In this investigation, we studied whether a flipped classroom approach increases students’ learning and satisfaction compared to a traditional teaching approach. Two teachers introduced first year psychology students to social and clinical psychology. All the 384 first year psychology students had the opportunity to be involved in the two teaching approaches consecutively over the academic year 2014-2015. At the end of the semester 1 the students evaluated the module expressing their views on the two different approaches. In this investigation the teachers discussed the difficulties that they faced in teaching a large number of students by following either the traditional way or a flipped classroom approach.

In order to make the distinction of the two approaches to students, the teacher who followed the traditional teaching approach covered the topic of social psychology over the first five weeks of semester one (academic year 2014-2015), while the other who followed the flipped classroom approach covered the area of clinical psychology over the other five weeks of the semester one (academic year 2014-2015). In social psychology, the teacher A presented the topic in a lecture theatre by using PowerPoint presentations. A relevant with the lecture topic reading list was uploaded on the Virtual Learning Environment for students to read it at their own time and space. In clinical psychology, the teacher B followed a blended learning approach where students were given reading and activities prior to the session and they were asked to use these as a basis for discussions in the face-to-face class environment following a flipped classroom approach. Weekly online quizzes, discussions, reading and seminars were the main components that supported the flipped classroom activities, before, during and after the lecture time. The teacher B did not have any previous experience in a flipped classroom approach.

At the end of the first semester, 231 students evaluated the module on several aspects. Students thought that the flipped classroom approach helped them to develop their understanding more than the traditional lecture approach. They also enjoyed the reading materials for the flipped classroom more than for the traditional approach. The survey provides preliminary evidence of the student’s engagement in different learning environments and the results are discussed in terms of teachers’ perspectives and the two approaches’ challenges for teaching.