

## **Chapter 5**

### **The Conundrum of the Flipped Classroom Approach and Gender-Responsive Pedagogy in the Zimbabwean Tertiary Institutions**

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#### **Abstract**

This study explores gender related challenges that tend to obstruct effective implementation of the Flipped classroom Approach and Gender-responsive pedagogies in institutions of higher learning in Zimbabwe. The combination of the flipped classroom approach and gender responsive pedagogy constitute a progressive learnercentred approach informed by the experiential learning theory. The evolution of pedagogical and curriculum delivery approaches has brought with it a myriad of challenges for blended teaching approaches in patriarchal societies like Zimbabwe. The purpose of the study is to promote effective implementation of progressive and learner-centred approaches like the flip and gender-responsive pedagogies. The study employed a qualitative approach to guide the process of collecting, presenting, and analysing data. It adopted a case study design and utilised one state university as a research site. Participants for the study were identified through purposive sampling techniques. Data were collected through in-depth interviews with lecturers and female students. Focused Group Discussions (FGDs) were held with students who were exposed to both the flipped classroom approach and gender responsive pedagogies. The study adopted an interpretive analysis model which helped in establishing emerging patterns or themes from the collected data that were used to describe and explain the conundrum of the flipped classroom approach and gender-responsive pedagogy in institution of higher learning. It was established that domestic responsibilities by female students tend to interfere with expectations of the flipped classroom ...