The views of lecturers about flipped classroom model

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Abstract

The aim of this study is determining views of lecturers about Flipped Classroom Model. Qualitative research techniques used to identify individuals view about a subject. Therefore, this study was carried out as a phenomenological approach. The participants included 11 lecturers in Alanya Alaaddin Keykubat University in Turkey. All of them observed Flipped lessons in classes. The data were collected the semi-structured interviews around persuasion stage and had been analyzed inductively through descriptive analysis and content analysis. Based on the results it has been determined that, according to lecturers’ views, Flipped Classroom Model facilitates teaching; improves learning by supplying flexible learning environment, doesn’t have complexity, is applicable for all kind of lectures except practical ones. Besides, the lecturers want to use this model in lessons. Consequently, this model’ observability is the most important feature. It can be stated that the usage of this model by the lecturers should be increased.

Keywords: Flipped classroom, inverted classroom, lecturers, qualitative research, Turkey.

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1. Introduction

Accelerating Information and Communication Technologies (ICT) evolution process in 21st century, has speed up transformation of the current understanding in institutions. About this transformation, one of the most important reaction of educational institutions is adopting themselves to contemporary educational paradigms. Although, this situation seems mostly related to developed countries, in short or long terms, there is not any structure left that wouldn’t affected this situation in our World which is turned into a global village.

Among the social constructions, institutions of higher education, as opposed to the centralized structure of the other institutions, make more autonomous, more innovative, more modern breakthrough (Celik & Bekir, 2014; Zusman, 2005). Therefore, they have a premise position in the implementation of modern educational paradigms. As the role of initiator of application, the instructors are the people who carry out the understanding in the academic environment (Ramiro & Perez, 2013). In other words, lecturers stand as a pioneer about implementing modern paradigms based on training for flexible individuals who can adapt to changes, and can make a difference by the use of information.

Alternating instructor’s traditional teaching mentality, accompanied by coercive changes (Bates, 2000). Switching instructor’s role to another or changing in work load, can be shown as an evidence of this situation. Occasionally reluctance to change, sometimes submitting to change or sometimes let changes formed. At this point the most important thing is what has to be changed. Change can be expressed as training methods in an educational manner, when we concern about instructor’s applications in higher education institutions (Yuan, Powell & Cetis, 2013).

In the literature, studies approved that traditional teaching methods and models are still used by not only other educational institutions but also in higher educational institutions (Bain, 2011; Bates & Galloway 2012; Brown, 2012; Fink, 2003; Ivala, Thiart & Gachago, 2013; Koller 2011; Lord & Camacho, 2007; Nguyen & Toto, 2009). Traditional models don’t meet neither business world’s expectations of computer literate labor force nor the community expectations of lifelong learning individuals (Stephenson & Yorke, 2013; Strayer, 2007). In this manner, condensing into suitable for era’s requirements, enriched by technology integration and learner based teaching applications, would be better. In this days, a learning model called Flipped Classroom-FC is getting popular among higher education institutions.

FC, is a teaching model which is a face-to-face teaching modelled for on-line media and blended with distance education (Demiralay, 2014). Purpose of this model is to create active learning environment where students interact with each other and provide students, the opportunity of a learning environment which is independent from time, place and tools (Baker, 2000; Lage, Platt & Treglia, 2000). An increasing number of researches point out the higher student participation to lesson, the better learning control, the more interactivity with teacher and the easier class administration in the class where FC model is used (Bergmann & Sams, 2012; Enfield, 2013; Davies, Dean & Ball, 2013; Herreid & Schiller, 2013; Roehl, Reddy & Shannon, 2013; Tucker, 2012).

When administered in combination with its benefits, this learning model, is common to new practices in higher education institutions, will be forced everyone to certain changes who involved in the educational process. For many teachers, converting traditional class applications into flipped classroom applications for a lesson, requires serious time and effort. At the same time, it is possible to say, especially teachers as an initiator of it, have higher affection level for application (Brown, 2012). Teachers’ knowledge about application is more consistent. For this reason, it is said, critics about it and determination of the precautions while developing it, instructors’ perception and suggestions about learning model, to have a different significance. Determination of perception, can be demonstrated by a qualitative study (Cresswell, 2007). Aim of this research is qualitative analyzing lecturers’ view about FC as a new learning model.
As a new model, FC is an innovative learning model for teachers. Therefore, studies which have innovativity structure should have constructed in the Innovation Models. In the literature, the most preferred Innovation model in researches is Diffusion of Innovations-DoI Model by Rogers (1993). So, the theoretical framework of the study was determined DoI model. In this context, the lecturers’ view about Model has been defined as attributes of FC Model.

