A Critical Evaluation of The Existing Pedagogical Dimensions in Higher Education in KRI

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ABSTRACT

This research paper critically evaluates the significance of the existing pedagogical dimensions in higher education (HE) to reveal an understanding of these concepts in the Kurdistan Region of Iraq (KRI) in higher education. The concept of pedagogical dimensions was first proposed by Amsler (2012), who looked at the significance of four pedagogical dimensions in higher education. The dimensions are considered to have immense effects on future university achievements and attainments: first, collaborative team teaching; second, thinking skills; third, explicit instructions; and fourth, cooperative learning. The present study was inspired by a newspaper headline "The Critical Pedagogy and Popular Education Matter Today," by Amsler (2012), which establishes an understanding of the critical precepts in pedagogical dimensions in HE. In addition, it is dynamic that higher education educators recognize and interpret the existing pedagogical dimensions while developing pedagogical approaches and curricula in response. A mixed-method has been used to obtain reliable responses to the two main research questions, first, what are the challenges of educators in HE when they use pedological dimensions in the classroom? Second, to what measure do the critical pedagogy approaches involve academic achievement? The study implemented a structured interview with 13 educators and a questionnaire for 85 teachers to facilitate the data collection procedure. The findings of the first research question show five core main challenges educators face in HE by using pedagogical dimensions. The results of the second research question were redounding to the researcher in the field: they illustrate the four main factors that impact pedagogical approaches that address academic achievement. Thus, this is a root for skilled autonomy teachers to achieve academic accomplishment.

KEY WORDS: Collaboration, Critical Pedagogy, Flipped Classrooms, Pedagogical Approach, Reflexivity

1. INTRODUCTION:

This study assumes that the higher education sector faces challenges in terms of the existing pedagogical dimensions. According to Thomas (2016) "educators in higher education do their best to prepare students with knowledge, values, and skills for professional practice" (p.18). It is mostly because academic content alone may not provide the problem-solving skills that are essential for practice in a complex world in which practitioners must analyze, evaluate, and revise knowledge.

According to Sullivan and Rosin (2008), "professions such as social work, nursing, medicine, education, and others face myriad challenges as society continues into the twenty-first century" (p.76). The best professional pedagogy practitioners have proposed well-versed themes that could be appropriately applied by the students in their demanding careers. Consequently, merging these themes with the traditions of knowing and acting differentiates learners' future professions.

The four" pedagogies build links between theoretical knowledge and the demands of uncertain situations" (Sullivan and Rosin, 2008, p. 45). As a result, the complexity of social problems encountered by professionals demands the evaluation of information from multiple sources as well as the ability to translate knowledge into action. The higher education sector is charged with the task of "prepare professionals with the ability to develop skills in practical reasoning to make sound professional judgments" (ibid, p.46). Furthermore, scholars (Freire, 1973; Dewey, 1910; Knowles; 1980, Kolb, 1983; and Schon, 1983) have

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examined learning processes in pedagogical dimensions which are pronounced as the flipped classroom, adult learning, and reflexive processes in higher education. The findings of the present study redound, through crafting indispensable opportunities for recognizing the demanding skills, of educators by enabling them to shape a framework for facilitating learning processes in the flipped classroom.

Ultimately, this study is divided into three parts: the **first** focuses on the significance of the relationship between critical and reflexive accounts that underlie existing pedagogical dimensions in higher education. Nevertheless, not all reflection is created equally. As stated by Perry (1990), "educators have been interested in the development of reflection as a part of higher-order thinking in the pedagogical dimension" (p.81)). In the **second** part, this study will crucially discuss and assess the critical pedagogies and reflexivity that mutually reinforce the four main pedagogical dimensions in higher education. Similarly, scholars allied with this "critical pedagogy" in higher education have accordingly encouraged teaching approaches and pedagogical dimensions that encourage approaches to critical thinking among both scholars and students (e.g. Smith, and Sjolander 2013; Smith et al, 2012 Shepherd 2013). Conversely, this study will use mixed methods to illustrate the ideas that are constructed on the grounds of ontology and epistemology. This provides the rationale for the research mixed methods to assess the worth of subjective and objective knowledge. In the **last** part, the findings, conceptualities, and commendations have been discussed efficaciously. Finally, in this section, the researcher deliberated the findings. This study has focused on two main research questions as mentioned in the abstract.

