<p>Group work</p> <ul style="list-style-type: none"> ✓ Students are directed to participated in 5 groups having 6 members in each

		<ul style="list-style-type: none"> ✓ Group will be formed by mixing male and female, also high and low performers ✓ Groups are assigned to identify the features of a good plan based on their before class activities ✓ Then they will compare the features of planning based on criterion i.e. time, crisis, standard situation ✓ Prepare a PPT covering the all instructions
<p>Assessment plan</p>	<p>10.20 am to 10.50 am</p>	<p>Presentation:</p> <ul style="list-style-type: none"> ✓ Group-1 will be assigned to present and Group-3 will be assigned to comments critically on the findings of Group 1 and vice versa; ✓ Group-2 will be assigned to present and Group-4 will be assigned to comments critically on the findings of Group 2 and vice versa; ✓ Group 5 will be assigned to summarize the whole presentation; <p><i>(Each group will have to present within 3 minutes and commentary will be conducted for 2 minutes. Group 5 will summarize within 3 minutes.)</i></p> <p><i>After the end of the presentation, as an instructor, I will also provide my own observations (if necessary)</i></p>

		<p>Then, a short quiz through Google Form will be conducted to assess the learner’s achievement.</p> <p>The link of the Google Form is: https://forms.gle/ezkz6wvcgHgUsVccHA</p> <p>Feedback: Soon after the end of the test, I will clarify the correct answers of the questions that will help the learners who failed to get the correct answers.</p>
Reflection and closure	10.55 am to 11.00	<p>Q/A session :</p> <p>At this stage, I’ll ask two learners to define plan and identify 2 most significant features of plan to reflect their understanding through a question-answer session.</p>
After-class learning journey (work with LO.3)		
(Name and clear guidance of the activity)		
<p><u>Summative assessment plan</u></p> <p>Students are directed to complete an assignment on Prepare a business plan to embark carrot juice</p> <p>They should cover the followings :</p> <ol style="list-style-type: none"> i. Identifying the market ii. Budget and costing iii. Return on Investment iv. Factory location v. Promotional work <p><u>Operational instructions:</u></p> <ul style="list-style-type: none"> ✓ Must be submitted within 3 days after the class ✓ This assignment will carry 5% total marks for the course ✓ Must include the vital steps of plan development ✓ Identify the probable challenges with solutions ✓ Use of real-life data with references ✓ Word limits are 500 ✓ Submit through mail (nahidnu014@gmail.com) 		

<p>After getting the plan, a detailed feedback will be given to the learners to improve the plan and will also allow more 2 days to update it.</p> <ul style="list-style-type: none"> ✓ Finally, they will send it back again through mail as final submission
<p>Assessment</p> <ul style="list-style-type: none"> ✓ The assignment will be graded on the basis of selected rubric. <i>The rubric is attached in the Appendix section.</i> ✓ The grade will be added for total performance evaluation.

Table 4. Rubrics for summative assignment

Performance criteria	Weight	Ratings				Score (Weight* learner's performance ratings)
		Excellent	Good	Average	Needs Improvement	
		(4)	(3)	(2)	(1)	
<p>Contents and instructions :</p>	3	<p>The plan thoroughly showcases all the steps of forming the plan. It exceptionally provides multiple details of the steps, examples, breakdown of activities</p>	<p>The plan showcases all the steps of forming a plan, examples, activities of market identification, budgeting, ROI, determination of location, promotion</p>	<p>The plan showcases the steps of forming plan But lacks the examples, activities of market identification, budgeting, ROI, determination of location,</p>	<p>The plan lacks some of the steps of forming plan along with the examples, activities and evidence</p>	3*4=12

		i.e. <i>market identification, budgeting, ROI, determination of location, promotional work supporting details and evidence</i>	nal work and evidence .	promotional work and evidence		
Organization and Linkage	4	The constructed plan is exceptionally well-structured with a clear <i>introduction, body</i> and also identifying the probable challenges while applying into practices. The stages of the plan logically flow	The constructed plan is well-organized covering the introduction, body and probable challenges to apply. The stages are presented logically	The plan is somewhat constructed but lacks a clear introduction, body, challenges and logical sequence.	The plan lacks a clear introduction, body, challenges making it difficult to understand.	4*4=16

Relevancy of the Data	2	The constructed plan has used exceptionally realistic data with well citation, from authentic sources including home and abroad	The constructed plan has used realistic data with citation , from different sources including home and abroad	The constructed plan has lack of realistic data, citation , and representation of sources from both home and abroad	The constructed plan has lacking of the realistic data, citation , and representation of sources.	2*4=8
Adaptability	1	The constructed plan exceptionally showcases flexibility by identifying the alternatives, along with probable problems and solutions which make the plan more adaptable	The constructed plan showcases the flexibility by identifying few alternatives, along with probable problems and solutions which make the plan adaptable	The constructed plan lacks the flexibility due to lacking acceptable alternatives that makes difficult to make it adaptable .	The constructed plan lacks the flexibility due to having no alternatives that make it difficult to be adaptable .	1*4=4
Total	10					40

