

**An Investigation of Students' Perspectives on Flipped  
Classroom Method as a Type of Blended MOOC  
Model at the Department of English Language  
Teaching at Eastern Mediterranean University**

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## **ABSTRACT**

Nowadays, learning methods are changing rapidly with growing technology. Over the recent years, MOOC plays an important role in e-learning and higher-education because it can create opportunities for thousands of students to participate in free higher-education online. In online pedagogy, MOOC are recent phenomena beginning in 2008. Since that early beginning, MOOCs developed rapidly, becoming a global phenomenon.

In this research, the researcher investigated the researcher will investigate the flipped classroom as the most important part of blended MOOC model. This research will find out the existing problems and advantages by using flipped classroom method. Solving the problems can enhance the efficiency of instruction and it will help students to have a better learning experiences. It might increase students' motivation, active participation and success in their courses.

**Keywords:** Flipped Classroom, Blended MOOC model. E-learning, Students perceptions

## ÖZ

Günümüzde, öğrenme yöntemleri büyüyen teknoloji ile hızla değişiyor. Son yıllarda, MOOC, e-öğrenme ve yüksek öğrenimde önemli bir rol oynamaktadır, çünkü binlerce öğrencinin çevrimiçi yüksek öğrenim görme özgürlüğüne katılma fırsatları yaratması mümkündür. Çevrimiçi pedagojideki MOOC, 2008'de başlayacak yeni olgudur. Bu erken başlangıçtan beri, MOOC'ler hızla gelişerek küresel bir fenomen haline gelmiştir.

Bu araştırmada, araştırmacı, araştırmacının, karıştırılan MOOC modelinin en önemli parçası olarak sivil sınıfı araştırmasını araştırdı. Bu araştırma, ters çevrilmiş sınıf yöntemini kullanarak mevcut sorun ve avantajları bulacaktır. Sorunların çözülmesi öğretim verimliliğini artırabilir ve öğrencilerin daha iyi öğrenme deneyimleri kazanmasına yardımcı olur. Derslerin öğrencilerin motivasyonlarını, aktif katılımlarını ve başarılarını artırabilir.

**Anahtar Kelimeler:** Flipped Classroom, MOOC Modeli, E-Öğrenme, Öğrenci Algısı.

## **DEDICATION**

I would like to dedicate this thesis to my *FATHER and MOTHER* for supporting me to accomplish my dream journey. This is just the beginning for me and the sailor with the cruise will carry on to sail even deeper oceans. Moreover, I want to dedicate it to my lovely *SISTERS*, for their guidance and unconditional support.

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## **ABBREVIATIONS**

EMU	Eastern Mediterranean University
SPSS	Statistical Package for the Social Sciences
MOOC	Massive Online Open Courses
BMOOC	Blended Massive Online Open Courses

# Chapter 1

## INTRODUCTION

### 1.1 Presentation

Nowadays, learning methods are changing rapidly with growing technology. Over the recent years, MOOC plays an important role in e-learning and higher-education because it can create opportunities for thousands of students to participate in free higher-education online. One of the most important elements of the MOOC is ensuring an education to those who are not able to go to any educational settings in person due to the several barriers. Especially for those who do not have flexible time, who have disability and some other difficulties. There is also another feature that makes MOOC more usable and workable approach for the students such as some learning environments do not have the necessary tools for those who need special programs, customized software and more. Furthermore, another advantage of MOOC as mentioned above is that, it is a flexible method in which participants can access their learning material wherever and whenever and at their own learning pace. Students who are slow learners, they can take their time to understand the topic of the class; and grasp the objective much more effective than the classroom environment (Schroeder, 2014). Providing such a flexibility, students won't only improve their success at school, but they will also improve their social interaction with others using the discussion boards.

On the other hand, MOOC has some limitations. For example, although students can get together towards using the discussion boards, however, it won't let them socialize in person. It means that it is a kind dehumanized method which cause some dissocialized environment. This can be justified when MOOC is combined with Blended learning. One of the other problems of the MOOC is evaluating the students' success based on the submitted product via online. Here is the question: How do we know that it is the product that the student brought to the life (Schroeder, 2014). Evaluating someone with the product that was submitted via an online tool will cause an unfair assessment for the others who work hard to take care of their work on their own. It also creates another issue for the instructors who are responsible of the course since there will be too many students who are enrolled and submitting their work (Schroeder, 2014). This may be also another drawback for a fair evaluation since it may require teacher to hurry for the immediate assessment (Schroeder, 2014). Lastly, feedback is also another issue with MOOC because teachers won't be able to give a timely feedback when it is needed by the student. As a matter of fact, most students are suffering when they are trying to control their learning, and they are eagerly waiting for the response from an expert to resolve the issue they face. To overcome MOOC problems and disadvantages, researchers designed a new model to combine MOOC strategies with face-to-face strategies.

Blended learning is a model to combine face-to-face strategies and online-learning activities (Friesen, 2012). As an example of Blended learning, Blended MOOC (BMOOC) refers to mix the classroom (e.g face-to-face) interaction and online learning elements together as a mixed environment, taking into account the important factor openness courses MOOC. One of the ways to solve MOOC problem in higher education context, is the new design paradigm of BMOOC. It can resolve some of the hurdles facing standalone MOOC (Bruff, Fisher, McEwen, & Smith, 2013). In fact, the BMOOC

model has the potential to bring human interactions into the MOOC environment, foster student-centered learning, provide effective assessment and feedback, support the interactive design of the video lectures, as well as consider the different patterns of participants in MOOC (Yousef, Chatti, & Schroeder, 2014).

MOOC providers have already piloted the BMOOC concept within a higher education context. The overall feedback showed positive results. These include offering students with a wide range of learning materials from highly respected universities (Loviscach, 2013). Enhancing university reputations and achieving a sustainable competitive advantage in terms of attracting more students (Sandeem, 2013).

According to Kloos and his co-authors (2015), there are six ways combine traditional classroom with MOOC technologies; these are: “local digital prelude, Flipping the classroom, live teaching with remote tutoring, Canned digital teaching with face-to-face tutoring, Face-to-face and canned teaching, Face-to-face teaching with remote tutoring” (Kloos, Muñoz-Merino, Alario-Hoyos, Ayres, & Fernández-Panadero, 2015).

Some researchers’ studies show that flipped classroom and local digital prelude were the two models more selected by the participants and these models more preferred than other models (Albó Perez & Hernández-Leo, 2016). The flipped or inverted classroom is a reconstruction of student-centered instructional models which have been already in existence for many years (Felder, 2012). A flipped classroom or inverted classroom is a learning environment that is currently practiced by the educators all around the world. Definition of the flipped classroom differs from author to author. But following definition gives a general meaning of it better than comparing to others: “Inverting the classroom means that events that have traditionally taken place inside



the classroom now take place outside the classroom and vice versa” (Bishop & Verleger, 2013).

## **1.2 Background of the Research**

The flipped classroom model is one of the instructional models that have included problem-based learning (PBL) (Crouch & Mazur, 2001). The flipped classroom is an instructional model which consists of two parts , first part is out-of-class activities involve low-order knowledge acquisition often in the form of a video materials and second part in class time is spent doing collaborative (Bergmann & Sams, 2012; Herreid & Schiller, 2013).

Some researcher findings, show there is no any difference between students achievements in traditional classroom compared with flipped classrooms (Snowden, 2012) .

However results from another researchers show that , students who have been educated through web-based learning environments have more ethical judgment in comparison with students who have been educated through the traditional classrooms with textbooks (McManus, Subramaniam, & James, 2012).

Findings of Long shows that pre-class learning is useful for students and they can learn better and dipper by watching video materials out of the classroom. Also other findings of this study shows that flipped classrooms increases motivation of students to learn by themselves (Long, Logan, & Waugh, 2014).

Therefore, flipped classrooms give chance to reduce the time of lecturing and opening up classroom time for discussion about lecture and any other interactive activities such as problem solving (Jamaludin & Osman, 2014; Johnson, 2012).

According to Bishop and Verleger (2013) research in their articles, flipped classroom is the implementation of classroom environment and exercises at home (Bishop & Verleger, 2013).

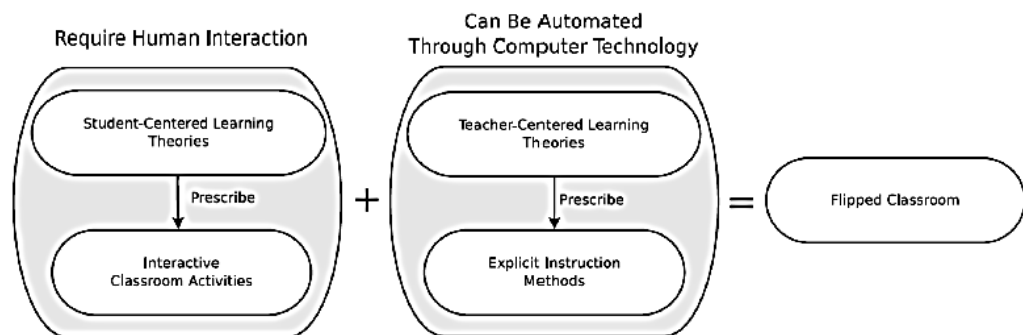


Figure 1: The Flipped Classroom (Bishop & Verleger, 2013)

Also Yousef, Chatti, & Schroeder, suggest the methods for impelment flipped classrooms as below. This figure, illustrates the activities in the flipped classroom with details (Yousef, Chatti, & Schroeder, 2014).

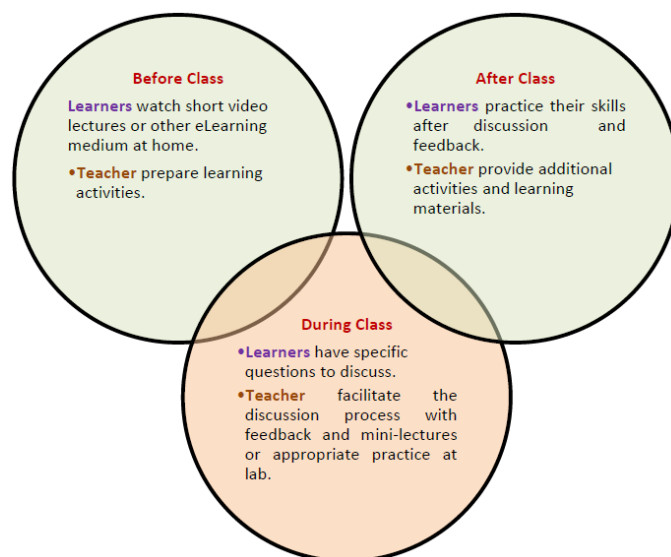


Figure 2: The Flipped Classroom activities (adapted from Yousef et al., 2014d)

From the above literature review about flipped classrooms we can conclude that, by implementing flipped classroom we can reduce time to lecture and leave more time to interactive activities and discuss with other students to learn deeper. Also video-based materials are better than text-based materials and they can increase motivation in students. In addition if this method is implemented correctly with creative assessments, students are able to spend their time on study at home.

### **1.3 Problem Statement**

In the recent years, the flipped classroom plays an important role in blended learning. In details, flipped classroom is a type of blended MOOC models which passive learning activities and none interactive lectures appear in outside the classroom and in the classroom, students spent their time on discussion and interactive activities. Research studies shows that flipped classrooms can increase student motivation and achievement.

As a researcher, it has been observed that in the Department of Foreign Language Education there is no flipped classroom instructional model. Instructors try to apply some part of the flipped classroom such as asking students to write reflections about themselves after the oral presentations but as a whole instructional model, it is not being used. Therefore, the researcher has decided to apply flipped model to see its benefits and disadvantages on language students and then it can be practiced or suggested to the other departments.

### **1.4 Purpose the research**

In this context, as a researcher the specific intention for this research is to examine the potential impacts of flipped classroom teaching on student learning. The purpose of this study is to investigate the effects of flipped classroom as a type of blended

learning on achievement and motivation of a population of third-year students from the Department of Foreign Language Education at EMU.

### **1.5 Significance of the research**

Several studies have been conducted on the flipped classroom in education (Curriculum Review, 2012). To this date, there aren't any researches carried out regarding the flipped classroom instructional model at Eastern Mediterranean University (EMU). This research is going to be the first which will be carried out in EMU. Therefore, it will shed a light on the way instructors teach in class more effectively. While learners may benefit from the flipped classroom instructional model, it can increase learners, motivation and achievement with the flipped classroom model. The data collected from this research will help to investigate and determine flipped classroom differences and advantages compared with traditional classrooms.

### **1.6 Assumptions**

It is assumed by the researcher that:

- The participants are assumed to read questionnaire carefully and their answers reflect their perceptions.
- Some of the students might not answer all the questions in the questionnaire.
- To apply the questionnaire in line with the video recordings can be time consuming.

### **1.7 Limitations**

During the implementation of the research, as a limitation of the study it can be said that students are not always eager to post their perceptions on the website.

## **1.8 Definition of Terms**

The researchers realize that some definitions are under debate by scholars. Therefore, the following definitions will be used throughout this research.

**Online learning:** Is a type of learning method which will be held fully online and without the need to attend classes on campus.

**MOOC:** In massive open online course (MOOC). Massive refers to large number of students and participants. Open refers to anyone and anywhere as long as they have an internet connection. Online refer to complete online and course refers to unit of study online course that is free and open to anyone who wants to register. The courses are designed for massive enrollment.

**Blended MOOC:** To overcome MOOC problems and disadvantages, researchers designed a new model to combine MOOC strategies with face-to-face strategies. Blended learning is a model to combine face-to-face strategies and online-learning activities.

**Flipped Classroom:** It is the first part of the course which is fully online (MOOC based) and the course material is the use of video. After the video recordings, the course continues like traditional face-to face classrooms to discuss about video recordings.

EMU: Eastern Mediterranean University

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter shows theoretical framework of the current research. History of flipped classrooms and a short overview on recent researches and studies according to flipped classrooms is supported in this literature review.

#### **2.2 Definition of Blended MOOC**

Blended learning has been broadly recognized as a strategy to combine face-to-face traditional classroom model and online learning activities (Friesen, 2012). Blended MOOC as an alternative instructional model come to mix traditional classroom with online strategies to increase quality of education and learning (Yousef, Chatti, Schroeder, & Wosnitza, 2015). According to Kloos and his co-authors (2015), there are six ways combine traditional classroom with MOOC technologies; these are: “local digital prelude, Flipping the classroom, live teaching with remote tutoring, Canned digital teaching with face-to-face tutoring, Face-to-face and canned teaching, Face-to-face teaching with remote tutoring” (Kloos, Muñoz-Merino, Alario-Hoyos, Ayres, & Fernández-Panadero, 2015).

#### **2.3 Brief Review on Blended-MOOC Models**

Combining the MOOC with the face to face settings will enable teachers to manage their classroom as if they are still in a regular educational settings. But in this method, students are still having opportunity to participate their class materials online to study at their own pace. However, they will have to get

together with their instructors and classmates at certain times. Blended learning can be applied in different versions such as “local digital prelude”. In this method, course is divided into two parts which may be called as the first semester and second semester of the year. In the first semester, the course is taken online while the second semester is covered in the classroom environment. Another version of applying blended learning is flipped classroom in this method students use course materials at home and in the class time they are going to discuss with their classmate, the main material of flipped classroom is video. Also there are a lot of other versions of blended learning. A workshop held at the University of Barcelona at annual conference about blended MOOC models. According to Table 1 the **flipping classroom** model is more preferred than other models by participants of this workshop.

Table 1: Models selected by participants of a workshop held at the University of Barcelona at annual conference

Models selected after the step	Frequency	Percentage
Local digital prelude	4	20
Canned digital teaching with face-to-face	4	20
Face-to-Face and canned teaching	1	5
Face-to-Face teaching with remote tutoring	1	5
Canned digital teaching with remote	1	5
Flipping the classroom	5	25
Between FC and LDP	4	20
<b>Total</b>	20	100

## 2.4 The Definitions of Flipped Classroom

There is no universal definition of the term ‘Flipped Classroom’. However the flipped classroom instructional model is a type of blended learning (Garrison &

Vaughan, 2008). We may define the flipped classroom as group learning inside the classroom, and individual learning outside the classroom with use of video files (Bishop & Verleger, 2013). In the recent years the terms of flipped classrooms has become important (Strayer, 2007). In traditional classrooms learners spend their time to listen to course and take notes while instructor teach to them but in flipped classroom instructional model, passive learning activities and none interactive lectures are appeared in outside the classroom and in the classroom, students spent their time on discussion and interactive activities. The essential segments of flipped classroom method are a mix of traditional instruction with constructivist learning. In this method learners are responsible for constructing their own learning; the instructor functions as a facilitator of learning process (Thaichay & Sitthitikul, 2016).

## **2.5 Related Research on Flipped Classroom**

About flipped learning discourse, a few authors have talked about a pattern of flipped classroom therewith lecture material is delivered online and conversations are extended out of classroom by means of online discussions. In this way the time of classroom is dedicated for doing homework directed by the teacher. Lage et al. were one of the early users of this approach who applied the procedure to economics class (Baker & Mentch, 2000).

Marlowe studies on students stress levels in classes, shows that, students have lower stress levels in flipped classroom model compared with other instructional models (Marlowe, 2012). Also Marlowe investigations shows that over flipped classroom model, learners feeling enjoyed the benefits of being able to pick their assignments (Marlowe, 2012).



Other researchers findings suggest that instructors may use flipped classroom model to improve the learners readiness and increase the learners thinking skills to simulate the 21th-century skills (Diab & Abdel, 2016). The flipped classroom instructional mannequin was not an important element in imitation of enhance student academic success or of increasing student critical thinking skills (Saunders, 2014). Thanachok and Pragasit indicated that flipped classrooms improve learner language accuracy. Moreover, positive attitude toward this instructional model, specially, in the part of active learning (Thaichay & Sitthitikul, 2016).