2. LITERATURE REVIEW

2.1 A Critique of the Research of Pedagogy in HE

This paper is a challenge to afford a critique of the critical pedagogical dimensions to destruct the existing rationale in the flipped classroom of education. This educational philosophy is measured as advanced and even radical by some because of the way it analyses structures that are often reserved for arranged and contemporary possibilities of determining the deadlock that critical pedagogy has grasped. According to Walshe (2008), "a critical pedagogy is a schooling philosophy that presents teachers to encourage students to account buildings of authority and cruelty. It is rooted in critical theory, which includes flattering awareness of education theory and interrogation of the cognitive theory" (p.16). Conversely, Amsler (2012), rhymes with Walshe by stating that "a critique of critical pedagogy in HE is central idea to explore prevalent education and critical pedagogical dimensions" (p.14). It shows the significance of this study and explains how the focus on the choice of pedagogical dimensions can lead educators to improve their academic achievement.

Alice Cutler (2009) propounded the setting up of demand for critical pedagogical dimensions and current education in the framework of the newly released film 'The Age of Stupid'. Thus, HE educators can still choose to search for superior equality, and social justice. In the direction of the pedagogical dimensions in HE educators will be recognized for teaching and the approach to learning. Instead, the institutions are imparted in an educational context; this considers the interactions that take place during learning where both the theory and practice of pedagogy vary significantly as they reflect different social, and cultural contexts. Cutler (2015) suggests that the "university can offer the prospect to develop the preparation of critical pedagogy to improve resolutions to the crucial matter of educational transformation. She repudiates the knowledge that preponderates today flipped classroom in HE around the world that education should train students to include in a global family" (p.78). The conceptualization of this paper has deliberated the critical pedagogy and popular education groups, thus, optimism that these pedagogical dimensions inspire critical pedagogy. Also, through the cognitive theory of education, established by the Polish philosopher Bogdan Suchodolski (1957), and the concept of enfranchising popular education, advanced by Paulo Freire (1995), this "critique is associated to and, more significantly, is disturbed about the critical pedagogy" (p.86).

Hence, the critical critique that is distinguishing critical pedagogy is not accordingly different from resourceful pedagogy which assumes conventionality and revision to the desensitized certainty. The encounter of the influence that a human is twisted by concepts, and ideas to be extra modern. In other words, extra loads of teaching, and probably research, diminishes the freedom of educators and quenches novelty; "besides, this adds up to the difficulty of creating an education system with oppressed educators, for oppressed educators, that will help them become freer" (Freire, 1995, p.19). In simple terms, the main disadvantage of contention: enfranchising. The researcher of this study suggests that flipped classrooms put forth solutions to alleviate the condition of the repressive certainty of late entrepreneurship and this means that the world educational experts are aware of the challenges in terms of the existing pedagogical dimensions.

2.2 Four Pedagogical Dimensions in HE

Despite being extensively implemented in higher education to sustain flipped classrooms, thus, the significance of four pedagogical dimensions in HE has

been consulted on future university achievement. This study offers that the "four pedagogical dimensions are; first collaborative team teaching, second thinking skills, third; explicit instructions and fourth; co-operative learning" (Amsler, 2012, p.32).

1. Collaboration

As associated with flipped classroom atmospheres, students have a grander palisade in the learning processes of flipped classrooms (Neumann, 2013, p.11). Accordingly, co-teaching, and collaborative team teaching will be provided with a collaborative pedagogy in early teacher education whereby co-teachers competency improves the learning environment for students, and progress each other's practice in teaching in HE. According to Sullivan and Rosin, (2008, p. 46), "it's a flipped classroom that varieties it laid-back to teach all students the same satisfied and grasp them to the equivalent educational sector". However, it increases student maintenance, confidence, and responsibility. Thus, the collaborative pedagogy will improve students' performance to engage with writing, critical thinking, self-motivation, and interpersonal engagement. Collaboration through team teaching is one technique that classifies learning activities in flipped classrooms (Thomas, 2016, p.23). Since collaboration supports active learning, improves teamwork, develops reflections, and provides students with opportunities to cohere their acquaintance expressions in upper class-based contexts.