Finally, the purpose of the study is analyzing lecturers’ view about FC as a new learning model. In direction of this purpose, the answers of the following questions are searched:

According to lecturers;
- What are the advantages of FC Model?
- Is FC model suitable for teaching experiences?
- Are there any complex components in FC Model?
- Is FC Model practical?
- Are FC Model' advantages-disadvantages observable?

2. Method

In this chapter, research model, participant group, data collection tolls, data analysis are described.

2.1. Research model

Aim of this research is analyzing lecturers’ perception about FC as a new learning model. Determination of perception, can be demonstrated by a qualitative study, especially phenomenological method (Cresswell, 2007). In the study, one of the qualitative research methods, interviewing technique, has been applied. In terms of the type of interview, semi-structured interviews were preferred. Because, semi-structured interviews are flexible according to researchers for changing sequence and number of survey questions (Yıldırım & Simsek, 2013).

2.2. Participant group

The study was carried out in Akseki Vocational School connected to Alaaddin Keykubat University in Alanya in Antalya. The group of participants consists of 11 school members, including a 3 women. The age range of participants is between 28 years old and 50 years old. Participants are voluntery for the study. In Table 1, participants’ demographic attributes are placed.

<table>
<thead>
<tr>
<th>Table 1. Lecturers' demographic attributes</th>
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<tbody>
<tr>
<td>Gender</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Branch</td>
</tr>
<tr>
<td>Computer</td>
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<tr>
<td>Office management</td>
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<tr>
<td>Garden&amp;park plants</td>
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<tr>
<td>Turk Language&amp;Literature</td>
</tr>
<tr>
<td>Accounting&amp;Tax Applications</td>
</tr>
<tr>
<td>Furniture&amp;Decoration</td>
</tr>
</tbody>
</table>

3
In Table 1, lecturers are from different branches included 2 Computer, 1 Office Management, 3 Garden & Park Plants, 2 Turk Language & Literature, 1 Accounting & Tax Applications, 2 Furniture & Decoration branches. Their teaching experiences differs from less than 1 year to greater than 15 years.

2.3. Data collection tools

In the study, semi-structured interview form prepared by the researchers was used. To prepare interview form process, the literature about Diffusion of Innovation Model by Rogers (1993) was searched. It was evaluated by three experts in the field of Computer and Instructional Technology, an expert in a specialized field and assessment on qualitative research. The interview form consists of five items including questions related to those characteristics: (1) relative advantage, (2) compatibility, (3) complexity, (4) trialability, and (5) observability.

2.4. Data analysis

The interviews with lecturers were recorded with a voice recorder with the permission of the participants. All interviews were then converted to text form, the content analysis method was used to analyze the qualitative data. In the context analysis process, sentences were found supporting findings. Words in the sentences were described like codes (Corbin & Strauss, 2008). Codes were grouped by similarity and transformed to categories. In the results chapter, numbers of codes and categories were reported. Participants were coded like L1, F for Lecturer, Lecturer Number (1-11) and Lecturer Sex (M or F).

Codes obtained by investigators after qualitative data collection process were examined the consistency of coding by a new researcher with qualitative coding experiences before. In this process, Cohen’s Kappa coefficient was calculated. Cohen’s Kappa coefficient is a measure of consistency and reliability between two coders (Wood, 2014). In the study, Cohen’s Kappa coefficient was 0.83. It is appropriate for reliability.

3. Results

Reporting the results process, codes and categories were placed. To show results, the sequence was determined by questions in the interview form. Also expressions from lecturers were used that could set an example for qualitative findings. In the Table 2, codes and categories about FC Model’ attributes were placed.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Codes</th>
<th>F</th>
<th>%</th>
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<tbody>
<tr>
<td>Relative advantage</td>
<td>Facilitating work</td>
<td>12</td>
<td>85.7</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Individual innovative</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Compatibility</td>
<td>Technological versality</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>No complexity</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td>Complexity</td>
<td>Work load</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Trialability</td>
<td>Theoretical courses</td>
<td>10</td>
<td>90.9</td>
</tr>
<tr>
<td></td>
<td>All courses</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Observability</td>
<td>Yes</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 2 is examined, facilitating work and Professional development codes are related FC Model’ relative advantage attribute. 85.7% of lecturers thought that the FC model makes teaching easier. 14.3% of them were agree about providing professional development. Results show that facilitating the work has been frequently pointed out. In this direction, Facilitating the work is more affective professional development on the views of lecturers about FC model’ relative advantage. Following sentences from lecturers related with FC Model’ advantage are placed below.