A short land survey concerning latest publications on flipped classroom model, indicates the approach that flipped classroom model has been used in educate for diverse range of matters such as: marketing (Jarvis, Halvorson, Sadeque, & Johnston, 2014), history (Gaughan, 2014), records (Wilson, 2013), and foreign languages (Simon& Fell, 2013).

## **2.6 Advantages and Disadvantages of the Flipped Classroom**

Nowadays the flipped classroom has become one of the most important discussions in the instructional world. We accept that online learning and educational technologies increase the quality of learning process. However, we should investigate both advantages and disadvantages of this model.

### **2.6.1 Advantages of the Flipped Classrooms**

Like other educational systems, the flipped classroom approach include some advantages. Some of the researchers' studies on effectiveness of the flipped classroom shows that, in this instructional model, instructor can spend more time with students' needs. It also creates opportunities for the instructor to contact student family. So by this way the learners' families are involved with learning process from

beginning to the end. In this instructional model student has access to course materials and videos anywhere outside the classroom. In addition, the flipped classrooms give chance to students to learn better and deeper through exercises and activities outside the classroom (Herreid & Schiller, 2013). More over this method gives a lot of chance to learners to make them self-depended and learn by themselves (Santagata, 2009). Teachers are only playing role as a guide and source inside the students to help them. In flipped classroom students are divided into small groups to make discussion and collaboration about lessons. The teacher's major role is to facilitate the learning activities and show tools which students need in the learning process. (Bishop & Verleger, 2013; Herreid & Schiller, 2013).

Fluton (2012) articulates advantages of using flipped classroom as: students will proceed on their own pace, the teacher will have time to discover students' problems in doing homework in classroom. The teacher will be able to readily update the curriculum so as to adapt student needs, class activities will be more efficient and dynamic. The instructor can readily watch and notice learners' interests. Students will utilize advanced technological devices of the new millennium for their learning. With the application of technological media the learners will become more independent and self-sufficient in their learning activities; thereupon the teacher will guide the students as a motivator and facilitator (Driscoll III & Petty, 2017).

The most practical and appropriate issues of Flipped learning were introduced by (Jon Bergmann, Overmyer, & Wilie, 2013) as follows: A) the process of learning will not be limited to classroom and will proceed and extend to out of it. B) The learning matters will be designed and prepared in accordance the learners' requirements. C) Student-teacher interaction can enhance. According to (Overmyer,

2012) the students will arrange to study well outside the classroom and spend the main class time for discussion and interaction. Five advantages were described by (Millard) for application of flipped learning: Enhanced concentration on discussion in class, increased teacher freedom, promoted communication among teacher and learners with respect to the learning subject and related issues, enhanced student involvement and creation of a powerful team-work among the students.

Furthermore, (Cohen & Brugar, 2013) introduced four benefits of flipped classroom: 1) Learners will become more self-sufficient and responsible for their learning process. 2) They can utilize online video lessons repeatedly if necessary. 3) Personal interactions between the teacher and the student within both inside and outside the class will be established. 4) The teacher supplies personal teaching. According to (Schmidt & Ralph, 2016) emphasis, the students will be well prepared to solve the problem and examine the solution in the classroom due to their previous study at home and watching online video lesson.

### **2.6.2 Disadvantages of Flipped Classrooms**

Not every research on flipped classroom has shown high-quality responses. One of the researchers gave five compelling reasons to be cautious of the flipped classroom model (Nielsen, 2012). First of all, learner weakness in the use of technology and computer. Many learners will not be able to watch video at home because they have limited access to computer and other technology at home. Second, lecture movies at domestic are still viewed as homework. For this reason, students are different in the level of motivations. Some of them have less motivation on the course materials, such as watching videos and do their tasks at home (Wallace, 2013). As a solution to solve this problem instructor can design pre-quiz in the classroom environment to

evaluate and analyze students. The third argument is that flipping the classroom only provides more time for the disadvantage use of pedagogy. For example, one principal expressed optimism with the flipped classroom stating that it gave more time for teachers to prepare for tests. Nielson's concern is that some educators will use the flipped classroom as a method to give more information in a poor way, i.e. "teach to test." The fourth argument is that the flipped classroom does not adequately adapt to students learning speeds. Students are required to watch one video at a time, staying at the same pace with the rest of the class. There is no mechanism to allow advanced students to progress through their education at an accelerated rate just by flipping a classroom.

Other researchers like (Wallace, 2013) stated that flipped classroom is ill-defined for learners. To solve this problem instructor of the course should describe the meaning of flipped classroom at the beginning of the course. Another problem of flipped classroom is that this instructional model is based on problem based learning and traditional assessments are not adapted for these methods of learning. Instructors of the flipped classrooms should be creative to design assessments for both of the individual tasks and group projects (Bishop & Verleger, 2013).

## **2.7 The Use of Flipped Classroom in Different Countries**

Various instructors throughout the U.S. have pointed out academic achievement in their flipped classrooms (Jonathan Bergmann & Sams, 2012a; Overmyer, 2012).

(Baranovic, 2013) conducted a research to investigate the effect of flipping on his composition course at Southeast Missouri State University in the United States. He designed suitable lecture videos to remove the need for live conventional lectures in classroom. He also designed creative writing-style workshops which became a

circular communal environment, encouraging a cooperative iterative operation stimulating creative thinking in his students. Findings of the research indicated that the course profited all the students from various levels of writing, especially the non-native English speakers. The learners invested highly in the workshop and in each other's writing, and their writing excelled the standards of the university.

An instructor in Florida observed that flipped-classroom was a good educational procedure, because educational environment was converted from teacher-centered to student-centered (Curriculum Review, 2012). The Byron instructors applied flipped-classroom approach in response to decreased revenue and noticed that their converted curriculum was advantageous to students, parents and educators (Fulton, 2012).

A research was carried out about flipped learning by a teacher in Australia (Butt, 2014) in his main course. He offered a questionnaire to his students. According to the results, he observed that the students learn better by performing an activity. Another finding was that the learners prefer to study individually instead of group study, lectures and tutorials. Also the comparison of students' opinion at the beginning and end of the course indicated remarkable change in their point of view about flipped classroom but observed that the learners who considered flipped classroom unpleasant at the start of the semester were satisfied with it at the end (Butt, 2014).

An experimental study on intermediate EFL (English as Foreign Language) course at a university in Macau, China was implemented by (Webb, Doman, & Pusey, 2014). Gathered data from investigations indicated that the students' initial expectations about the teacher function in classroom did not correspond the flipped procedure. But at the end of the semester which lasted 15 weeks, students involved in the

experimental classes, were satisfied and comfortable with flipped method and asked for additional flipped material. Moreover, according to the teaching journals *ELT Journal*, *TESL-EJ*, *L2 Journal*, 75 percent of teachers suggest to use flipped procedure for enhancing creativity of students and attaining higher order learning in the classroom. However, journals showed some uncertainty and struggles among teachers in terms of utilizing flipped approach to language learning and the student involvement in the materials.

A research about the effect of flipped learning on the improvement of the students' creativity was carried out at King Abdulaziz University in Saudi Arabia in year 2014. Fifty five students from Faculty of Education participated in the research; twenty seven students were taught by flipped learning method, and twenty eight others by usual procedure. According to the results of the study it was observed that the flipped learning may enhance Students creative thinking. Data of the research are summarized as: the flipped learning scores ( $M=17.44$ ,  $SD =3.78$ ) were better than usual learning scores ( $M = 12.43$ ,  $SD = 4.65$ ;  $t [53] = -4.38$ ,  $p = .000$ ) (Al- Zahrani, 2015).

## **2.8 The Implementation of the Flipped Classroom:**

There is no single model for the flipped classroom instructional model and literature reports different models for this type of instruction. Fundamental characteristic of flipped classroom instruction is that the teaching process should not be restricted to inside the classroom and should extend outside the classroom by utilizing various technological media in addition to pre-recorded videos. For instance, these various procedures were mentioned in the articles of (Strayer, 2007), (Strayer, 2012), (Bishop & Verleger, 2013) and (Long, Logan, & Waugh, 2014). According to them,

the flipped classroom is defined as any class that utilizes pre-recorded videos as preparation resources along with free class time for discussion and communication. (Nicolosi, 2012) and (Bishop & Verleger, 2013) have described the structure and elements of flipped classroom and analyzed the activities that the learners were expected to carry out and the procedure doing them. In learning process, class-time operations and other technological means can be combined with pre-recorded videos.

According to (Başal, 2012) the flipped classroom is divided in two learning environments including classroom time and homework.

### **1. Homework**

As specified by (Nicolosi, 2012), a suitable pattern for flipping EFL (English as Foreign Language) teaching needs a variety of tools. Some of these requirements are: video recordings, commercial videos, screencasts and reading texts. According to (Jonathan Bergmann & Sams, 2012b). Instructors should be more careful about selecting suitable videos for their flipped learning system so as to get better results.

### **2. Classwork**

(Nicolosi, 2012) states that instructors should spend extra time for their students' learning operations. In order to get more understanding about teaching issues it is necessary to start each class with a review of the learning material. Thereafter the students are divided in some groups to work on the reviewed points of the assigned lesson. Then instructors will investigate learners' understanding of video lesson. Meanwhile the students may discuss arisen problems and ask for more explanation of learning contents. In this way their exercise will receive quick feedback from their instructors and class-mates.

It is important to prepare suitable videos and learning materials so as to not only educate the matter but also arise discussion and more communication among the students. An indication for above-mentioned discussion may be shown with increased interactions and the quantity of questions asked teachers or classmates. Ultimately class time could be spent for empirical practices and suitable tests and quizzes designed by the instructor. (Nicolosi, 2012) mentions that the instructor should move among students' groups in classroom and reply the arisen questions. In this way, teacher's descriptions and clarifications can assist the learners to get better understanding of the teaching point in class communications.



## Chapter 3

### RESEARCH METHODOLOGY

#### 3.1 Presentation

This chapter presents the philosophical stance of the researcher, research method, research design, data collection instrument, population, data collection period and finally data analysis.

#### 3.2 Goal of the Research

The goal of this research is to investigate the effect of flipped classroom as a type of blended MOOC instructional model on the third grade students of Department of Foreign Language Learning at Eastern Mediterranean University (EMU) University in North Cyprus. The research has been carried out during Spring Semester of the academic year 2016-2017.

#### 3.3 The Philosophical Stance of the Researcher

The main goal of flipping a classroom is to improve learners' performance and satisfaction (Missildine, Fountain, Summers, & Gosselin, 2013). Dewey in (1916) also made a comparison between educational and non-educational activities. Educational activities according to Dewey can be categorized as activities which leads to further 'growth' and non-educational activities are the ones which blocks or prevents further 'growth' of learners.

Therefore, the major role of the learning institutes is to enable individuals to *learn* what is valuable and significant as emphasized above. As it is applied in this research

through online Moodle activities, teachers can use at least one video prior for each lesson. The videos are related to the topic teachers are going to teach. They inform their students in advance to watch the videos and come to the class prepared. This gives students the chance to be more interactive and reflective in class. After each lesson, according to the given website the students can post their reflections under each video. This is necessary for the systematic follow up of those observations (reflections of the students regarding each activity they practice online) helps the researcher to generalize from the perceptions of the students.

With regard to these, this research falls into the interpretivist paradigm which means as a researcher you can draw a distinction between physical things and individuals after you gather the data in hand. The researcher can interpret, that is to say attach meaning to themselves and others. Therefore, in order to be able to do this it requires comprehending the interpretations which they give of what they are doing. Likewise, in this research the researcher analyses in depth the reflections of the students on the use of flipped classroom experiences.

To sum up, according to the interpretive paradigm as a researcher to know the participants' intentions and motives are significant because we as researchers need to know the way they understand and interpret the situation they face up with. Because of this reason the researcher uses subjective meanings of the participants whom they are researching. That is to say the different understandings and interpretations which the participants bring with them to the situation.

### **3.4 Research Methods**

This research is a case study and both quantitative and qualitative methods were used to collect data from participants. The researcher will apply pre and post questionnaire to the participants. Moreover, Moodle as a web based instrument will be used to access videos prior to each lesson for students. Students are expected to participate the class being prepared in advance from the link Moodle given by their instructor. By this way they will be able to actively participate in class (student centered) and motivation will be higher.

#### **3.4.1 Quantitative Research**

Quantitative research method is statistical approach which uses numerical data to define a hypotheses that is analyzed with measured values to acquire an appropriate prediction for the result. According to the quantitative research method, the obtained numerical information provides the researcher the opportunity of using advanced and more feasible statistical tests to ensure that the obtained results are not only based on an observation of a phenomenon, but also they are more accurate and stable. Relies to Newman & Benz (1998) Quantitative approaches contain experimental and semi-experimental surveys, pretest and posttest studies which is used for a particular feature or a variable which is called an operational definition end by exploiting what researchers are looking for, merely a specific thing is measured related to the researcher's point of view. In this research, the researcher should complement this method along with utilization of a numerical analysis to measure the collected data (Newman & Benz, 1998).

According to (Muijs, 2010) the primitive information is collected by utilization of an organized facility and the consequences are based on a vast range of samples which

are representative of the research's population and also all of the objectives of the study should be appropriately determined before the data is collected. In quantitative research, the initial information is in the shape of numbers and statistics, often are regulated in tables, charts, figures, or other non-textual forms which all above-mentioned points and details are the main features of quantitative research.

Aliaga and Gunderson (2002), describes what we mean by quantitative research methods very well:

Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).'

Moreover, quantitative data analysis is a powerful research form emanating in part from the positivist tradition. It is often associated with largescale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments. In the following chapters we will show how numerical data can be reported and introduce some of the most widely used statistics that can be employed in their analysis.

According to (Muijs, 2010) "Quantitative research is often placed in opposition to qualitative research. This is often turned into a 'paradigm war' which is seen to result from apparently incompatible worldviews underlying the methods. When you look closer at researchers' actual beliefs, it appears that the so-called subjectivist (qualitative) versus realist (quantitative) divide is not that clear-cut. Many researchers take a pragmatic approach to research and use quantitative methods when they are looking for breadth, want to test a hypothesis or want to study something

quantitative. If they are looking for depth and meaning, they will prefer to use qualitative methods. In many cases, mixed methods approaches will be appropriate.”

### **3.4.2 Qualitative Research**

Qualitative research seems to promise that we as researchers need to eliminate statistical techniques and the mechanics of the kinds of quantitative methods used such as survey, or epidemiology. Although we as researchers expect students while carrying out a research to be aware of the fact that how reliability and validity issues are used is significant for quantitative researchers in order to have a credible research.

However, to make an assumption on a predefined evaluation of what is ‘good’ or at least ‘suitable’ (qualitative) and ‘bad’ or not suitable (quantitative) research is dangerous. The choice of method should not be predetermined but rather as a researcher you should choose a method that is suitable to what you are trying to find out (Punch, 1998).

Therefore, researchers should never assume that qualitative methods are superior compared to quantitative methods. The reason is that as emphasized above a quantitative approach might be more suitable to the research problem we are trying to investigate. So, in deciding which one to use everything relies on what we as researchers trying to find out. “Both qualitative and quantitative researchers are connected with the *individual’s point of view*. However, qualitative investigators think they can get closer *to the actor’s perspective* through detailed interviewing and observation. They argue that quantitative researchers are seldom able to capture their subjects’ perspectives because they have to rely on more remote, inferential empirical methods and materials (Denzin and Lincoln, 2000)”.

### **3.4.3 Case study**

A case study method allows a researcher to closely analyze the data in a particular case or field. Yin (2003b) defined case study as an “Empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003)”. Usually, case study research method choose a limited number of people or a little geographic region for a case of research (Zainal, 2007). Longitudinal Survey provides a systematic methodology to view events, data collection, data analysis and report the results over a long period of time provides. According to Mathews (2006), studies in case study research method, three volumes are very important, meaning of ‘case’ the proper ways to collect data and how to enable the research study ‘understanding’ and ‘explanation’.

Furthermore, the general design of a case study is best represented by a funnel. Good questions that organize qualitative studies are not too specific. The start of the research is the wide end; the researcher looks for a possible place, people, which can be the source of data. Researcher also finds a location to carry out the research. Then data collection, reviewing and exploring starts. Throughout this process, the researcher continuously modifies the design of the research and choose procedures regarding the research title. In time the researcher makes specific decisions regarding the research study and from the broad exploratory beginnings narrows down the focus of the research.

### **3.4.4 A Case Study of Department of Foreign Language Education Students’ in Eastern Mediterranean University, North Cyprus**

This case study aims to explore the effect of flipped classroom as a type of blended MOOC instructional models on the third grade students of Department of Foreign

Language Learning at Eastern Mediterranean University (EMU) University. The population of this research study is all of the third year students 35 in total. The researcher will look into the perceptions of the students' regarding flipped classroom by using pre and post questionnaires and Moodle as a web based environment. At the beginning of the research in order to grasp the general perceptions of the students' pre questionnaire will be given and after the application of Moodle as a web based environment post questionnaire will be given to them in order to compare and contrast their views.

The researcher for prior to each lesson will post a video on the Moodle and students each time will be asked to watch the video and come to the class. Having gone through the lesson, students will reflect their reflections on the Moodle account supplied to them by the researcher in advance.

According to (An & Williams, 2010) “ benefits of using Web based (2.0) technologies in teaching include (1) interaction, communication and collaboration, (2) knowledge creation, (3) ease of use and flexibility, and (4) writing and technology skills. ”

### **3.5 Data Collection Instrument**

Every research needs some convenient tool for achieving determined targets. There are different methods of data collection and every researcher has his/her own way of data collection. Based on their topic or case, the researchers choose different methods of data collection such as questionnaire, interviews, focus groups, observations, tests and etc. In this research the researcher used pre and post questionnaires and Moodle as a web-based environment in order to gather the students' perceptions regarding their experiences in flipped classroom as a type of blended MOOC instructional model.