Implementing the critical pedagogy in different subjects that have been taught in HE, and what works for one lecture may not work for another. For instance, Drama course, a lecturer may challenge an event that is traditionally seen as broad-minded, while a literature lecturer may question a shared cultural stereotype found in a book. Conversely, a computer or science lecturer may inspire students to look at the influence of systematic findings on downgraded assemblies. This encompasses outcome communal bonds between subjects as the critical approach which is not narrowed to only one area of pedagogical dimensions. According to Julie (2008) "the four existing pedagogical dimensions can improve the pedagogical abstraction of flipped classrooms and over supplementary specific classifications of the fundamental pedagogical dimension's justifications to which its education actions and resources are being applied in the educational sector" (p.55). It confirms that the collaboration in team teaching could be improved; self-reflection, self-motivation, and self-esteem. Lastly, this can discourse the scarcity of design direction for lecturers that is practical in existing studies (Lundin, 2018, p.18). Hence, it gives lecturers a pure vision of the best practices for the lecture hall setting. This draws forth the idea that students learn differently and teachers can thus modify their lessons to ensemble those needs.

2. Higher-order Thinking

According to Amsler (2012), "higher-order thinking skills are activated when students encounter, unacquainted problems, worries, questions, or dilemmas" (p.23). Students' exposure to considerable quantities of demanding problems substantiates skills accomplished by students' higher-order thinking. The result is to inculcate students to build the aptitude to solve complications earlier and more proficiently. Learning strategies are now directed towards engaging activities that adapt, primarily, demanding higher-order thinking and critical skills through problem-solving. Additionally, Lundin (2018), pointed out that "thinking skill also contains dependable, authentic, and tangible world knowledge improvement. Conceivably, students are often engaged in problem-solving with case studies, assignments or projects and scenarios to have great performance in academic achievement" (p.78). Higher-order thinking activities have to essentially fall back on philosophical principles which demand reasoning, analysis, comprehension, claim, assessment, and, prominently, synthesis.

3. Self-direction in Instructions

Flipped classes are an indispensable source of inspiring higher-order thinking through consolidating essential skills that learners develop in flipped classrooms.

This supports, using self-direction and self-sufficiency with ultimate reflections that encourage learners to assume more accountability in the educational environment (Fay, 1988, p.16). Thus, these characteristics of student-centred learning are similar to what is described as a self-direction of learning in HE flipped teaching hall or classroom where students are accountable for self-studying the lecture content sufficiently beforehand and develop the readiness to attend their lecture halls (Lundin, 2018, p.29). Additionally, such categories of self-regulated learning during flipped classrooms progress students deliberating toward study goals and learning processes (O'Flaherty & Philips, 2015, p.33). To conclude, students similarly progress tougher sensitivities of themselves as self-regulating students subsequently face learning in flipped classrooms.

4. Co-operative learning

As stated by Amsler (2012), "cooperative learning is one of the pillars in pedagogical dimensions in flipped classrooms in HE; when applied well, it inspires achievement, performance, results, active learning, and self-motivation" (p.38). This study assumed that the students' skills progressed while they co-operate with others to improve self-sufficiency. This resonates with the idea of flipped classrooms which principally fall back on advocating learning strategies, activities, mutability, and resources that promote learner autonomy

(O'Flaherty & Philips, 2015). It aligns this view of learning with philosophies of student-centeredness that are "congruent with exemplification in flipped teaching hall where lectures use classroom time to provide the distinct in education requirements" (p. 66). Moreover, according to Thomas (2016), "the benefits of cooperative learning include improvement of higher-order thinking, oral communication, self-management, and leadership skills" (p.12). The privilege of the cooperative learning technique in the flipped classroom is to provide the students with the ability to maintain, in the process of their learning, self-confidence, self-esteem, commitment and accountability.

