Annals of Emerging Technologies in Computing (AETiC)

Print ISSN: 2516-0281 Online ISSN: 2516-029X
Volume #9 Issue #4 1 October 2025

Editorial

Dear Reader,

At the age of 62, I have just started my fifth decade as a researcher and university lecturer. It remains to be seen how far I make it through it! In terms of teaching, significant changes have occurred over my years in front of a class. For example, dictation of lecture notes that students did their best to write down has given way to online material, and three-hour written examinations have largely been replaced by more meaningful assessment strategies in which students' ability to remember facts and think fast is less important than being able to solve real-world problems in a less constrained environment.

Now, with the advantage of large amounts of often well-produced material being readily available online, lecturing has become more about navigating and curating knowledge sources into a format that facilitates an optimal, personalised, student learning experience. Students spend time looking at the provided material before class and then, in class, reflect on and apply what they have learned. The concept of the flipped classroom, also known as flipped teaching, is now a well-established model of course delivery.

Based on the concept of flipped teaching, I have recently been considering flipped research. Flipped research is increasingly used to describe approaches that reverse the traditional sequence of how research is conceived, conducted, and shared. Conventional research typically begins with a theory or literature review that informs the study design, leading to data collection and analysis, before the findings are drafted into a paper for publication. Flipped research inverts this model in several ways.

Flipped research often begins with stakeholder engagement or dissemination planning rather than leaving these steps to the end. Stakeholders or end-users are involved from the outset to help define research questions, shape the study design, and determine how results will be shared, ensuring the work is grounded in real-world needs. Another variation flips the research cycle itself by starting with practice, data, or prototypes and then developing or refining theory afterwards, like design-based or practice-led research. This reverses the typical theory-first model, allowing research to emerge more organically from real contexts and practical experimentation.

Flipped research can also involve reversing traditional researcher–participant roles, with participants acting as co-researchers through participatory action research or citizen science models. In this scenario, communities help collect data, analyse findings, and even co-author publications, shifting power dynamics in knowledge production and making research more collaborative.

In the year ahead, I have research trips scheduled to Vietnam and Uganda. During these trips, the flipped research idea will be put into practice. Work will be carried out in collaboration with local stakeholders to ensure that the outcome meets their needs. It will be a learning experience for me. I hope that flipped research will, for me, result in a flipped classroom experience, where I continue to learn and grow.

With best wishes,

Professor Andrew Ware,
On behalf of the Editorial Board,
Annals of Emerging Technologies in Computing (AETiC).