### **3.5.1 Questionnaire**

Definition of questionnaire is a set of questions to be asked to a group of people in order to collect data for a specific topic. Questionnaire has some advantages such as increase speed of data gathering, it is not expensive. Also it has some disadvantages such as some people answer to questions without properly reading the questions.

According to (Robson & McCartan, 2016) there are three main methods of the implementation of a survey based on questionnaire which are include: 1- Self-completing that is represented answering the questions based on personal ideas and every individuals can fill their answers by themselves. 2- Face-to-Face interview which includes preparation of an interview session with any person that is subject to our survey and asking the specific questions while they can accomplish the questionnaire. 3- Telephone interview which contains preparation of a communating way like telephone or utilization of the internet for making connection with respondants to answer the intended questions.

Additionally, it is necessary to state that either the quality or the contents of our questionarie are very important for the general purpose of the study. The questionnaire should be designed in a way that every individual needs to understand and respond them properly as well as a researcher is seeking to gain specific data from them.

### **3.6 Population**

The population of this research includes students from the Department of Foreign Language Education at Eastern Mediterranean University. All third year students will be the participants for this research. Their perceptions after having gone through the



flipped classroom experience will be evaluated through the use of pre-post questionnaires and reflections on Moodle as a web based environment.

### **3.7 Data Collection Period**

The researcher in order to carry out this research has written a formal letter to the Head of the Department of Foreign Language Education of Eastern Mediterranean University with the sample of the questionnaire attached for the department's attention and at the same time applied for the Ethics Committee. After the approval from the head of the Department of Foreign Language Education and the Ethics Committee within one and half months the data is collected.

### **3.8 Validity and Reliability**

#### **3.8.1 Reliability and Validity in Qualitative and Quantitative Research**

According to (Joppe, 2000) reliability definition is the extent to which outcomes are compatible whole the population of research as mentioned reliability and if the results of a research can be proliferated under an identical methods, then the Research Tools is intended to be reliable. Reputation determines whether the research really measure that it is intended to measure or how reliable the outcomes of the research. To understand the meaning of reliability and validity, it is important to study different Researchers opinion about it from different perspectives. The use of reliability and validity are common in quantitative research and now it is reconsidered in the qualitative research paradigm. Since reliability and validity are rooted in positivist perspective then they should be redefined for their use in a naturalistic approach. Like reliability and validity as used in quantitative research are providing springboard to examine what these two terms mean in the qualitative research paradigm, triangulation as used in quantitative research to test the reliability and validity can also illuminate some ways to test or maximize the validity and

reliability of a qualitative study. Therefore, reliability, validity and triangulation, if they are relevant research concepts, particularly from a qualitative point of view, have to be redefined in order to reflect the multiple ways of establishing truth.

In this research, the validity and reliability will be sustained through looking into the students' perceptions and own self reflections regarding the effective use of flipped classroom.

### **3.9 Data Analysis**

In this research the researcher is going to analyze students' performance and satisfaction before and after using flipped classroom instructional model. The purpose is to find out whether the students' performance and satisfaction has changed for betterment after their learning experience with the flipped classroom instruction. In order to expand the procedure of data analysis, the quantitative research was conducted by the utilization of the IBM's SPSS software to analyze the quantitative data which was collected from the questionnaire. Then, as the qualitative part of the research, the students' comments which was uploaded in the "Moodle" by the students have been analyzed by using content analysis.

## Chapter 4

### RESULTS AND ANALYSIS

In this chapter the researcher presents the findings and data analysis of the study. The data analysis is done by Statistical Package for Social Sciences software (SPSS) version 24 because it is the latest advanced program that can be used for dtatistical analysis. There were total of thirty questionnaires distributed among the students of Educ 114 (Educational Pschology) at the Department of Education. The questionnaire, as shown in the appendix, contains 25 Five-point Likert scale questions ranging from 1 to 5 in a way that 1 representing "Strongly Disagree", 2 representing "Disagree", 3 representing "Neutral", 4 representing "Agree", and 5 representing "Strongly Agree" measuring "students' attitudes towards the Flipped Classroom Instruction". For sake of simplicity the questions are listed in Table 4.1 once again.

Table 2: List of questions asked to students

Q1: The flipped instruction allows me to prepare for my class in advance.
Q2: Through the screencasts/videos, I have enough time to acquire the sentence structures.
Q3: I feel more confident to ask for clarifications after watching the screencasts.
Q4: I feel more confident about my learning due to the flipped instruction.
Q5: My academic skills are better as I have more time to apply the learning in class.
Q6: I feel I am more in charge of my learning through the flipped instruction.
Q7: I feel that the flipped instruction has not helped me at all.
Q8: I understand more when the teacher explains in class.
Q9: I like to write in class to get instant feedback from my teacher.
Q10: The quality of my communication skills in English has improved.
Q11: I felt more engaged in this class than in other classes I have taken.

Q12: Classroom time was used effectively.
Q13: If given the choice, I would continue learning English with the flipped classroom model.
Q14: The flipped classroom model helped me feel more comfortable speaking English during class.
Q15: I feel confident participating in basic conversations in English.
Q16: Online resources are helpful in learning English.
Q17: Online English activities that allow me to receive immediate feedback are helpful in learning English.
Q18: Knowledge of English grammar is important to my overall learning of English.
Q19: Knowledge of vocabulary is important to my overall learning of English.
Q20: The best way to learn grammar is to have my teacher lecture on it in class.
Q21: I prefer watching video lessons at home: rather than live teacher
Q22: I feel that the use of technology is helping me learn in this class.
Q23: I think the online videos/materials used in my English class so far are effective in helping me learn.
Q24: My English classroom provides me more opportunity than my other classes to communicate with other students.
Q25: I like submitting assignments and receiving teacher feedback online through Moodle.

As explained in chapter 3, the questionnaire was done in two rounds. In the first round, students filled the questionnaires while experiencing traditional teaching methods i.e. main concepts were taught in the classroom conducting by the instructor and home works and auxiliary concepts were done by the students themselves at home. In the second round same questionnaires were distributed to the students after experiencing "Flipped Classroom" (FC) method where main concepts are gained and learnt by students themselves at home and personally, and then the classroom was used as a place to discuss about assignments and more understandings again conducted by the instructor. Quantitative results and analysis of these two rounds are discussed in the subsequent section.

#### **4.1 Quantitative Results**

The returned valid questionnaires in the first round (we call it pre) were 24 out of 30 whereas in the second round (we call it post) 16 out of 30 questionnaires were returned. During analysis one should keep in mind this difference.

First, the overall difference between pre and post FC is analyzed. Table 4.2 compares the differences of means and standard deviations of questions in the two rounds (pre FC and post FC).

**Table 3: Means' and Standard Deviations' of variables (questions)**

Question	Pre	Post	Pre	Post
	Mean		Std. Dev.	
Q1: The flipped instruction allows me to prepare for my class in advance.	3.46	3.81	1.141	1.047
Q2: Through the screencasts/videos, I have enough time to acquire the sentence structures.	3.71	3.75	1.042	1.000
Q3: I feel more confident to ask for clarifications after watching the screencasts.	3.21	3.38	1.179	1.258
Q4: I feel more confident about my learning due to the flipped instruction.	3.46	3.56	1.021	1.209
Q5: My academic skills are better as I have more time to apply the learning in class.	3.58	3.56	1.018	1.263
Q6: I feel I am more in charge of my learning through the flipped instruction.	3.79	3.56	.884	1.031
Q7: I feel that the flipped instruction has not helped me at all.	2.58	2.81	1.018	1.276
Q8: I understand more when the teacher explains in class.	3.75	3.81	1.359	1.328
Q9: I like to write in class to get instant feedback from my teacher.	3.67	3.44	1.090	1.315
Q10: The quality of my communication skills in English has improved.	3.83	3.50	1.090	1.549
Q11: I felt more engaged in this class than in other classes I have taken.	3.04	3.19	1.233	1.167
Q12: Classroom time was used effectively.	3.75	3.50	1.032	1.366
Q13: If given the choice, I would continue learning English with the flipped classroom model.	3.25	3.38	1.113	.957
Q14: The flipped classroom model helped me feel more comfortable speaking English during class.	3.25	3.38	1.032	1.147
Q15: I feel confident participating in basic conversations in English.	3.83	3.44	.963	1.315
Q16: Online resources are helpful in learning English.	4.00	3.81	1.128	1.377
Q17: Online English activities that allow me to receive immediate feedback are helpful in learning English.	3.46	3.69	1.250	1.138
Q18: Knowledge of English grammar is important to my overall learning of English.	3.96	3.31	1.122	1.250
Q19: Knowledge of vocabulary is important to my overall learning of English.	4.29	3.75	1.042	1.571
Q20: The best way to learn grammar is to have my teacher lecture on it in class.	3.71	3.56	1.042	1.031
Q21: I prefer watching video lessons at home: rather than live teacher	3.04	3.00	1.268	1.211
Q22: I feel that the use of technology is helping me learn in this class.	3.75	3.56	1.113	1.459
Q23: I think the online videos/materials used in my English class so far are effective in helping me learn.	3.71	3.63	1.197	1.408
Q24: My English classroom provides me more opportunity than my other classes to communicate with other students.	3.63	3.50	.970	.894
Q25: I like submitting assignments and receiving teacher feedback online through Moodle.	3.29	3.56	1.301	.964

As it can be seen, in general, there are no considerable differences in the means of points given by students before and after of FC. More than 0.5 difference are only seen in Q18 and Q19 both with decrease after FC (highlighted). However, the standard deviation of Q19 has been increased after FC, showing more dispersion in answers. In general standard deviations have increased after FC.

According to the qualitative data results from students' perceptions regarding the three flipped classroom videos fifteen positive, three neutrals and four negative feedbacks were received from totally eleven participants. For instance, S1 said that:

The video helped me so much about Vygotsky's ZPD. There were three kinds of teachers in the video....

Similarly, S2 and S3 said that:

This video helped me so much about this topic. There are three different types of teacher which shows the differences between teaching strategies..... It has advantages for me to understand the topic briefly by including visual aids.

Moreover, S8 said:

The video demonstrates topic clearly and step by step. It is really beneficial for us to dividing into groups so you can understand easily.

S11 emphasized that:

In this video the beneficial thing is pictures, I think. As we have seen pictures step by step in a sequence, it helps much. It is also a very clear summary of Piaget's theory...

On the contrary, four of the students stressed the disadvantage use of the flipped classroom as follows; S5 said:

This video gives the key words about the topic so this clarify things about topic in our minds. However, we can't understand clearly what she says in the video because she speaks fast.

S7 and S10 said:

I had watched the video before I came class but actually it didn't help a lot because topic wasn't difficult to understand but may be it can be useful with other subjects.....Video is very long I think most of the students didn't spend their times on long videos before they come class. We don't have to learn everything in here...

Some students like S4 and S6 were neutral regarding the effectiveness of flipped classroom. For example:

S4 said that:

The video is very good. It explains easy but she was talking very fast.

Likewise, S6 said:

The video gives the key words to the topic and images are very nice but the speaker is talking very quickly so it is hard to understand very well.

In the following part more detailed quantitative analysis on the effectiveness of flipped classroom based on each question had been done by the researcher. As discussed in the literature review the flipped classrooms give chance to students to learn better and reflect upon the activities outside of the classroom. More over, this method provides learners to be autonomous in their learning. That is to say learning by doing. Students have the chance to construct their own knowledge. "Constructivism implies that knowledge is always knowledge that a person constructs, it has prompted the development of didactic situations which stress the need to encourage greater participation by students in their appropriation of scholarly knowledge". In short, as emphasized in the literature review flipped classroom environment gives students the chance to construct their own knowldege and at the same time become independent learners" (Larochelle, 1998).

According to the given data below, although comparing means gives an overall view of the results but there may be differences in the distributions of answers; so we analyze the answers of each question separately in Figure3 to Figure 28 explanation is given right after each pair of bar charts.

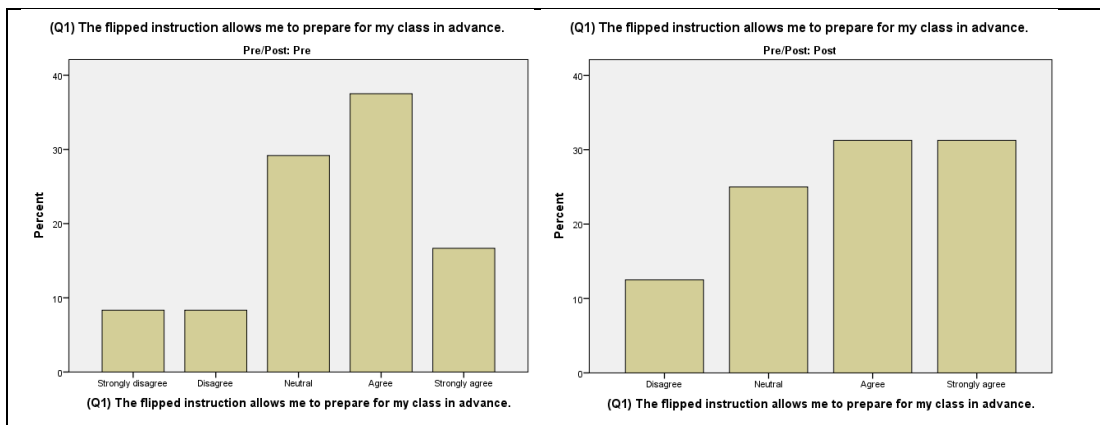


Figure 3: Q1.The flipped instruction allows me to prepare for my class in advance.

For Q1, it can be seen that the percentage of agreement is slightly increased after FC but the overall percentage distribution is kept.

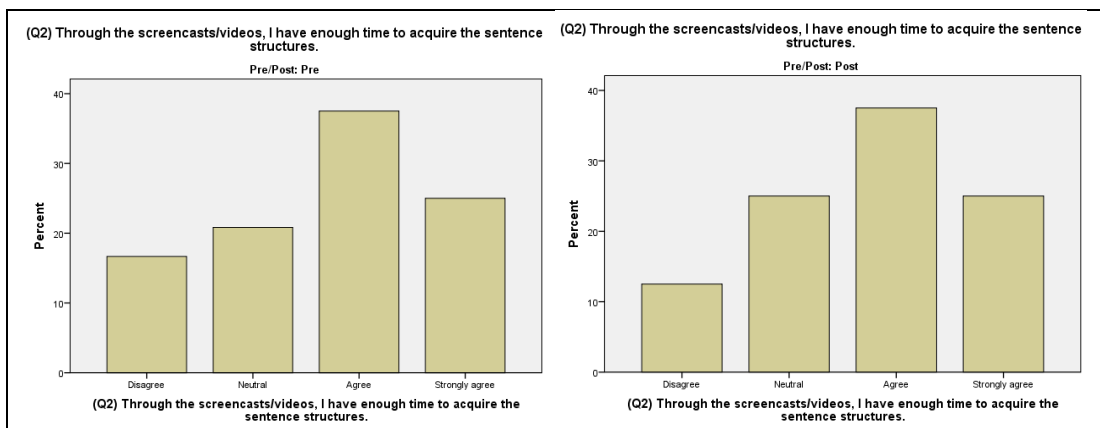


Figure 4: Q2.Through the screencasts/videos, I have enough time to acquire the sentence structures.

For Q2, there is no considerable difference between pre and post experiments.





Figure 5: Q3. I feel more confident to ask for clarifications after watching the screencasts.

For Q3, there overall agreement is similar after FC.

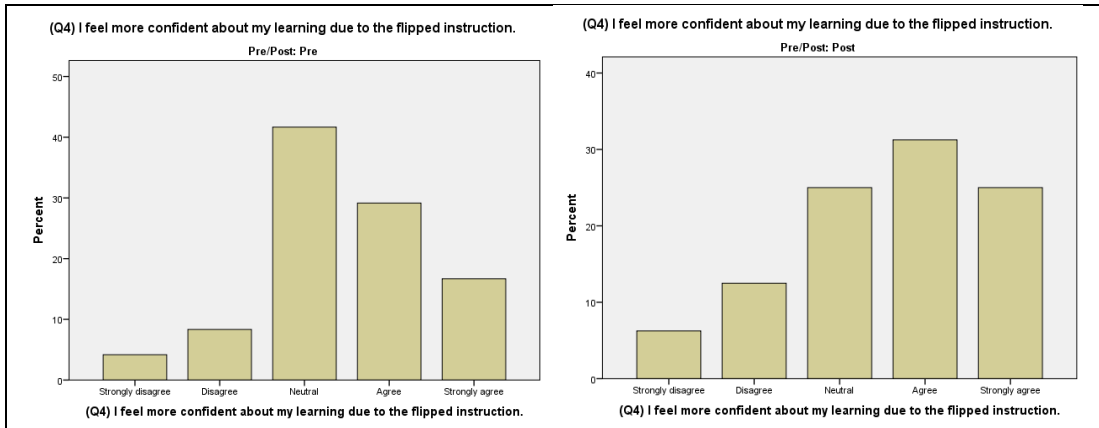


Figure 6: Q4. I feel more confident about my learning due to the flipped instruction.

For Q4, the overall agreement is similar after FC with slight decrease.

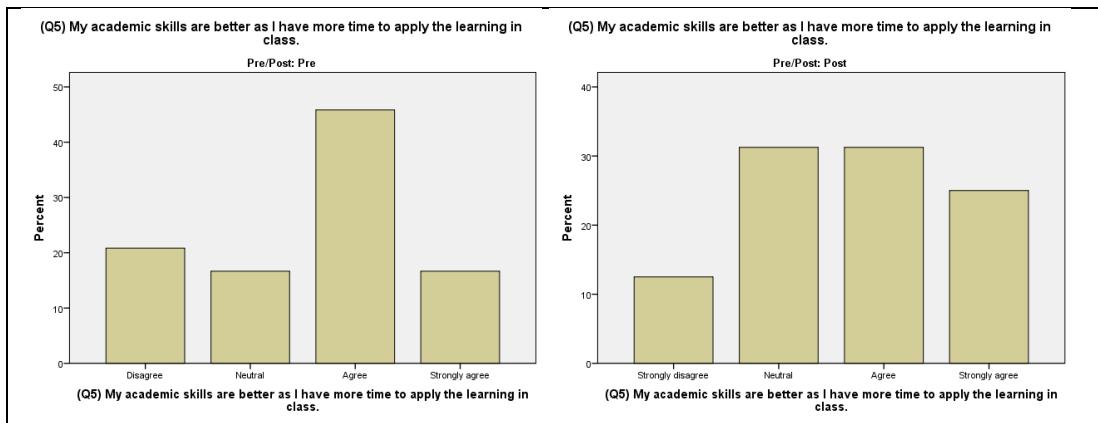


Figure 7: Q5. My academic skills are better as I have more time to apply the learning in class.