2.3 Existing Pedagogical Approaches in HE

According to Jeff (2012), "lecturers' main anxiety in HE is the students" and this substantiates communication among the lecturers to promote learning the "new knowledge" among their students (p.17). Thus, they use roughly implements in teaching such as books, illustrations, visuals, and any other appropriate resources. Notwithstanding, educators in HE are required to be conscious of the five main existing pedagogical approaches which can develop the process of learning, teaching, achievement, success, and accomplishment. However, as revealed by Amsler (2012) "pedagogical approaches are states to the study of teaching and learning in configuration with the forethought aims of education. In the educational process, there are two components involved: the teacher and the student" (p.35). This study assumes a pedagogical approach as the connection of transmission between pedagogy and teaching practices. It contains the practices to be implemented by the educators to carry a lecture and the methods to measure the student's reply to the material being communicated. Besides, as pointed out by Thomas (2016) "the five main approaches are reflective, constructivist, collaborative, integrative and inquiry-based learning" (p.38).

1. Reflective Approach

According to Thomas (2016), the reflective approach is a "process where educators reflect on their teaching practices, studying how something was taught and how the practice might be enhanced or altered for better objectives" (p.41). The significance of this approach is self-contradictory namely, academics, educators, and teachers. It has influences and limitations, it coincides with higher education about self-sufficiency when they applied flipped classrooms.

2. Collaborative Approach

In the word of Thomas (2016), "collaborative learning is a circumstance in which two or more people learn or challenge to study something together. Unlike separate education, the student involved in collaborative learning exploits one another's resources and skills for material assessing one another's ideas, monitoring one another work, where students actively cooperate by sharing experiences" (p.42). Hence, this study makes a comprehensive understanding without cooperative learning which makes one of the pillars of pedagogical dimensions vague.

3. Constructivist Approach

As cited by Thomas (2016), constructivist teaching is "constructed on educational learning theory. It is constructed on the certainty that education occurs as students are enthusiastically involved in a process of meaning and information structure as conflicted to passively receiving knowledge" (p. 44). Furthermore, this approach is vital for teachers, and it develops the educational theory. It supports the educators to choose the right one of the pedagogical dimensions to offer the value of education necessities and observe the stage of flipped classrooms as involving learning in the educational sector.

4. Integrative Approach

According to Thomas (2016), "the concept integrative approach in HE is diverse from the elementary and high school combined syllabus undertaking. Consequently, the students can hold more reliable concerning classroom activity" (p.42). Accordingly, this study theorizes that the function of integrative teaching is similar to the flipped classroom that moves in the direction of combined teaching possibilities that enable learners to exert their influence over the design of the syllabi.

5. Inquiry-Based Approach

As stated by Thomas (2016), inquiry-based learning is "an approach of dynamic learning that twitches by posing questions, difficulties or problems relatively than merely awarding recognized truths or revealing a smooth pathway to education knowledge" (p.43). This definition is significant for this study insofar as education is emphasized and dynamic learning is developed through the expansion of flipped classrooms. This study establishes that education matters and dynamic learning can be developed through the expansion of flipped classrooms.

3. THE RESEARCH METHODS

This section articulates, for this study, an interest in optimal research techniques and deliberates what approaches are the most suitable. The prominent practices in the interior of ethics and the theory of knowledge together affect how the methodologies have been commonly pontificated in HE and predominantly in the existing pedagogical dimensions. As stated by Creswell (2007), a methodology is when "researchers use three main practice categories: quantitative, qualitative and mixed methods" (p.78). Thus, in complicating the

terms of its methodology, this study responds to the core research questions of how investigators will find out the outcomes. Ontology and epistemology are preferable norms for the ambition of the choice of the researcher here. It helps them to request which research technique is better. However, according to Comte (2012, to build a functional knowledge base, "three research methods should be measured: quantitative, qualitative, and mixed methods" (p.66).

3.1 Factor Analysis in Research

According to Comte (2012), "factor analysis is powerful data that decreases a large number of variables that allows researchers to investigate concepts that cannot effortlessly be restrained" (p.63).

There are continuously bottomless factors to pact with primary notions in gathering data. Consequently, in this study, the researcher's method offers a replacement for studying through subordinate variables. For example, in this study, two main research questions are formed to gather data to study significant information. Hence, the two main research questions are: what are the challenges of educators in HE when they use pedological dimensions in the classroom? And to what measures do the critical pedagogy approaches involve academic achievement? Analytical results for these questions are meticulously based on the data collected through constructing a structured interview with 13 teachers and a questionnaire for 85 teachers were engendered to collect data and facilitate them. Moreover, it is similarly acquainted with numerical techniques that can be practiced to simplify the covert features that pact with visible variables.