Explanation of the ratings

Range	Explanation
1-10	= Needs improvement
11-20	= Average
21-30	= Good
31-40	= Excellent

Implementation

The implementation of the flipped classroom strategy, alongside Bloom's Taxonomy, to foster higher-order thinking skills requires support from all stakeholders in the educational process as well as sufficient time for adaptation to the new system. However, several challenges may arise when adopting this innovative learning approach. Below are the key challenges associated with implementing the flipped strategy along with the actions required to overcome them.

The mindset of teaching administration is a significant barrier to implementing the flipped classroom strategy. They must acknowledge the limitations of current practices and be motivated to embrace changes in classroom management. To address this, training sessions, seminars and workshops should be organized to highlight the shortcomings of existing practices.

Moreover, the current evaluation system needs to be revised to align with the flipped classroom approach. Relevant teaching authorities must prioritize this issue, as without modifying the evaluation procedures, the flipped strategy will not achieve the desired outcomes. It is essential for administrators, teachers and students to be aware of the limitations of the current evaluation system and understand the benefits of adopting a new approach.

Although the flipped classroom is a form of blended learning, it requires students to adapt to various aspects of digital taxonomy. Additionally, students must have access to digital devices, reliable internet connections, uninterrupted power supply and other logistical support to fully engage in class activities. The tutor needs pedagogical

and ICT skills that may develop through training to perform academic tasks effectively (Mia, 2007). I will communicate officially with the guardians to ensure that adequate logistical support is provided for the students.

The current academic curriculum poses a significant challenge to implementing the flipped classroom strategy. At present, tutors are required to cover a large volume of content within a short period while students tend to focus on memorizing key points for exams. To successfully implement the flipped strategy, this approach needs to be addressed. In this regard, the teaching administration must play a crucial role in changing the current practices.

A common tendency among people is resistance to change. As a result, the implementation of the flipped classroom strategy may face opposition from various groups associated with my teaching, including colleagues, the teaching administration, students and guardians, due to the new approach to classroom management. To overcome this resistance, it will be essential to organize training sessions, seminars and workshops to familiarize everyone with the flipped strategy, helping them understand both the advantages and disadvantages of current practices.

Motivation among learners must be cultivated to engage with the new method by actively participating in various academic activities. They need to be committed to investing their time both in and outside the classroom—watching video lectures, identifying areas of misunderstanding and engaging in the activities assigned by the tutors.

Conclusions

In today's digitalized world, traditional classroom management strategies—primarily teacher-centered and lecture-based—fail to address the needs of students in fostering higher-order thinking skills in Business Management classes. These approaches lack active student involvement through diverse academic tasks which are essential for developing critical skills. To address this, both teaching administrators and tutors must shift their mindset and adopt new pedagogical methods that create an effective classroom environment

conducive to learning. Tutors should implement innovative teaching styles that focus on developing higher-order skills while making the most of limited classroom time given the vast curriculum and academic content. In this context, the flipped classroom strategy offers an ideal alternative allowing tutors to maximize class time by incorporating various academic activities. These activities—such as group work, poster presentations and case studies—provide students with opportunities to engage deeply with the content and stimulate constructive changes in their learning. This approach emphasizes blended learning which promotes the application, evaluation and creation of knowledge. While the flipped classroom strategy presents some challenges in Business Management education in Bangladesh, teaching administrators can invest in educational institutions to provide essential logistical support such as digital resources, reliable internet and uninterrupted electricity. Most importantly, they should organize training sessions for Business Management tutors to help them adapt to the flipped classroom model. Tutors must also be motivated to embrace this new approach and actively engage students in both in-class and out-of-class academic activities. Without their full commitment to changing classroom management practices, achieving higher-order thinking skills will remain difficult. However, investing in transforming classroom practices could lead to significant improvements in the education system. Students will be able to engage in creative tasks that encourage innovation which will be valuable in their professional lives. Additionally, this strategy can reduce dropout rates, enhance student participation, and minimize cheating during exams by ensuring continuous monitoring of students' performance. The flipped classroom can also encourage active student involvement, fostering creativity and innovation. By moving away from rote memorization, this strategy could bring about a major shift in the education system. To realize the benefits of the flipped classroom strategy, a positive mindset among all stakeholders in the teaching management system is crucial. Teaching administrators need to invest in transforming classroom practices which will indirectly contribute to the overall economy by producing skilled graduates with higher-order thinking abilities in Business Management.

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