For Q5, the percentages of "Strongly Disagree" and "Neutral" are increased considerably

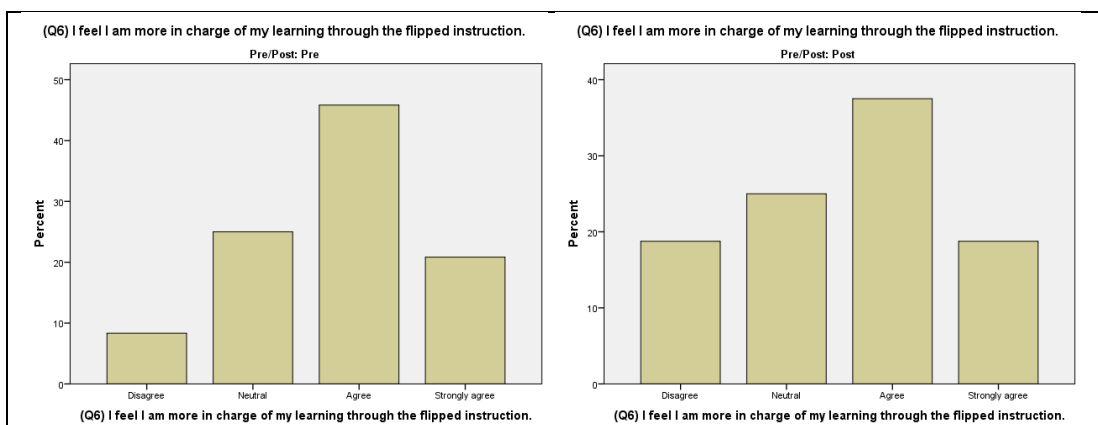


Figure 8: Q6. I feel I am more in charge of my learning through the flipped instruction.

For Q6, The percentage of disagreement is doubled from just below 10% to just below 20%.

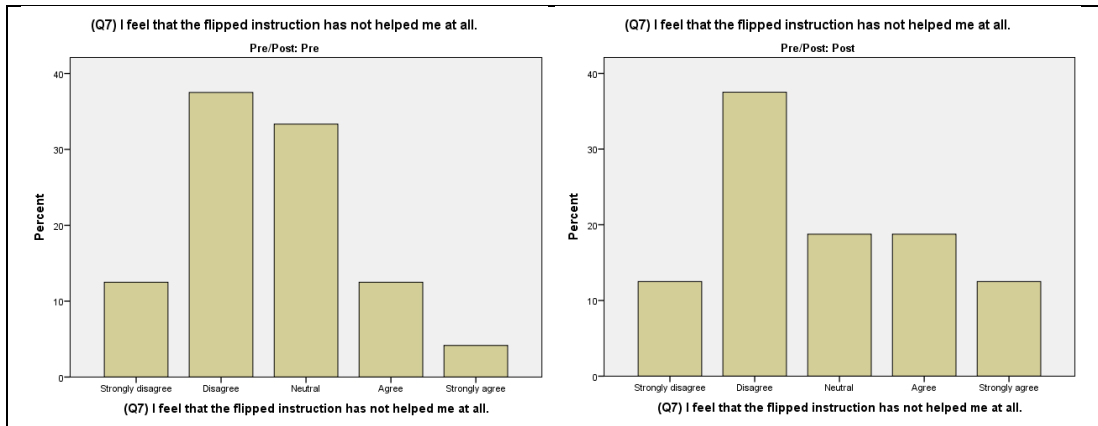


Figure 9: Q7. I feel that the flipped instruction has not helped me at all.

For Q7, the percentage of "Neutral" is almost half after FC and generally agreement is increased.

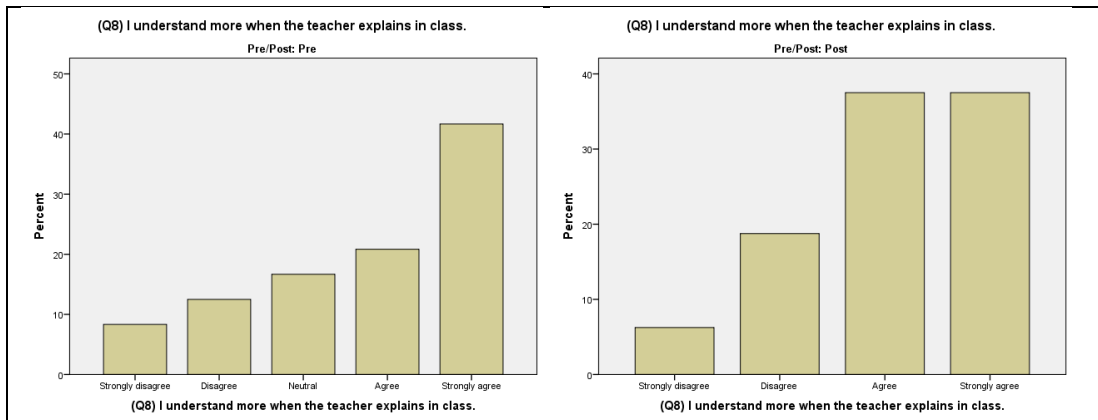


Figure 10: Q8. I understand more when the teacher explains in class.

For Q8, the general agreement is increased by 10% after FC.

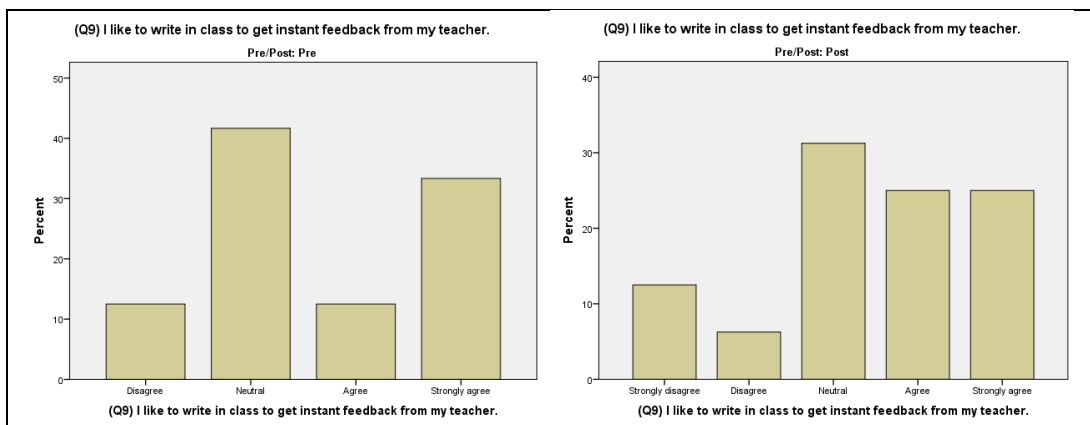


Figure 11: Q9. I like to write in class to get instant feedback from my teacher.

For Q9, in general percentage of both agreement and disagreement are increased considerable after FC keeping the average unchanged.

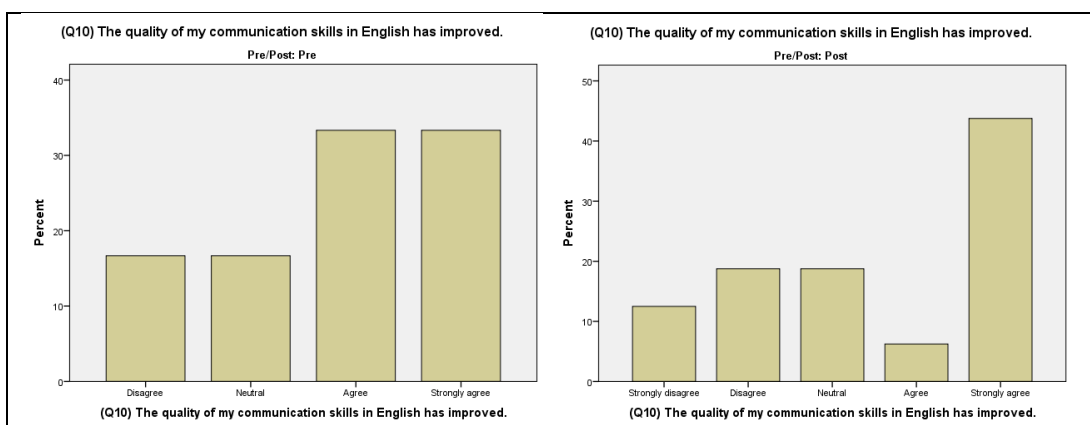


Figure 12: Q10. The quality of my communication skills in English has improved.

For Q10, generally it can be seen that the percentage of disagreement is increased after FC.

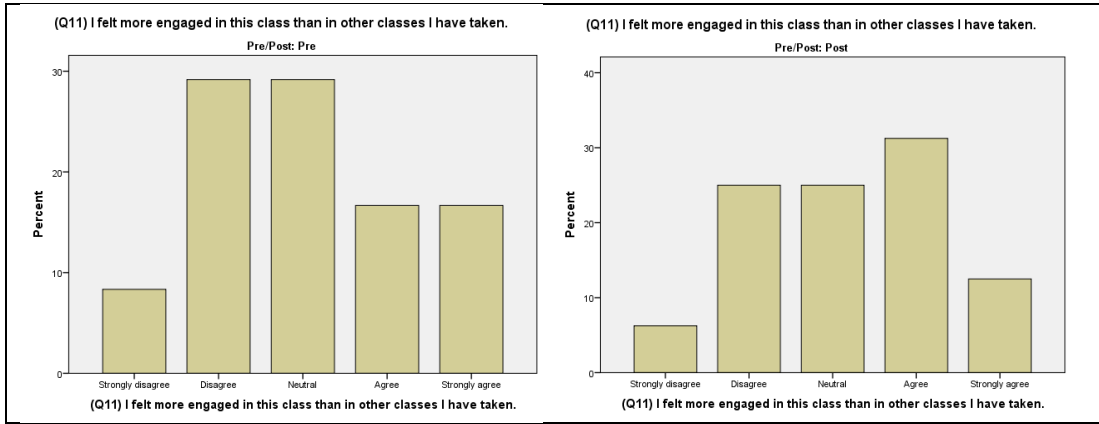


Figure 13: Q11. I felt more engaged in this class than in other classes I have taken.

For Q11, the percentage agreement is generally increased after FC.

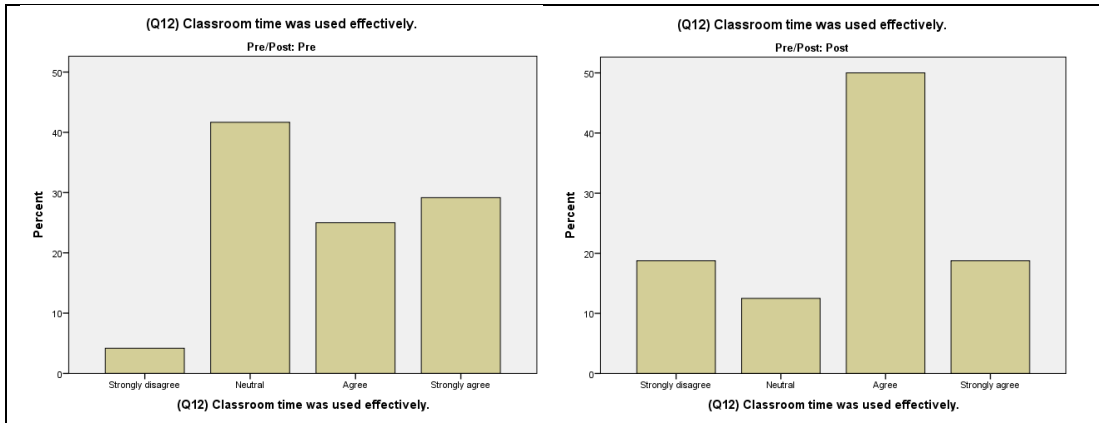


Figure 14: Q12. Classroom time was used effectively.

For Q12, "Neutral" is increased to almost one-fourth, both disagreement and agreement increased considerably.

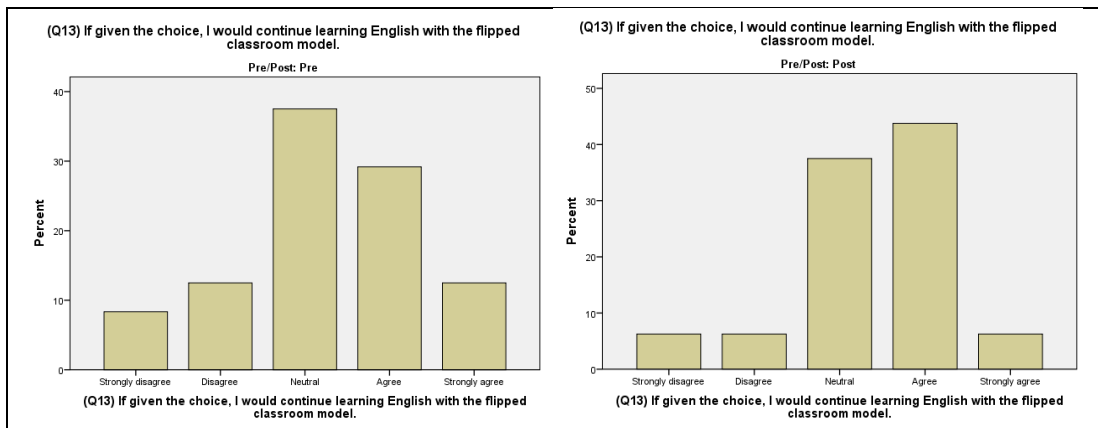


Figure 15: Q13. If given the choice, I would continue learning English with the flipped classroom model.

For Q13, generally the agreement percentage is increased after FC.

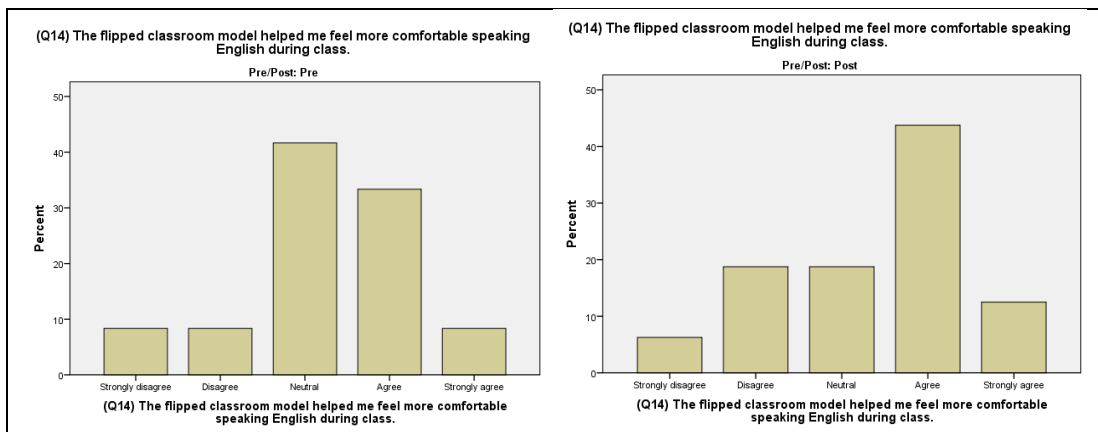


Figure 16: Q14. The flipped classroom model helped me feel more comfortable speaking English during class.

For Q14, both agreement and disagreement percentage are increased. Moreover,

"Neutral" is almost doubled after FC.

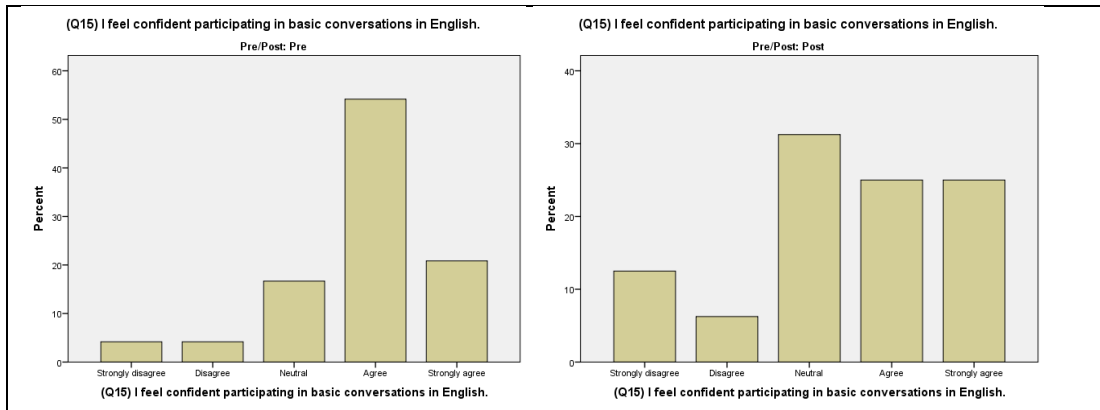


Figure 17: Q15. I feel confident participating in basic conversations in English.

For Q15, disagreement is increased considerably.