3.2 Data Analysis in Research

Nowadays, there are several diverse data figures and these data requirements need to be examined to seem sensible. According to Creswell, (2007) "research data analysis is a method used by researchers for dropping data to a story and inferring it to originate visions" (p.17). The data analysis method benefits in plummeting a large amount of data into slighter portions, which helps to interpret them. Furthermore, the composed data will be fittingly applied in studies. The research main questions should then be appropriately articulated in the first place to become treasured data. Subsequently, collecting the data, for the resolution of appropriate data analysis, through a numeral of techniques, were measured. According to Comte (2012), "the two types of statistical methods are used in analyzing data; inferential and descriptive statistics, which are two broad categories in the field of statistics" (p.68). Inferential statistics analysis has been used in this study. However, Comte (2012) added this: "it helps to recommend clarifications for a condition or singularity and it allows the researcher to magnet assumptions based on analyzing data" (p.19). This study has implemented this method for its analysis since it is essentially different from descriptive statistics that purely review the data that has truly been evaluated.

3.3 Choice of the Research Methods

Creswell (2007) stated that "the approaches are the instruments and methods that are practiced in the gathering and breakdown of data (p.73)". This means the ethical upbringing of the study can control the categories of approaches that are suitable.

Comte (2012) revealed that the relationship between these approaches are a means of learning on "the pathway in the direction of knowledge and the likenesses on the mission for data-collecting." In addition, he provides alternative methods that can be "perceived as the methods or measures practiced to gather and examine data" (p.75). Conversely, these approaches will manifest, within them, initially epistemology and ontology norms. Notwithstanding, several educators, when observed for quality assurance, showcase approaches that are grounded in epistemology and ontology norms: for instance, educators mostly link their choice of methods with coherent sets of educational precepts expressed by philosophers in the field. In the present research, the researcher shows engagement with a specific technique in a certain method. Thus, connecting the procedure with an explicit set of ontological norms. Conclusively, this study has used mixed methods as an approach to the analysis of data connecting gathering quantitative and qualitative sets of information. Moreover, care has been taken to ensure ethical norms throughout the implementation of the research design and data collection.

3.4 Participants of the Study

In this study, 85 educators were freely nominated from 6 colleges indoors 3 universities in the Kurdistan Region of Iraq for an online questionnaire. Contrarily, 13 teachers were interviewed from 3 colleges within 1 university in the same region. The investigator stayed at all schools and institutions for in-person— face-to-face interviews. Structured interviews are planned to obtain distinct perspectives concerning questions that are open to interpretation. This conforms to what Kyale (1998) says: it is to "enhance or confiscate questions, change their classification or modify the wording of questions" (p.27). Lastly, self-gathering questionnaires are those that participants can fill out individually: this was an asset that helped save time and overcome restrictions imposed during the pandemic (COVID-19).

3.5 Data Collection Procedures

This paper has employed quantitative and qualitative

methods of study and mixed methods of data gathering, namely questionnaires and interviews. It validates the data collection procedure and results. The researcher, for example, interviewed 13 teachers. This, however, is not satisfactory data to be interpreted. Therefore, a questionnaire was released among 120 educators of which 85 sent back the filled-out questionnaires. As mentioned earlier, the interviews were carried out by the researcher in the educators' workplaces.