«Because students will study, listen before they come to school, its a kind of repetition. So its like building up over grounding. In one case you trying to build a grounding, in other case, already there is a grounding, you build up a wall on it.» (L1, F)

«Initially, it saves time. I mean, instead of teaching theory first than practicing, student comes to classroom ready. Asks his/her questions if he/she has any, than focuses problem, focuses solution. On other case, you spend time to teach theory, then you spend time for practicing.» (L3, M)

«I mean, if we know what students know or don’t know at begining, we can plan which subject is to be focused on.» (L6, F)

«For sharing your notes, course materials and page links rapidly.» (L7, M)

«After retiring, a lecturer may find a job opportunity, if it uses this system. Lecturer becomes more professional. » (L10, M)

Findings about the compatibility attribute of FC Model showed that the category have three codes included Technological versatility, Individual Innovative, Teaching culture.

53.8% of lecturers thought that the FC model is appropriate for lecturers who are individually innovative. 46.2% of them pointed out that the model is suitable for lecturers who are technological versatility. According to lecturers, especially the model is relevant for lecturers who have high individual innovativeness. Following sentences of lecturers’ related with FC Model’ advantage are placed below.

«It is like 7/24 being teacher. Both you are working on something during lesson and after lesson. Certainly it is not suitable for dinosaurs» (L1, F)

«At least mentally, being open to innovations.» (L10, M)

«Some of them always goes on traditional methods. They are not open for change.» (L3, M)

Approximately all of them expressed that Fc model hasn’t got any complex elements excluding two lecturers who said that working load and technological aspect. This situation showed that FC model doesn’t create the perception of complexity. Following sentences of lecturers’ related with FC Model’ advantage are placed below.

«A lecturer, who has too much teaching load and who has other problems, has no spare time on regular working hours, limited resting time and has lots of responsibilities, may not spend time on it.» (L10, M)

«It causes problems if teacher is not good at technology.» (L3, M)

«Certainly, technology makes this application easier.» (L9, M)

According to lecturers except for one, FC Model is practical for theoritical courses and not for practical courses. In other words, it is observed that lecturers distinguishes lectures as theoretical and practical. Following sentences of lecturers’ related with FC Model’ advantage are placed below.

“FC is not applicable for some fields like electricity, furniture and decoration, health, but applicable for some fields like philology, programming, history according to them is remarkable.” (L4, M)

Finally, observability state about FC at school is asked to lecturers. Lecturers said that FC model has been applied in Computer courses. Therefore it is practical for Computer courses. Also students made
a lot of work out of courses related with the model. As a result of these findings about observability, FC model’s observability is high.

4. Conclusion and Discussion

The study was performed in the frame of phenomenological approach; views of lecturers were determined about Flipped Classroom Model. Within the framework of this objective, FC Model has seen an innovation. The participants included 11 lecturers in Alanya Alaaddin Keykubat University in Turkey. The data were collected the semi-structured interviews around persuasion stage and have been analyzed inductively through content analysis.

In conclusion, all findings gathered by interviews, shows a common sense about FC model is; it makes works easier for lecturer, improves learning by supplying flexible learning environment for students, provides adoption for person who has high individual innovativeness, creates the perception of complexity about learning and learning culture, has applicable for all kind of lectures except practical ones (Hunley, 2016; Johnson & Renner, 2012; Lazareva, 2015; Snowden, 2012; Webb, Doman & Pusey, 2014). Additionally, results indicate that lecturers’ adoption of the FC Model is to some extent affected by lecturers’ individual innovativeness and technological versality (Ivala, Thiart & Gachago, 2013). Owing to uncomplicated structure of FC Model, the lecturers perceived the adoption of the FC Model easily. Like conclusion of the study which had performed by Osman Jamaludin & Mokhtar (2014) the Flipped classroom model can still be applied. Further research will be done to examine perceptions of students, teachers, parents or administrators on the use of the FC Model for instruction process in several courses.

References