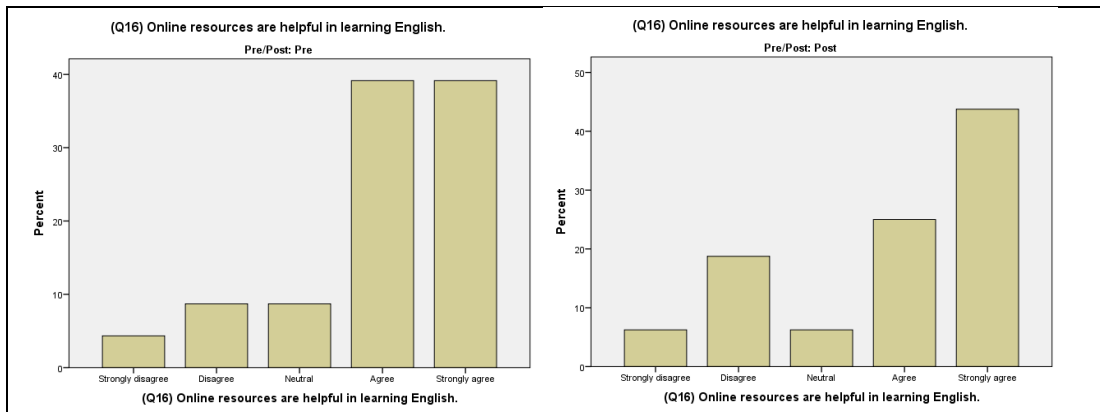


Figure 18: Q16. Online resources are helpful in learning English.

For Q16, the general disagreement is increased by almost 10% whereas general agreement is decreased by almost 10%.

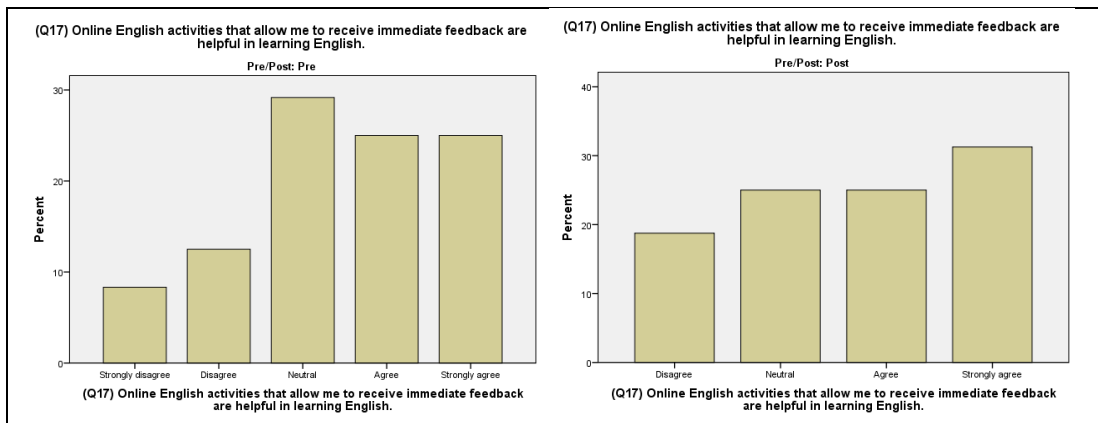


Figure 19: Q17. Online English activities that allow me to receive immediate feedback are helpful in learning English.

For Q17, there is a slight increase in agreement percentage.

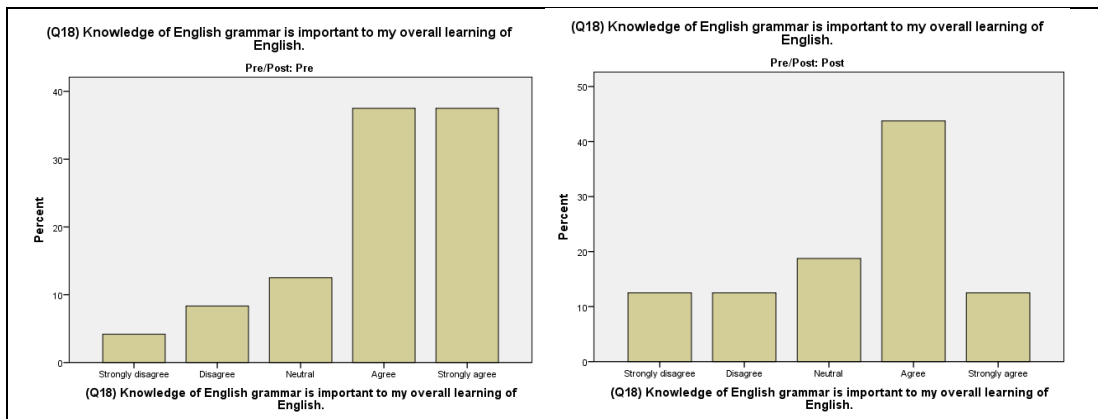


Figure 20: Q18. Knowledge of English grammar is important to my overall learning of English.

For Q18, the general agreement is decreased by almost 15% from 70% to 55%.



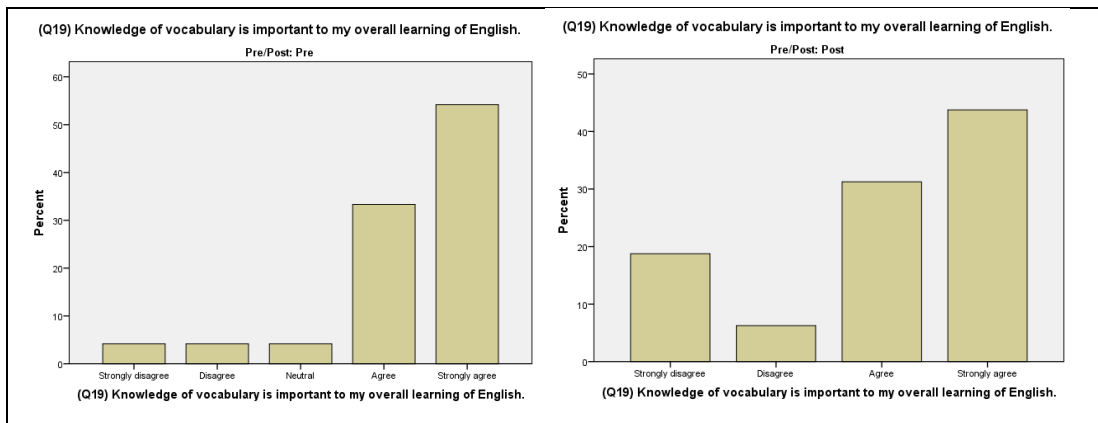


Figure 21: Q19. Knowledge of vocabulary is important to my overall learning of English.

For Q19, disagreement is increased by 2.5 times from beneath 10% to almost 25%.

Agreement is decreased by almost 10%.

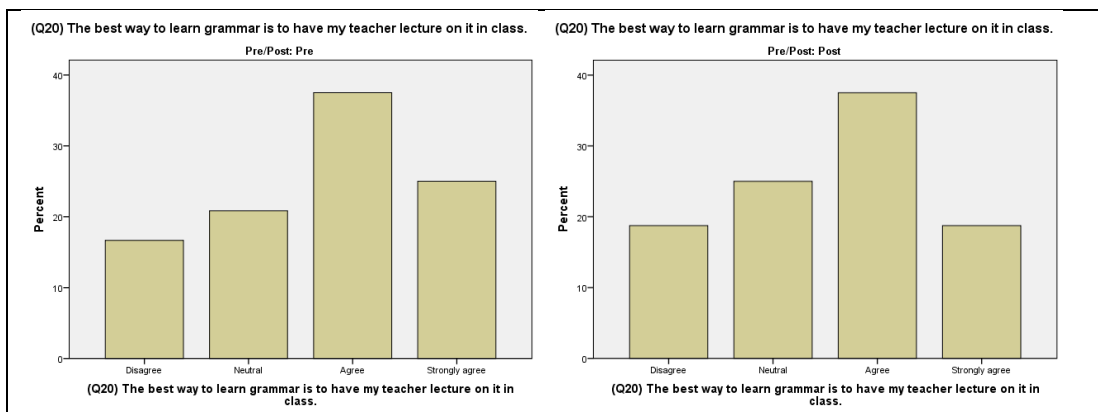


Figure 22: Q20. The best way to learn grammar is to have my teacher lecture on it in class.

For Q20, no considerable difference is seen in the distribution of the answers.

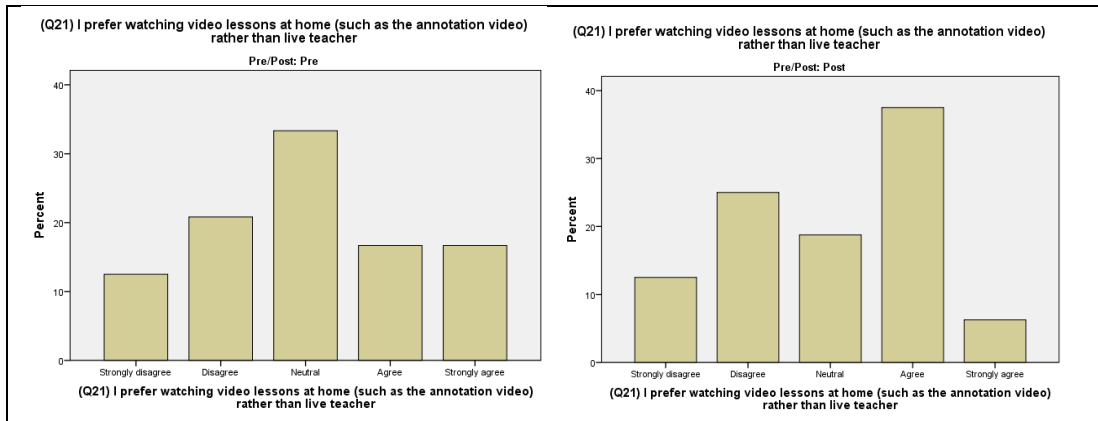


Figure 23: Q21. I prefer watching video lessons at home: rather than live teacher.

For Q21, both general agreement and disagreement have increases after FC; however, agreement is increased more (by almost 10%).

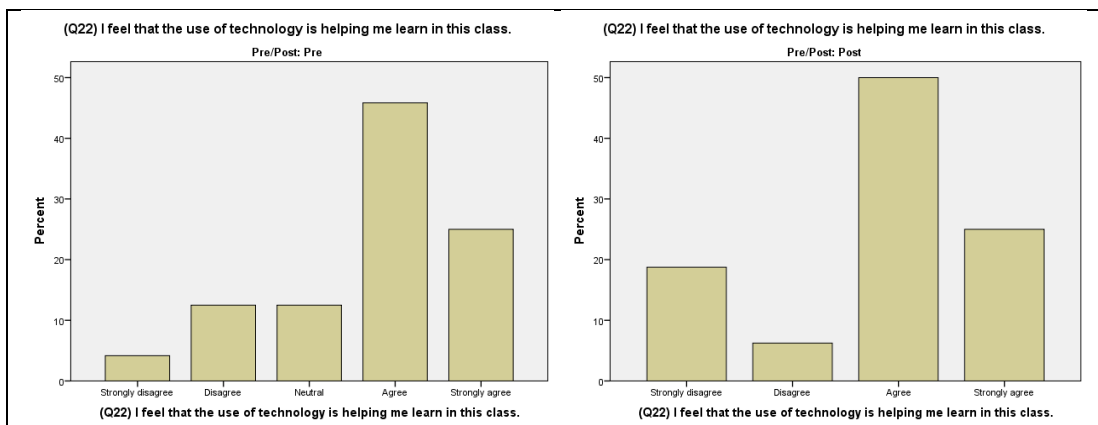


Figure 24: Q22. I feel that the use of technology is helping me learn in this class.

For Q22, a slight increase is seen in general agreement after FC.

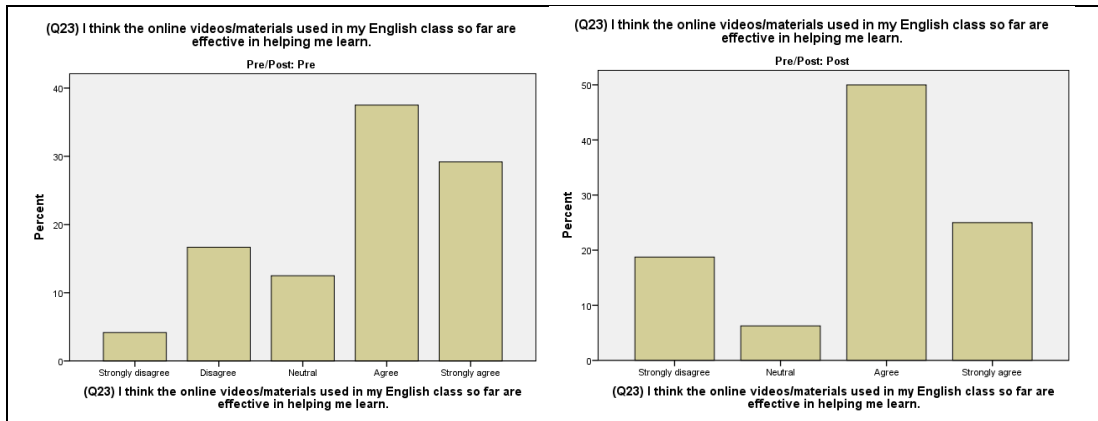


Figure 25: Q23. I think the online videos/materials used in my English class so far are effective in helping me learn.

For Q23, there is an almost 10 increase in the general agreement.

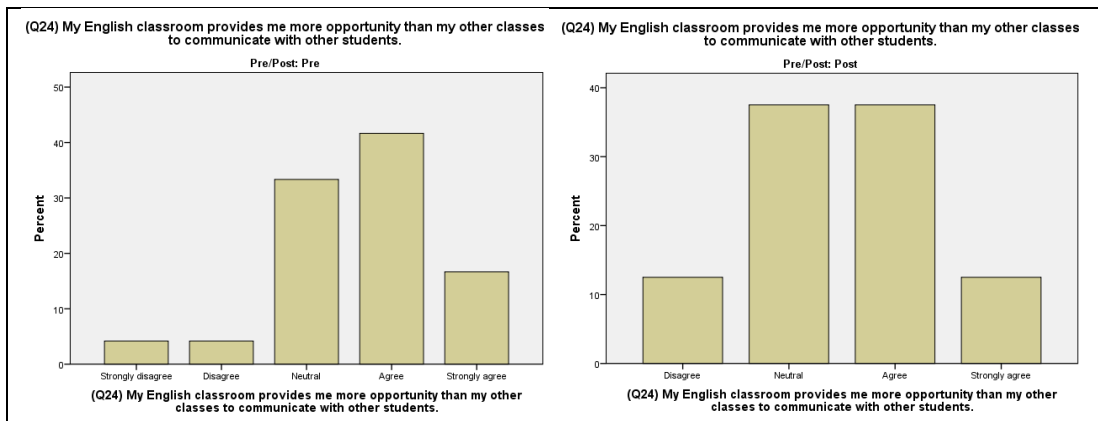


Figure 26: Q24. My English classroom provides me more opportunity than my other classes to communicate with other students.

For Q24, the proportion of general agreement and disagreement remains same after FC.

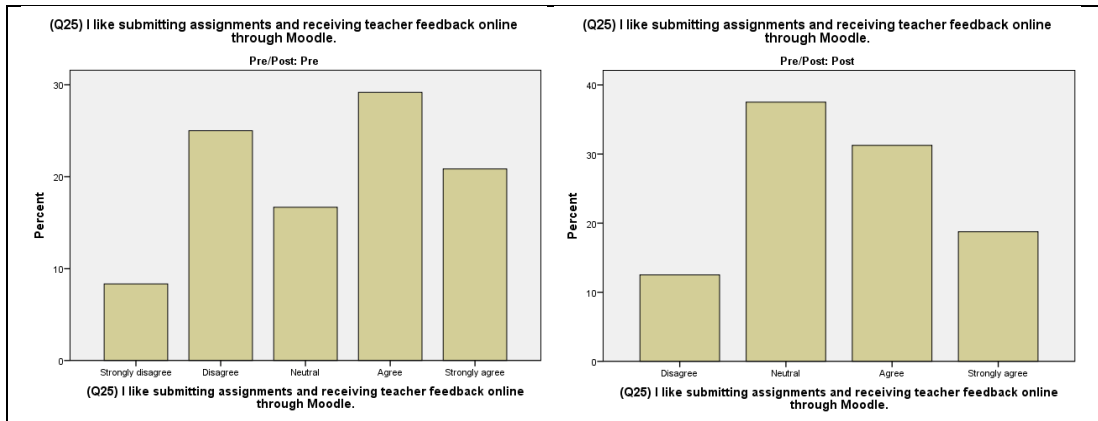


Figure 27: Q25. I like submitting assignments and receiving teacher feedback online through Moodle.

For Q25, there is considerable decrease in disagreement and considerable increase in being neutral. General agreement percentage remains same after FC.

## 4.2 Correlation

We also examine the probable correlation between the asked questions. Table 4 and Table 5 depict the Pearson's correlation taken between the questions.

