Table of Contents

International Journal of Online Pedagogy and Course Design
Volume 10 • Issue 4 • October-December-2020 • ISSN: 2155-6873 • eISSN: 2155-6881

Guest Editorial Preface

Develop Higher Order Thinking Skills Through In-Depth Reflective Learning in Flipped Classroom Teaching
Tien-Chi Huang, National Taichung University of Science and Technology, Taichung City, Taiwan
Kuen-Yi Lin, National Taiwan Normal University, Taipei, Taiwan
Wen-Chi Vivian Wu, Asia University, Taichung City, Taiwan

Research Articles

Can Self-Regulated Learning Intervention Improve Student Reading Performance in Flipped Classrooms?
Christopher C. Y. Yang, Kyoto University, Japan
Irene Y. L. Chen, National Changhua University of Education, Taiwan
Anna Y. Q. Huang, National Central University, Taiwan
Qian-Ru Lin, National Central University, Taiwan
Hiroaki Ogata, Kyoto University, Japan

Student Teachers’ Lived Experiences of an ODeL Flipped Instructional Design
Micheal M. van Wyk, University of South Africa, South Africa

Learning Performance of Teaching Practice of Friendly Senior Care Space Design
Meng-Chieh Jeffrey Lee, National Taichung University of Science and Technology, Taiwan
Hsiao-Yu Chen, National Taichung University of Science and Technology, Taiwan
Yi-Ming Fang, National Taichung University of Science and Technology, Taiwan
Ling-Fang Wang, National Taichung University of Science and Technology, Taiwan
Chia-Yu Chen, Asia Best Health (ABH) Taichung Nursing Home, Taiwan

Handling Massive Enrollment for Achieving Results: A Flipped Classroom Approach
N. Noraini, School of Management, Universiti Sains Malaysia, Minden, Malaysia & Faculty of Business and Management, Universiti Teknologi MARA, Shah Alam, Malaysia
T. Ramayah, School of Management, Universiti Sains Malaysia, Minden, Malaysia & Department of Management, Sunway University Business School, Malaysia & Faculty of Accounting and Management, Universiti Tunku Abdul Rahman, Petaling Jaya, Malaysia
Sarina Muhamad Noor, Universiti Teknologi MARA, Shah Alam, Malaysia

The Effect of Flipped Education on Undergraduate Student Critical Thinking Ability
Chantana Viriyavejakul, King Mongkut’s Institute of Technology, Ladkrabang, Thailand

COPYRIGHT

The International Journal of Online Pedagogy and Course Design (IJOPCD) (ISSN 2155-6873; eISSN 2155-6881), Copyright © 2020 IGI Global. All rights, including translation into other languages reserved by the publisher. No part of this journal may be reproduced or used in any form or by any means without written permission from the publisher, except for noncommercial, educational use including classroom teaching purposes. Product or company names used in this journal are for identification purposes only. Inclusion of the names of the products or companies does not indicate a claim of ownership by IGI Global of the trademark or registered trademark. The views expressed in this journal are those of the authors but not necessarily of IGI Global.

The International Journal of Online Pedagogy and Course Design is indexed or listed in the following: ACM Digital Library; Bacon’s Media Directory; Cabell’s Directories; DBLP; Google Scholar; INSPEC; JournalTOCs; MediaFinder; ProQuest Advanced Technologies & Aerospace Journals; ProQuest Computer Science Journals; ProQuest Education Journals; ProQuest Illustrata: Technology; ProQuest SciTech Journals; ProQuest Technology Journals; SCOPUS; The Index of Information Systems Journals; The Standard Periodical Directory; Ulrich’s Periodicals Directory; Web of Science; Web of Science Emerging Sources Citation Index (ESCI)