Interviews were first in the order of data collection and questionnaires were distributed at a later stage. For the matters of privacy and confidentiality, after showing their consent, the interviewees were given codes A1 to A13 to conceal their real identities

4. FINDINGS AND DISCUSSIONS

4.1 Findings and Discussions of the Research

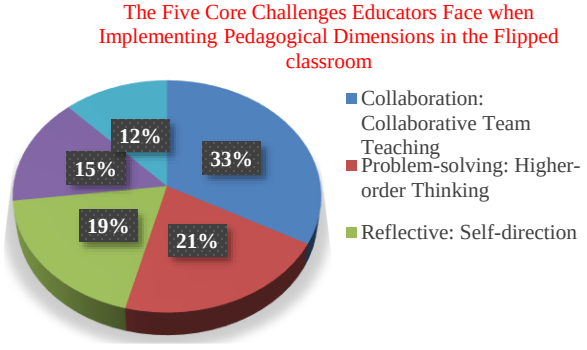
This section grants the discovery of several principal challenges of educators in HE regarding the implementation of pedological dimensions in the classroom. This paper exploited structured interviews with teachers and online-questionnaire data with 85 educators. Intended for interviews, there were 5 female and 8 male participants in the research. Consuming the questionnaire, there were 85 candidates (28 female and 57 male) freely nominated.

4.2 The First Research Question

What are the challenges of educators in HE when they use pedological dimensions in the classroom?

The responses given to this question revealed the five core challenges faced by educators in higher education. This was most evident when educators stated their personal struggles with these core challenges in their flipped classrooms. Chart (1) illustrates the five main core challenges unanimously pronounced by 12 (out of 13) educator-participants. Conversely, 78 (out of 85) candidates involved in the online questionnaire demonstrated the persistence of such challenges

Chart 1
The Five Core Challenges Educators Face when Implementing Pedagogical Dimensions



The above chart exemplifies the explorations of prominent challenges in the way of implementing pedagogical dimensions. **First,** the maximum (33%) of educators have selected to show collaborative team teaching as the main challenge they face to improve the learning environment for students and help their colleagues improve the quality of attaining educational goals. This is conspicuous, especially in discussions that deal with findings. Thomas (2016) opines that a "collaborative teaching team is an approach that makes it easier to teach all students the same content and hold them to the equal educational standards. It helps all students willingly to co-operate by sharing experiences with their teachers" (p.44).

The **second** challenge relates to problem-solving and higher-order thinking. 21% of respondents declared that educators need to understand the critically essential role of higher-order thinking within the pedological dimensions in HE, especially in flipped-classroom settings. According to Howland (2013), "higher-order thinking skills are activated when students come across, worries, questions, or dilemmas" (p.24). This is a powerful sense of this study that higher-order thinking skills help students to understand the concepts and not repeat them or memorize them. That is, inspiring learners to intricate their responses through accurate questions and clearly stated opinions. The participants have mentioned the following examples: concept development, concept assembly, attainment of the big picture, problem-solving, conceptualization, critical thinking, and practical thinking. Lastly, this is a recognized area of emphasis in the flipped classroom setting within pedagogical dimensions in HE.

The **third** challenge, according to (19%) of educators, was revealed to be the reflection on self-direction of the information that enables the students to grow compassions of themselves as self-regulating students after facing learning challenges in flipped classrooms. These dimensions have pedagogical value and encourage and assist teachers to broaden their experience and promote self-reflection in syllabus design. A-11, one of the contributors, revealed that "it is tough to visualize teachers in HE without self-direction of knowledge that helps them love reality amongst students, which they do not advantage implementation from different pedagogical dimensions as they are studying in the higher education." A-10, another, declared a comparable challenge to A-8: "Educational educators in HE, are anticipated to express self-direction of the skills that are reflective in manipulative exploit strategies inside pedagogy theory, such as flipped learning classroom." Lastly, this study tackles the findings of this challenge.

The reasons include the following: first, self-direction is critical to the students in their learning process and

their ability to adapt to new learning processes. Second, self-directed educators have tougher obligations to life-long learning and flipped classrooms when setting policies and especially in choosing the right pedagogical dimensions in higher education.

The **fourth** challenge is observing hypothetical outcomes: (15%) of the contributors acknowledged cooperative learning as a major challenge. Educators' emphasis on this challenge significantly leads the pedagogical dimensions to exact remark on academic findings in higher education. For instance, an atmosphere where teachers discover helpful descriptions of themselves results in treasured gratitude for their actual reality in the flipped classroom settings. Hence, this is respectably noticeable in cooperative learning which A-6 has mentioned: "I have confidence that cooperative learning is major support in pedagogical dimensions and bears strong results when teachers pragmatically implement it in HE. It encourages other educators to opt for active learning, academic achievement, and results." Accordingly, the researcher of this study has faith in implementing an appropriate approach to the pedagogical dimensions in HE. This facet pinpoints the impact of cooperative learning in encouraging achievement, academic debate, student discussion, active learning, and structured cooperation that provide opportunities for collaboration and teamwork.