Table 4: Pearson's correlation between questions in pre FC round (values > 0.7 are highlighted)

	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Q1	.812	.572	.633	.808	.659	.059	.61	.303	.553	.202	.655	.351	.489	.389	.729	.73	.525	.661	.41	.197	.505	.611	.516	.55
Q2		.477	.499	.659	.592	.126	.714	.6	.721	.281	.576	.178	.273	.339	.644	.508	.547	.603	.519	.174	.234	.522	.447	.45
Q3			.64	.438	.461	.112	.549	.361	.434	.203	.402	.522	.491	.338	.318	.375	.303	.621	.299	.198	.538	.754	.604	.497
Q4				.61	.207	-.059	.274	.182	.384	.122	.155	.431	.464	.391	.326	.476	.359	.564	.213	.052	.411	.328	.313	.321
Q5					.383	-.007	.424	.261	.64	.396	.559	.48	.476	.503	.583	.532	.365	.612	.454	.385	.441	.431	.231	.424
Q6						.334	.57	.331	.369	.208	.56	.232	.393	.111	.402	.405	.605	.305	.498	.319	.298	.639	.717	.433
Q7							.267	.496	.287	.603	.31	.134	.145	-.03	.162	.088	.06	-.126	.284	.019	.146	.451	.194	
Q8								.733	.675	.214	.635	.129	.108	.332	.473	.377	.563	.699	.652	.183	.33	.675	.585	.24
Q9									.72	.399	.502	.143	.116	.276	.412	.213	.344	.357	.715	.42	.143	.455	.329	.286
Q10										.394	.541	.179	.271	.387	.445	.25	.492	.657	.606	.257	.358	.494	.35	.281
Q11											.487	.531	.401	.446	.272	.128	.033	-.01	.213	.361	-.024	.068	.305	.344
Q12												.322	.184	.306	.435	.362	.479	.394	.374	.274	.246	.501	.554	.445
Q13													.738	.446	.284	.32	.183	.197	.178	.239	.298	.351	.373	.488

	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24											
Q2																																		
Q3																																		
Q4																																		
Q5																																		
Q6																																		
Q7																																		
Q8																																		
Q9																																		
Q10																																		
Q11																																		
Q12																																		
Q13																																		
Q14																																		
Q15														.525																				
Q16															.368	.497																		
Q17																.855	.391	.514																
Q18																	.231	.176	.315	.16														
Q19																		.569	.46	.421	.441	.172												
Q20																			.523	.51	.408	.531	.383	.233										
Q21																			.602	.122	-.029	.344	.346	.255	.291									
Q22																				.285	.272	.478	.27	.523	.437	.243	.587							
Q23																						.759	.381	.556	.629	.444	.529	.541	.182	.449				
Q24																							.651	.352	.084	.317	.457	.624	.363	.256	.023	.272	.491	.558

Table 5: Pearson's correlation between questions in post FC round (values > 0.7 and > 0.9 are highlighted)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Q1		.589																							
Q2																									
Q3																									
Q4																									
Q5																									
Q6																									
Q7																									
Q8																									
Q9																									
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Q24																									
Q25																									

	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Q18																		.823	.527	.132	.774	.677	.805	.287
Q19																		.381	.175	.132	.735	.769	.617	.187
Q20																			.267	.662	.49	.522	.542	-.004
Q21																				.49	.43	-.062	0	
Q22																					.791	.639	.281	
Q23																						.529	.362	
Q24																							.116	

It can be easily seen that the number of correlated questions is increased considerably after FC. The most correlations after FC are seen between {Q8, Q19}, {Q12, Q18} and {Q12, Q19} with 0.903, 0.917 and 0.901 respectively. However because Q18 and Q19 are asking about the English knowledge independent from the method which is used, these correlation might be considered as false correlations. It could be due to low number of samples as well. Table 4.6 summarizes the correlated questions in one shot.

Table 6: Correlated questions

Pre Flipped Classroom		Post Flipped Classroom	
	Correlated questions (> 0.7)		Correlated questions (> 0.7)
Q1	2, 5, 16, 17	Q1	3, 5, 6, 8, 12, 18, 19
Q2	8, 10	Q2	3, 8
Q3	23	Q3	8, 19
Q6	24	Q5	6, 12, 18
Q8	9	Q6	8, 12, 18, 19
Q9	10, 20	Q8	9, 10, 12, 15, 16, 18, 19, 22, 23, 24
Q13	14	Q9	19, 20
Q16	17	Q10	15
Q22	23	Q12	15, 18, 19, 22, 24
		Q15	18, 19
		Q16	19, 23
		Q17	23
		Q18	19, 22, 24
		Q19	22, 23
		Q22	23

## Chapter 5

### CONCLUSION AND FUTURE WORK

#### 5.1 Conclusion

After going through and investigating the statistical analysis of both quantitative data and the qualitative data which was collected the following points can be reported:

- After having the experience of flipped classroom, students feel more prepared for their courses because of the fact that they already had some preparation at home.
- They also feel more confident in general about the subject matter and are intellectually more prepared to ask deeper questions about the topic at hand.
- There are many students who still believe in the more traditional method of instruction and need the physical proximity to comprehend better. They are of the belief that it is teachers' job to explain everything and to make things easier for them. It seems that if this new method which has proved to be useful wants to become more ubiquitous, the educators need to inform students of the new trends in instructional approaches.
- One point that was indicated by most of the students was the fact that flipped classroom provided more engagement for them and after watching the videos at home they felt more curious and involved to follow up on the topic.

- Most of the students understood the effectiveness of flipped classroom and believed that if they had a choice they would select the flipped classroom because of the amount of exposure to instructional material and level of engagement it provides.
- Although some of the students are still doubtful about the usefulness of technology to assist them with their education, given the proper training and education they also enjoy using it.

## **5.2 Reflections of the Researcher**

After conducting this research, as a reflective researcher it can be said that just introducing new trends in instructional approaches to students might not be useful. Learners need to be taught the reasons, theories and advantages behind using that new approach. Otherwise, they might have mixed feelings about it and prefer not to use it and stick to more traditional methods.

## **5.3 Future Works**

Flipped approach is still a new concept in the field of education and it needs a lot of work both on how to use it and how to familiarize students with it. According to the research results, more research needs to be done on how we can approach more reluctant students who might be technophobes and also further research needs to be conducted on the psychological readiness of learners as well.



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## **APPENDICES**

## **Appendix A: Request Letter for the application of research**

08.03.17

**To:** The Head of Computer and Instructional Technology Teacher Education

Assoc.Prof.Dr.Ersun İřçioglu

**From:** Mohammad Hosein Mehrzad Sadaghiani

M.Sc Student

**Subject:** Permission for the application of research

I would like to inform you that due to my research studies I need to apply questionnaire and video recording with the students of the Department of Foreign Language Education Spring 2017. The questionnaire is attached for your consideration. If you consider my application at your earliest convenience, I would appreciate a lot.

## Appendix B: Questionnaire

Mohammad Hosein Mehrzad Sadaghiani  
M.Sc Computer and Instructional  
Technology in Teacher Education  
05338444220  
nikoooedu@yahoo.com

### Questionnaire

Dear Students,

The purpose of this questionnaire is to investigate students' perspective on flipped classroom experiences.

The objectives of research can be listed as follows:

- the students' perspective regarding flipped classroom experiences
- the effectiveness of flipped classroom method on students' motivation
- the advantages and disadvantages of flipped classroom environment for learners

As a researcher, I would appreciate if you could fill in the questionnaire voluntarily, which will only take 15 minutes. This is completely confidential and will not be used for any other purpose except this research.

Mohammad Hosein Mehrzad Sadaghiani

Assist.Prof.Dr.Bengi

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## **The Effect of a Flipped Classroom on the perceptions of students: A case of Educational Psychology (Educ 114) course at the Department of English Language Teaching**

### **Questionnaire**

#### ***Students' attitudes towards the Flipped Classroom Instruction:***

Dear Students,

Please describe your attitude towards the Flipped Classroom Instruction. Please read the below statements carefully and answer them as truthfully as possible by ticking the right box. Try to answer all the questions given. Please note that all answers are anonymous.

**5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree**

1. The flipped instruction allows me to prepare for my class in advance.  
1  2  3  4  5
2. Through the screencasts/videos, I have enough time to acquire the sentence structures.  
1  2  3  4  5
3. I feel more confident to ask for clarifications after watching the screencasts.  
1  2  3  4  5
4. I feel more confident about my learning due to the flipped instruction.  
1  2  3  4  5
5. My academic skills are better as I have more time to apply the learning in class.  
1  2  3  4  5
6. I feel I am more in charge of my learning through the flipped instruction.  
1  2  3  4  5
7. I feel that the flipped instruction has not helped me at all.  
1  2  3  4  5
8. I understand more when the teacher explains in class.  
1  2  3  4  5
9. I like to write in class to get instant feedback from my teacher  
1  2  3  4  5
10. The quality of my communication skills in English has improved.  
1  2  3  4  5
11. I felt more engaged in this class than in other classes I have taken.  
1  2  3  4  5
12. Classroom time was used effectively.  
1  2  3  4  5
13. If given the choice, I would continue learning English with the flipped classroom model.  
1  2  3  4  5
14. The flipped classroom model helped me feel more comfortable speaking English during class.  
1  2  3  4  5
15. I feel confident participating in basic conversations in English.  
1  2  3  4  5

16. Online resources are helpful in learning English.  
1  2  3  4  5
17. Online English activities that allow me to receive immediate feedback are helpful in learning English.  
1  2  3  4  5
18. Knowledge of English grammar is important to my overall learning of English.  
1  2  3  4  5
19. Knowledge of vocabulary is important to my overall learning of English.  
1  2  3  4  5
20. The best way to learn grammar is to have my teacher lecture on it in class.  
1  2  3  4  5
21. I prefer watching video lessons at home (such as the annotation video) rather than live teacher instruction in class.  
1  2  3  4  5
22. I feel that the use of technology is helping me learn in this class.  
1  2  3  4  5
23. I think the online videos/materials used in my English class so far are effective in helping me learn.  
1  2  3  4  5
24. My English classroom provides me more opportunity than my other classes to communicate with other students.  
1  2  3  4  5
25. I like submitting assignments and receiving teacher feedback online through Moodle.  
1  2  3  4  5

## Appendix C: Consent form for Students

Regarding your inquiries about any aspect of the questionnaire please don't hesitate to contact with me or with my supervisor. If you are willing to participate into this research, please fill in your name and surname in the given blank space and sign.

Name \_\_\_\_\_ and Surname.....

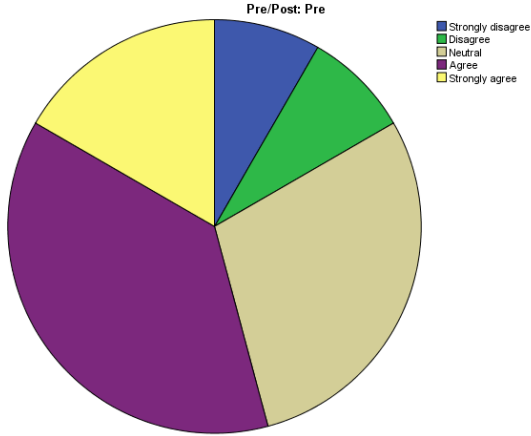
Sign.....

Date.....

## Appendix D: Pie Charts

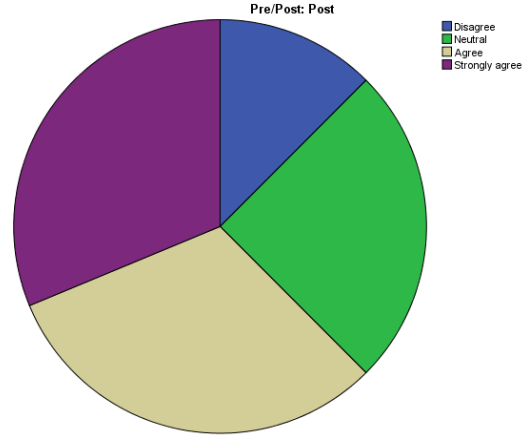
### Pre Flipped Classroom

(Q1) The flipped instruction allows me to prepare for my class in advance.

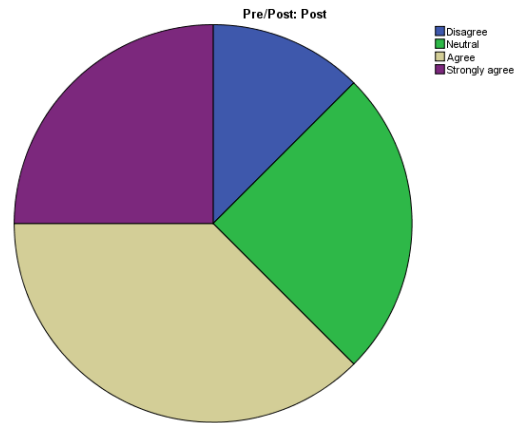
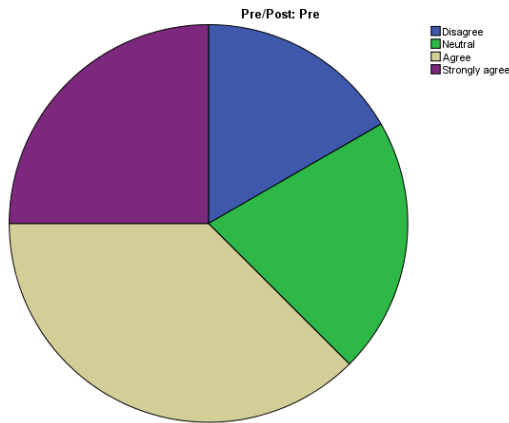


### Post Flipped Classroom

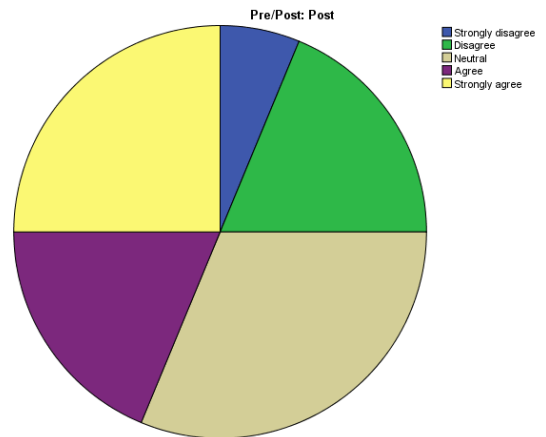
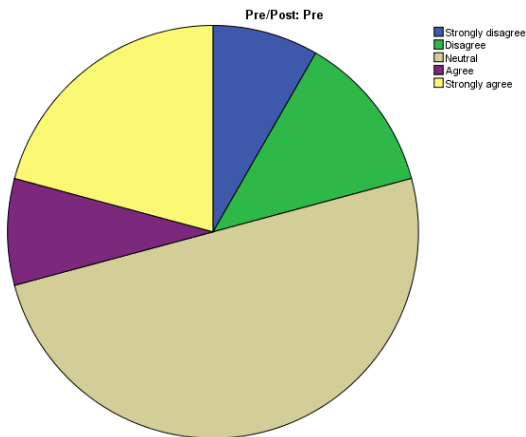
(Q1) The flipped instruction allows me to prepare for my class in advance.



(Q2) Through the screencasts/videos, I have enough time to acquire the sentence structures.

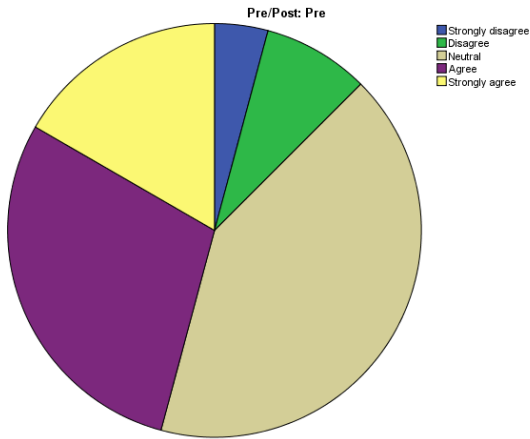


(Q3) I feel more confident to ask for clarifications after watching the screencasts.



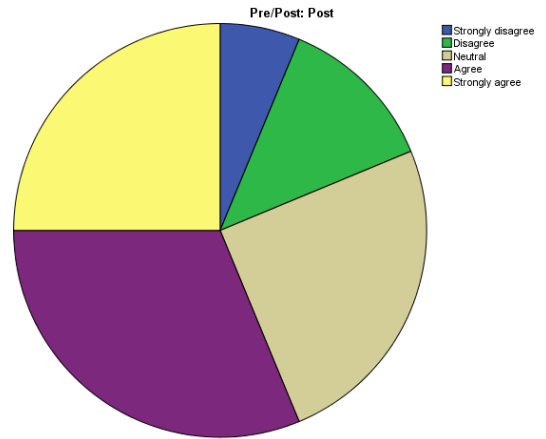
## Pre Flipped Classroom

(Q4) I feel more confident about my learning due to the flipped instruction.

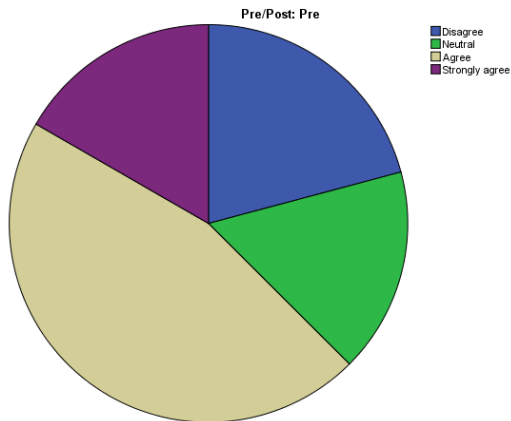


## Post Flipped Classroom

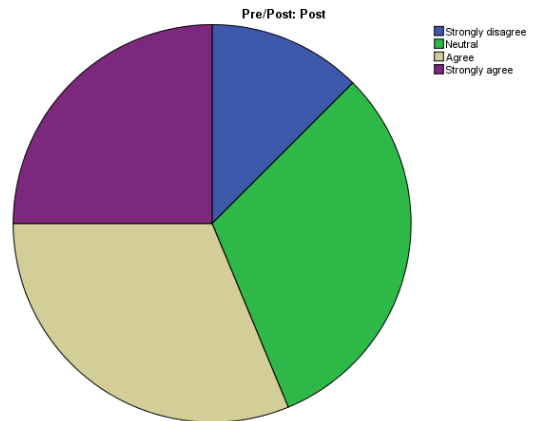
(Q4) I feel more confident about my learning due to the flipped instruction.



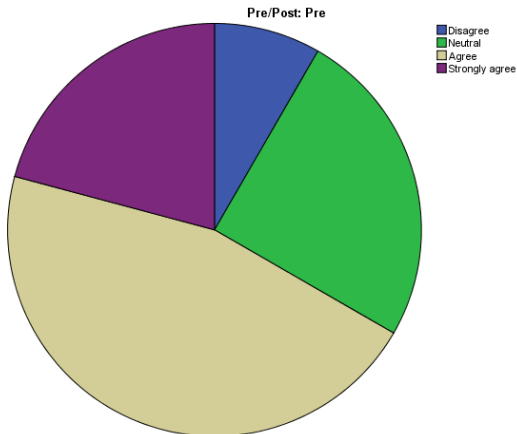
(Q5) My academic skills are better as I have more time to apply the learning in class.



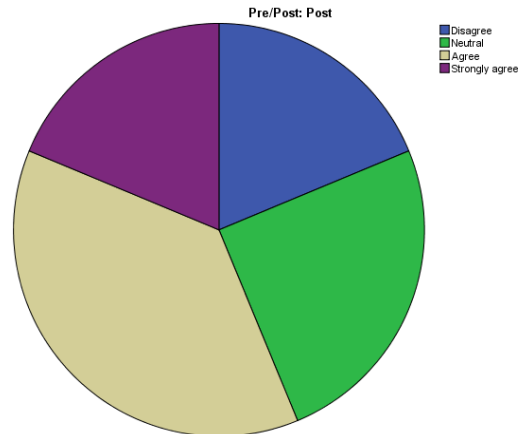
(Q5) My academic skills are better as I have more time to apply the learning in class.



(Q6) I feel I am more in charge of my learning through the flipped instruction.



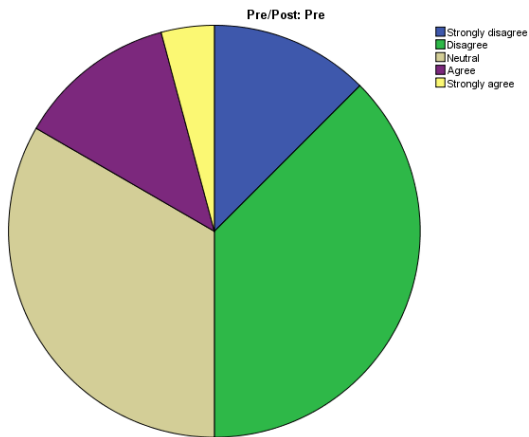
(Q6) I feel I am more in charge of my learning through the flipped instruction.





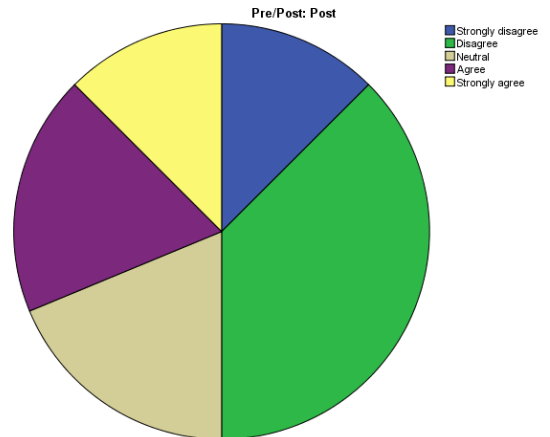
## Pre Flipped Classroom

(Q7) I feel that the flipped instruction has not helped me at all.

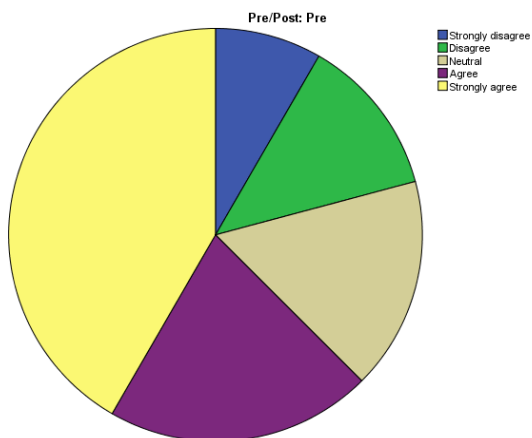


## Post Flipped Classroom

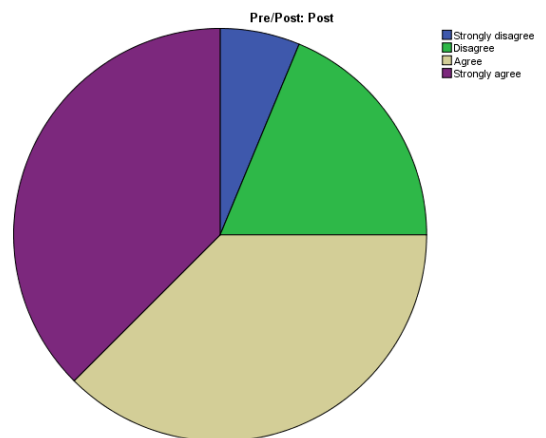
(Q7) I feel that the flipped instruction has not helped me at all.



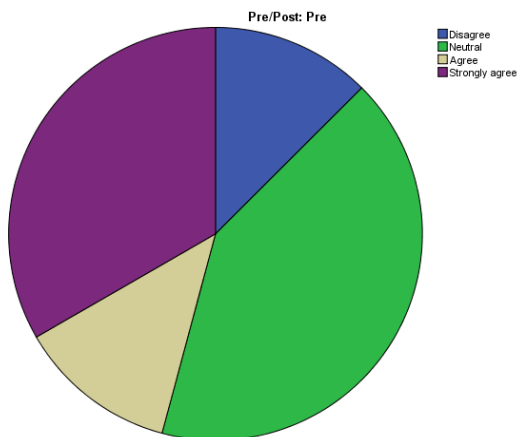
(Q8) I understand more when the teacher explains in class.



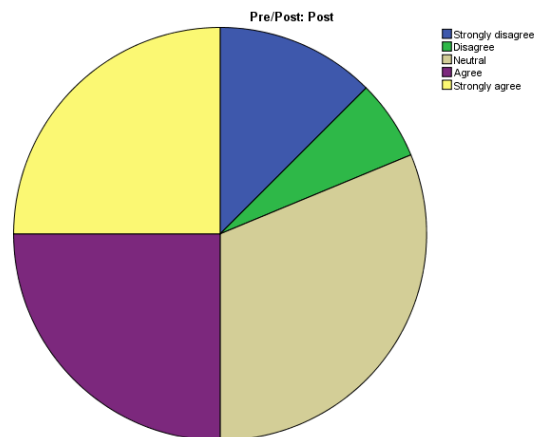
(Q8) I understand more when the teacher explains in class.



(Q9) I like to write in class to get instant feedback from my teacher.

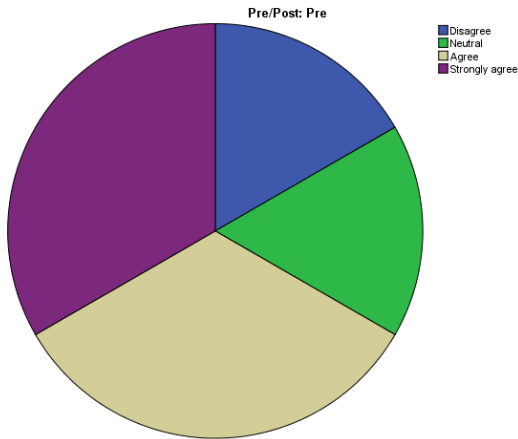


(Q9) I like to write in class to get instant feedback from my teacher.



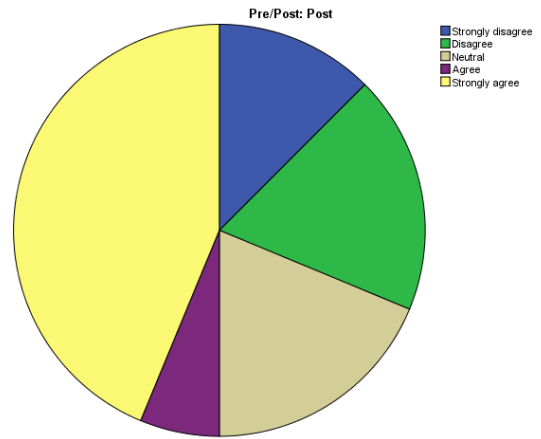
## Pre Flipped Classroom

(Q10) The quality of my communication skills in English has improved.

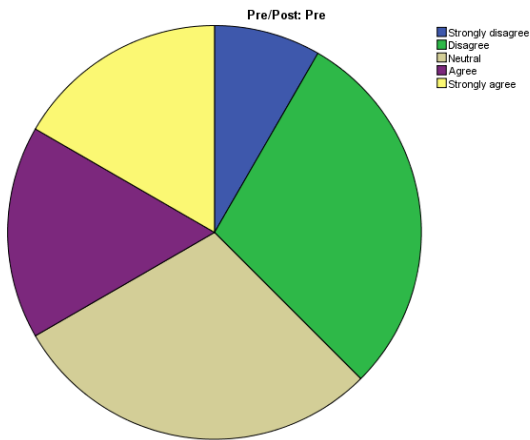


## Post Flipped Classroom

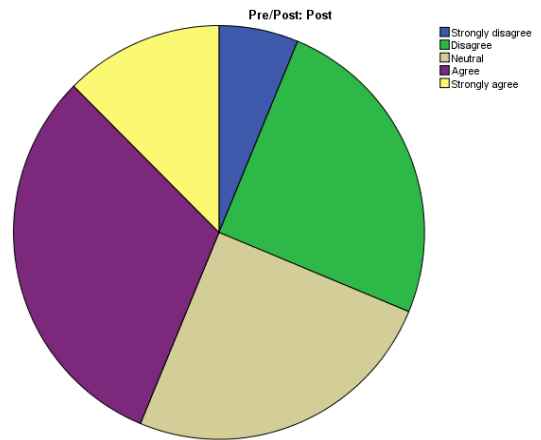
(Q10) The quality of my communication skills in English has improved.



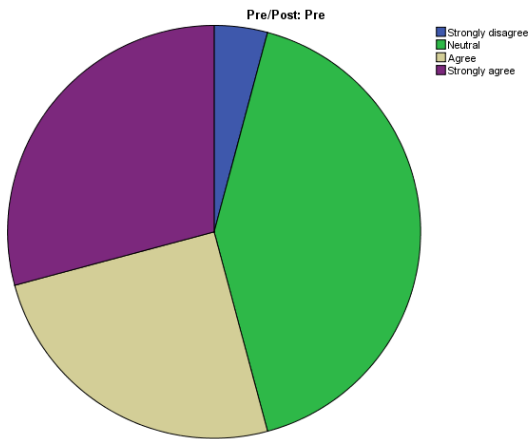
(Q11) I felt more engaged in this class than in other classes I have taken.



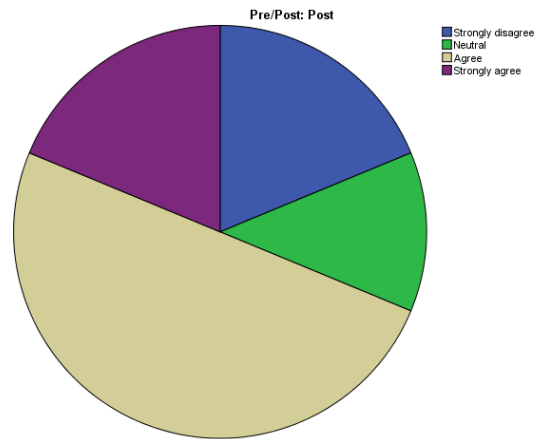
(Q11) I felt more engaged in this class than in other classes I have taken.



(Q12) Classroom time was used effectively.

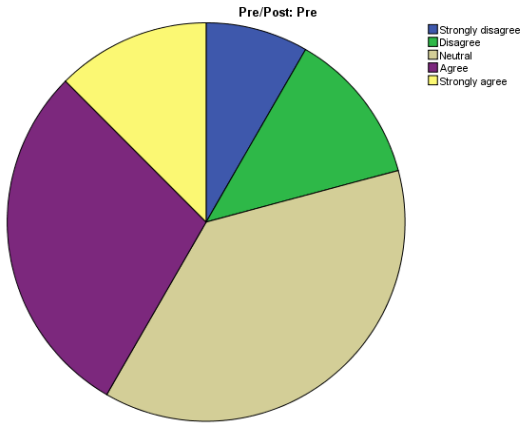


(Q12) Classroom time was used effectively.



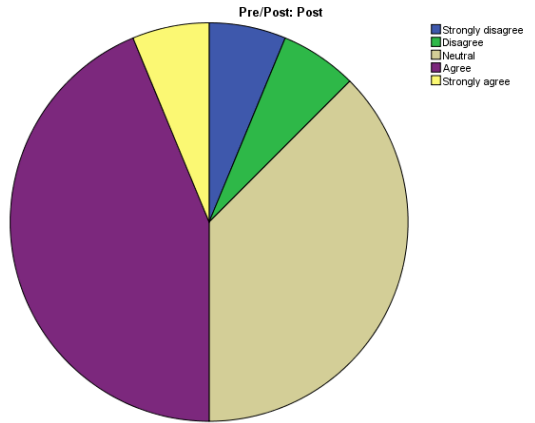
## Pre Flipped Classroom

(Q13) If given the choice, I would continue learning English with the flipped classroom model.

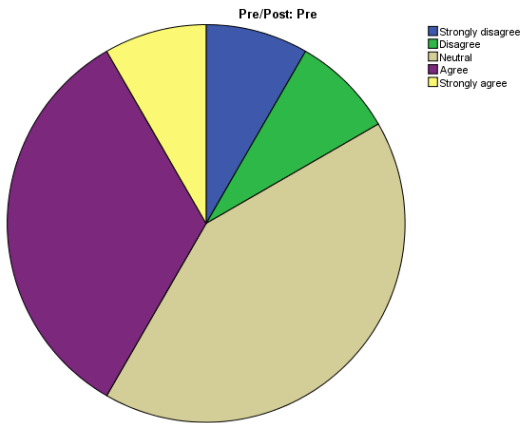


## Post Flipped Classroom

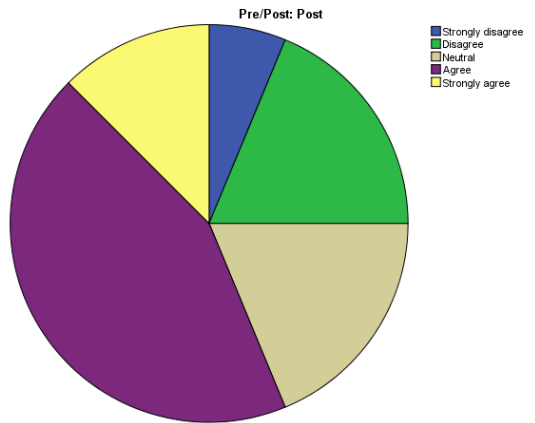
(Q13) If given the choice, I would continue learning English with the flipped classroom model.



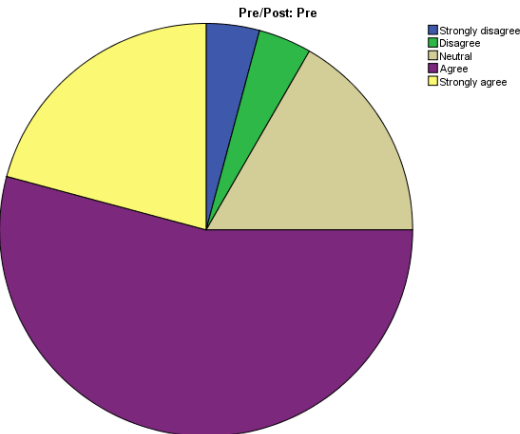
(Q14) The flipped classroom model helped me feel more comfortable speaking English during class.



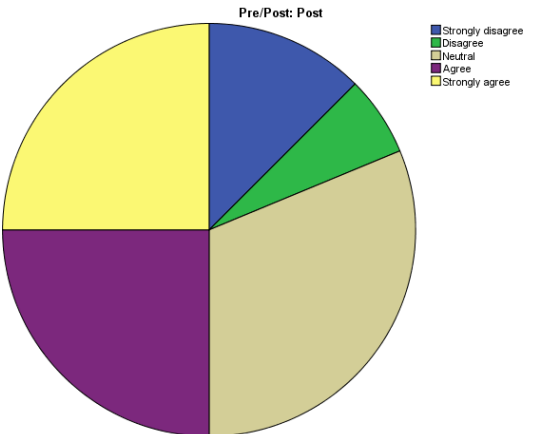
(Q14) The flipped classroom model helped me feel more comfortable speaking English during class.



(Q15) I feel confident participating in basic conversations in English.

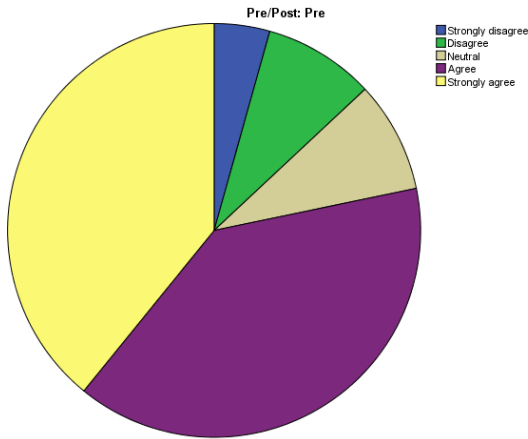


(Q15) I feel confident participating in basic conversations in English.



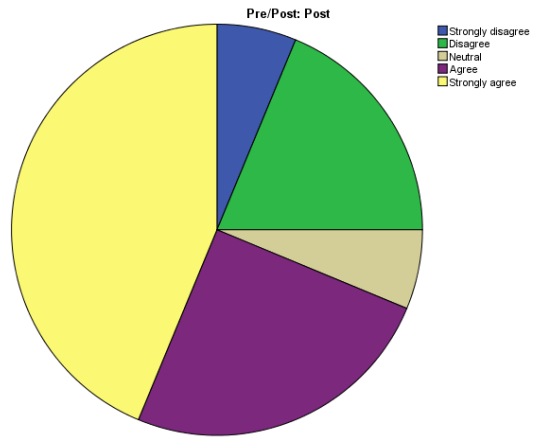
## Pre Flipped Classroom

(Q16) Online resources are helpful in learning English.