The **fifth** core challenge is inquiry-based learning; (12%) of participants were identified to address this core challenge. It provides educators with an approach to dynamic learning that explains difficulties, and recognized truths, and is close fitting to teaching facts. It consists of problem-based learning, experiential learning, and data interpreted by educators. A-10, A-11, and A-8 have mentioned that as a substitute "a teacher influences his/her students in everything necessary they need to know, while this approach asks students to paradigm their familiarity through experiences and studies." This study is satisfied to gain that inquiry-based learning highlights how teachers learn through action and reflection; moreover, it highlights how teachers enhance their understanding of pedological dimensions they actively transfer their knowledge.

Finally, this study suggests that educators need to discourage memorization of the facts and rather encourage their learners to improve their learning process through discovering themes themselves. This is central to flipped classrooms, especially when new themes are introduced and students develop communication skills and critical thinking.

4.3 The Second Research Question

To what measure do the critical pedagogy approaches involve academic achievement?

The results of the second research question were redounding to the researcher specialist: they illustrate the four main factors that impact pedagogical approaches that address academic achievement in HE. Table (1) shows the four main factors in which 12 out of 13 participants' interviews are revealed reliably.

Table 1.
The Four Main Factors Impact on the Measurement

The Four Main Factors that Impact Measuring the Critical Pedagogy Approaches that Involve Academic Achievement	Total (n=13)
Planning, Structure, and Control	12
Flexible Working Forms	12
The Attitude of Teachers	11
Narratives Applied to Teachers	9

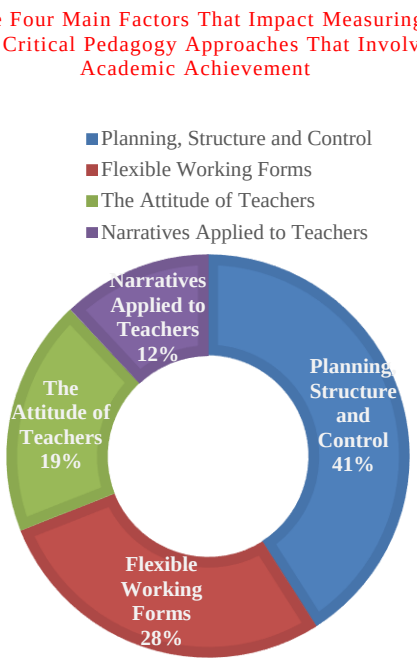
The table above shows the findings of the second research question: the four main factors that bear an influence on determining the critical pedagogy approaches in academic achievement. First, most of the respondents (12 out of 13) teachers have mentioned planning, structure, and control as the factor that operated well. According to teachers (A-4, A-5, A-7, and A-8), this factor is central to the learners' autonomy: it demonstrates higher degrees of planning, building, and a truncated degree of creativeness. A-12 indicated that planning involved three components: overall planning of the day, comprehensive planning, and reworking of explicit tasks and tangible resources. The teachers plan to help students to be organized in advance, before announcing a new duty or activity: "My students should be informed in advance to form ideas about the future events in their classrooms," stated (A-10). However, all the educators gave instances of fruitful strategies and approaches to be implemented when formulating and presenting tasks. Lastly, these are presented above as a "think tank" of the pedagogical dimensions in HE, which helps with the measuring of the crucial pedagogy. (41%) of all participants have identified this factor; see chart 2.

The second factor is flexible working forms. (12 out of 13) teachers mentioned when questioned to define an ideal learning atmosphere for their students, that a welcoming atmosphere, regardless of the size of the groups, is founding a prerequisite for the facilitated learning environment. This however regards the matters of class size, the environment, and the mission task. The educators defined that diverse working forms of teaching need to be practiced in a flexible method.