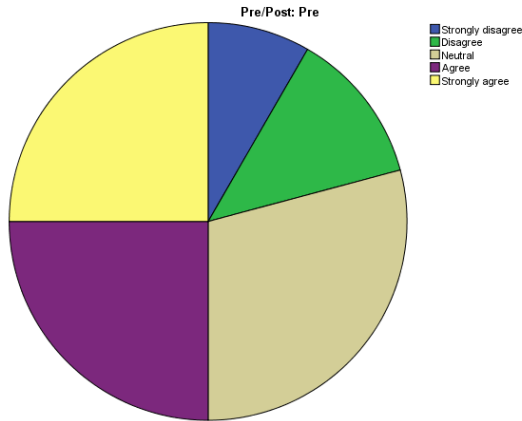


## Post Flipped Classroom

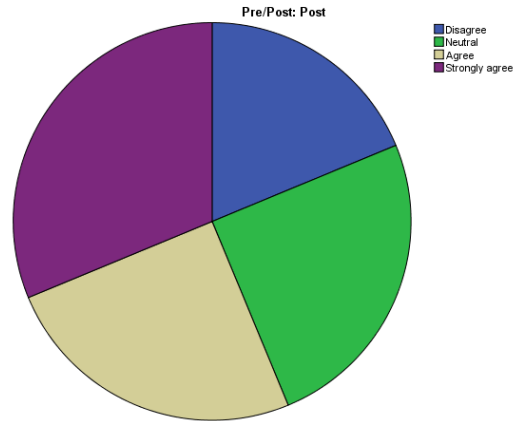
(Q16) Online resources are helpful in learning English.



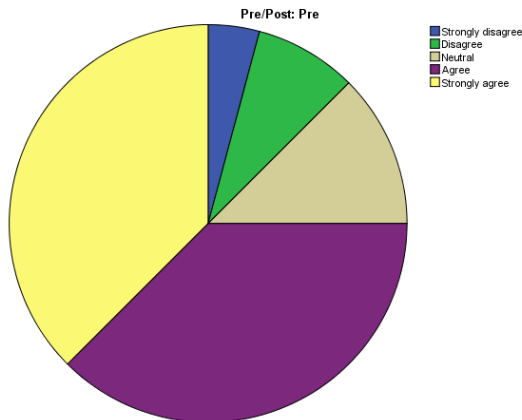
(Q17) Online English activities that allow me to receive immediate feedback are helpful in learning English.



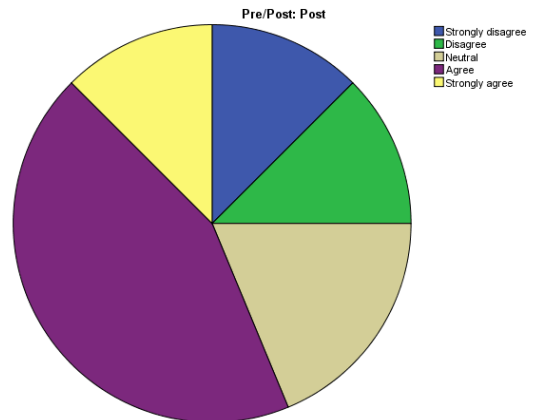
(Q17) Online English activities that allow me to receive immediate feedback are helpful in learning English.



(Q18) Knowledge of English grammar is important to my overall learning of English.

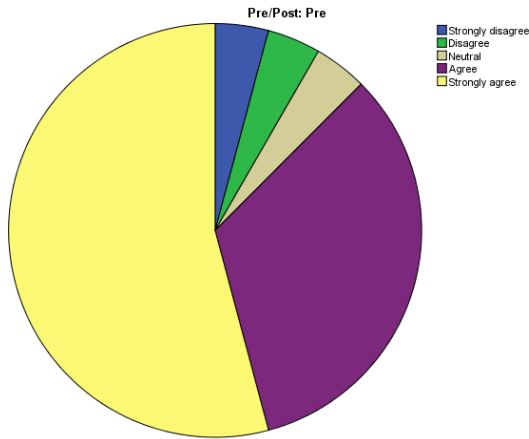


(Q18) Knowledge of English grammar is important to my overall learning of English.



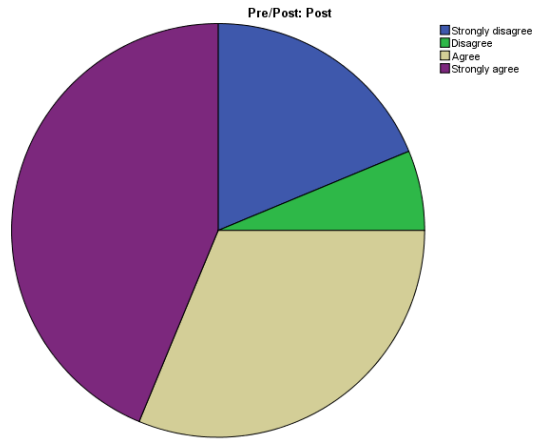
## Pre Flipped Classroom

(Q19) Knowledge of vocabulary is important to my overall learning of English.

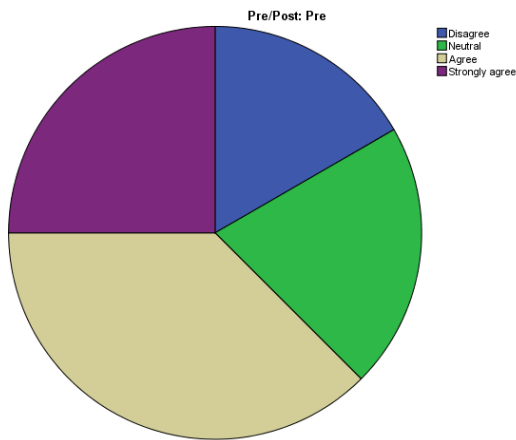


## Post Flipped Classroom

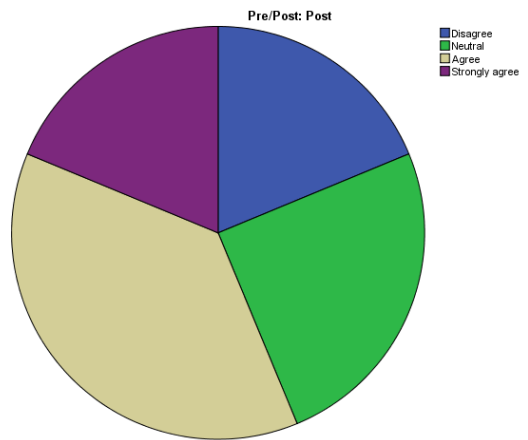
(Q19) Knowledge of vocabulary is important to my overall learning of English.



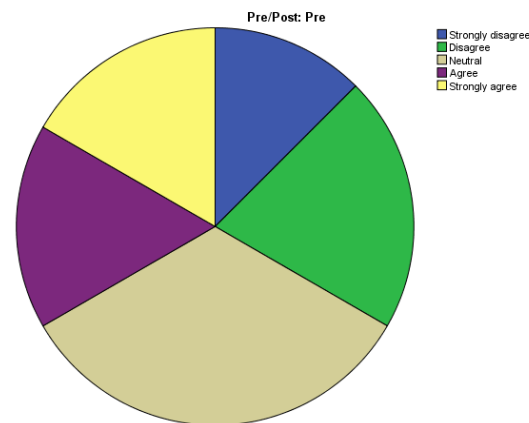
(Q20) The best way to learn grammar is to have my teacher lecture on it in class



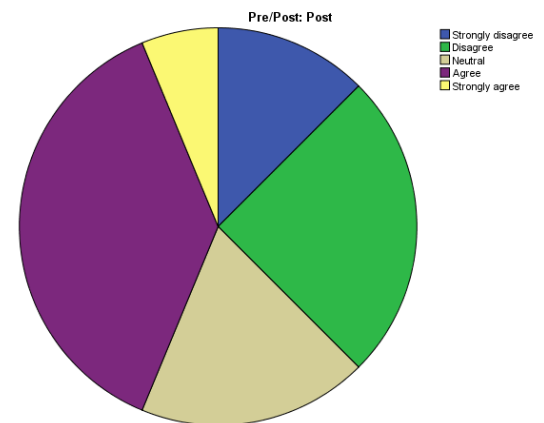
(Q20) The best way to learn grammar is to have my teacher lecture on it in class



(Q21) I prefer watching video lessons at home (such as the annotation video) rather than live teacher

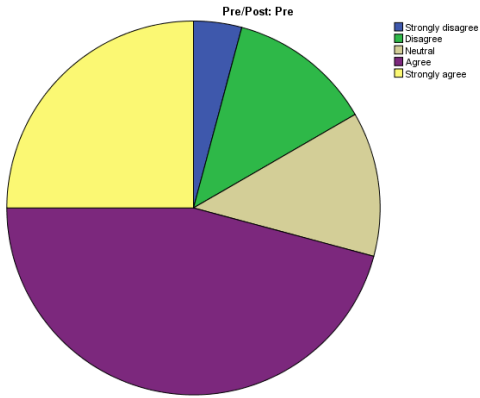


(Q21) I prefer watching video lessons at home (such as the annotation video) rather than live teacher



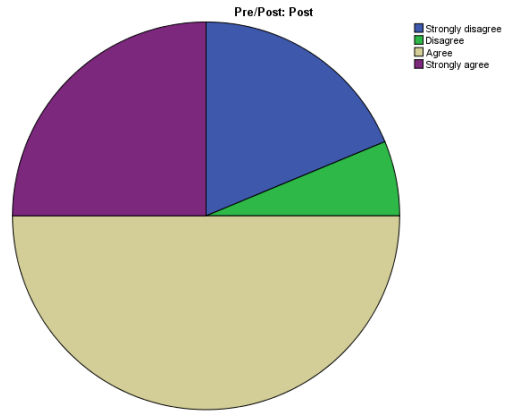
## Pre Flipped Classroom

(Q22) I feel that the use of technology is helping me learn in this class.

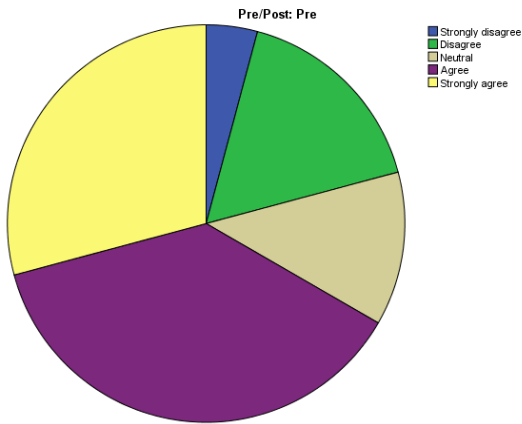


## Post Flipped Classroom

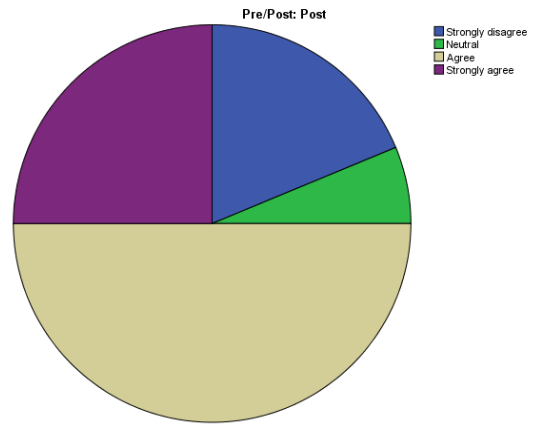
(Q22) I feel that the use of technology is helping me learn in this class.



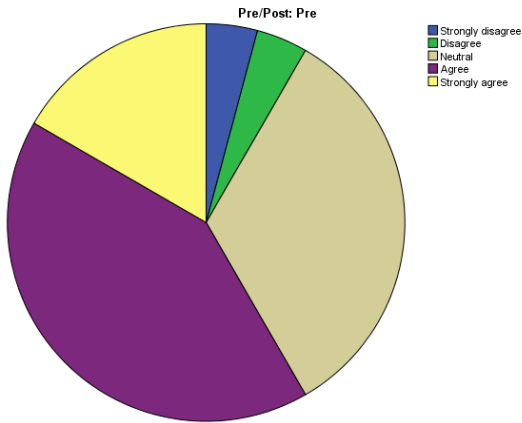
(Q23) I think the online videos/materials used in my English class so far are effective in helping me learn.



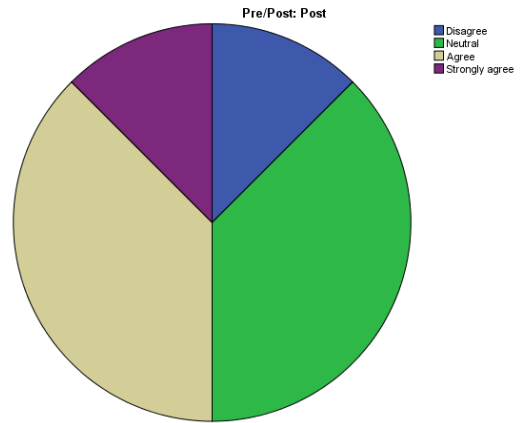
(Q23) I think the online videos/materials used in my English class so far are effective in helping me learn.



(Q24) My English classroom provides me more opportunity than my other classes to communicate with other students.

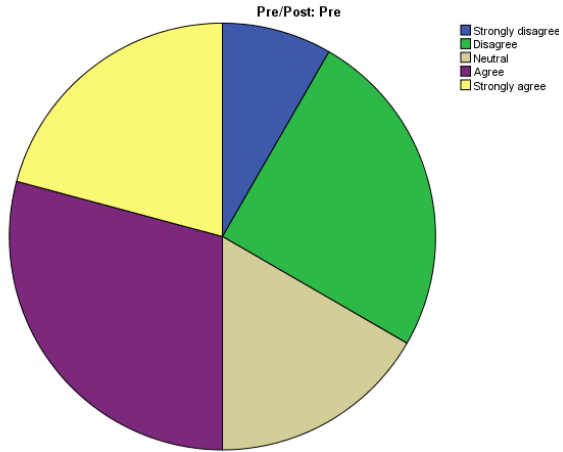


(Q24) My English classroom provides me more opportunity than my other classes to communicate with other students.



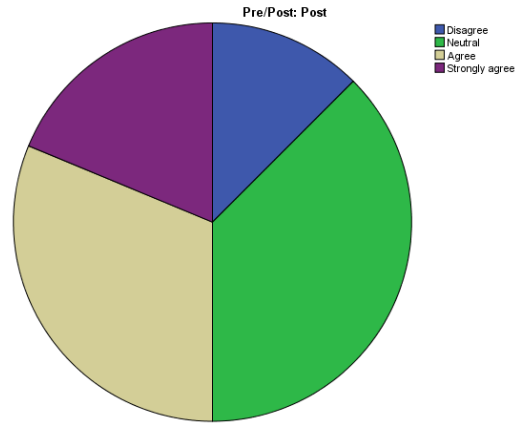
### Pre Flipped Classroom

(Q25) I like submitting assignments and receiving teacher feedback only through Moodle.



### Post Flipped Classroom

(Q25) I like submitting assignments and receiving teacher feedback only through Moodle.



## Appendix E: Ethics Committee Letter for the application of research



**Eastern  
Mediterranean  
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"For Your International Career"

P.K.: 99628 Gazimağusa, KUZEY KIBRIS /  
Famagusta, North Cyprus,  
via Mersin-10 TURKEY  
Tel: (+90) 392 630 1995  
Faks/Fax: (+90) 392 630 2919  
bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0154

16.05.2017

RE: Mohammad Hossein Mehrzad Sadaghiani (15500312)  
Department of Information and Communication Technologies  
In Education

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Mohammad Hossein Mehrzad Sadaghiani (15500312), from the Department Information and Communication Technologies In Education Master Graduate Program, to pursue with his survey entitled *An Investigation of Students' Perspectives on Flipped Classroom Method as a Type of Blended Mooc Model at the Department of English Language Teaching*. This decision has been taken by the majority of votes. (Meeting number 2017/42-14)

Regards,



Assoc. Prof. Dr. Sükrü Tüzmen  
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr



# Appendix F: Web-based Environment Main Page and Courses

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### Flipped Classroom

#### EMU University Flipped Classroom

Forum	Threads	Posts	Last Post
<b>BENGI HOCA FLIPPED CLASSROOM</b> Dear students please select this part	3	29	vgotsky teaching techniqu... 06-13-2017, 09:43 PM by Guest

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1 user active in the past 15 minutes (1 member, 0 of whom are invisible, and 0 guests).  
[admin](#)

**Board Statistics**

Our members have made a total of 29 posts in 3 threads.  
 We currently have 54 members registered.  
 Please welcome our newest member, [16700951](#)  
 The most users online at one time was 4 on 05-15-2017 at 09:29 AM

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**BENGI HOCA FLIPPED CLASSROOM**

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Thread / Author	Replies	Views	Last Post [asc]
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<a href="#">Vgotsky's zone of proximal development and scaffolding</a> admin	9	254	05-28-2017, 02:55 PM Last Post: 16330050
<a href="#">piaget cognitive development theory</a> admin	8	244	05-28-2017, 02:54 PM Last Post: 16330050
<a href="#">piaget cognitive development theory</a> admin	0	4	05-20-2017, 06:42 AM Last Post: admin

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Flipped Classroom > EMU University Flipped Classroom > BENGI HOCA FLIPPED CLASSROOM  
**vgotsky teaching techniques**

**vgotsky teaching techniques**

**admin**  
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 ★★★★★  
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 Threads: 3  
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 Reputation: 0  
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