Similarly, several educators mentioned that their students' temper desperately exaggerated their performance, which subsidized the necessity for flexibility. A 7, 8, 9, 6, 4, and 10 have stated this: "we have the right to gain the chance to organize activities in diverse ways conditionally equally on the topic and the student's displeasure of the day. Accordingly, this means all teachers should be aware of the need to be

flexible during working forms. Several observed teachers (12 out of 13) were revealed to have access to smaller rooms nearby the teaching halls to maximize placement opportunities to work in diverse surroundings, independently or in minor groups. A-11 stated that "for a few students, teamwork was the best opportunity meanwhile teamwork with other students' is too tough". Finally, this means the measuring of the critical pedagogy approaches should be involved in academic achievement. For example, the student primarily acquires part in the overview of an assignment as a member of a team with the classmates in the teaching hall and is later on encouraged into the bordering room to comprehend do the assignment in peace and to complete it successfully. See more in chart 2 below:

Chart 2.
The Four Main Factors Impact on the Measuring the Critical Pedagogy



From chart 2. The **third** factor is the attitude of educators. (19%) of the participants stated, while (12 out 13) in table 1, teachers from the interviews section have revealed it. Almost all the teachers agreed that their students needed the assembly, switch, and understanding to achieve purpose effectively. A-9 stated that "teachers must stress the significance of assembly tasks to be enjoyable and expressive to increase motivation and encourage progress." Thus, this study is found to have achieved this; in fact, the educators' attitude was observed as a key factor. Equally negative and positive experiences of educators' attitudes were identified. A-11 stated that he had corrupted experiences from a previous university. He thought they did not want him in their institution. He moved to the university and he had a great release when meeting up with teachers in the current institution. To conclude, this study stated, that the educators' attitude toward university management and the teachers spread to the students. Consequently, the third factor is one of the critical pedagogical approaches that involve academic achievement.

Chart 2 shows the **fourth** factor, the narratives applied to teachers (12%) respondents from educators. Instead, in table 1, (9 out of 13) teachers' interviews were recognized that the narrative model inspires a student's mind to discover several concepts from new perspectives. This narrative, which positions teachers as stressed and 'too busy to cover it', supports a wider address of professionalism with its resolve on obligation and provision. A-8 has mentioned in the interviews that "they recall studies, cited earlier, in which HE educators refer to their certainty in the value of pedagogical dimensions in the higher education and the significance of their relationships with students, regardless of the pressure of work that some experience." This study assumed in the data collected that a recurrent narrative positioned educators as potentially overworked and very stressed. As a significance, they may have less time for research and in this way may be seen to facilitate the work and the careers of their colleagues. Furthermore, in this narrative, educators were seen as responsible for the management of whole groups of students and class discipline. One teacher (A-6 interviewee) explains that teachers do not deal with personal problems: "I'm very strict and I have a line and I do not care who it is; all students know [the] right and [the] wrong and I draw that line." Lastly, this factor helps teachers as a remote authority is closely related to other factors identified above. Educators are seen as facilitating the work of HE teachers in a real and practical sense.

5. CONCLUSION

This study clarifies the pedagogical dimensions challenges, the significance, and the factors of the relationship between critical and reflexive accounts of presenting in HE. Thus, this study echoes the comparable facts declared by Sullivan & Rosin, "the four pedagogies dimensions links between academic knowledge and the demands of uncertain situations" (2008, p.45). Hence, the involvedness of communal difficulties run into by qualified teachers stresses the appraisal of data from several sources as well as the capacity to interpret knowledge into accomplishment in HE.

Additionally, the four dimensions are, in actuality, expansively applied in HE: they are also extensively referred to bear significance on levels of success in the future of flipped classroom learning. Nevertheless, this

study has revealed that the four pedagogical dimensions are the following: first collaborative team teaching; second, thinking skills; third, explicit instructions; and fourth, cooperative learning. This complies closely with the findings of this study and the discussion of the review of literature, which means the assembly of both of them to academic achievement in HE. Instead, this study has identified, based on the responses to the first research question, the five core main challenges teachers face in HE by using pedagogical dimensions. This is planned for educators in HE who will be practicing the pedological dimensions within the viewing platform of teaching as related deep in flipped classrooms. Finally, the findings of the second research question help reveal and recognize the four main factors that influence and determine the critical pedagogy approaches to academic achievement.

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