



# New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 7 (2017) 01-07

ISSN 2421-8030

[www.prosoc.eu](http://www.prosoc.eu)

Selected Paper of 6th World Conference on Educational Technology (WCET-2016) , 12 – 14 May 2016, Limak Limra Hotel & Resort, Convention Center Kemer, Antalya-Turkey

## The views of lecturers about flipped classroom model

**Raziye Demiralay**<sup>a \*</sup>, Alaaddin Keykubat University, 07400, Alanya, Turkey.

**Ibrahim Akdenizli**<sup>b</sup>, Alaaddin Keykubat University, 07400, Alanya, Turkey.

### Suggested Citation:

Demiralay, R. & Akdenizli, I. (2017). The Views of Lecturers about Flipped Classroom Model. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 07, pp 01-07. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, North Cyprus.

©2017 SciencePark Research, Organization & Counseling. All rights reserved.

---

### 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.

---

\* ADDRESS FOR CORRESPONDENCE: **Raziye Demiralay**, Alaaddin Keykubat University, 07400, Alanya, Turkey.  
E-mail address: [raziyedemiralay@gmail.com](mailto:raziyedemiralay@gmail.com) / Tel.: 0 242 678 12 55

## 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 tools, 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 (Yildirim & 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 voluntary for the study. In Table 1, participants' demographic attributes are placed.

**Table 1. Lecturers' demographic attributes**

Branch	Gender		Experience				
	Female	Male	<1 year	1-5 year	6-10 year	11-15 year	15 year +
Computer	1	1			1	1	
Office management	1			1			
Garden&park plants		3	2			1	
Turk Language&Literature		2				1	1
Accounting&Tax Applications	1						2
Furniture&Decoration		2		1			1

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 2. According to Lecturers Attributes of Flipped Classroom Model**

Attributes	Codes	F	%
Relative advantage	Facilitating work	12	85.7
	Professional development	2	14.3
	Individual innovative	7	53.8
Compatibility	Technological versality	6	46.2
Complexity	No complexity	9	81.8
	Work load	1	9.1
	Technology	1	9.1
Trialability	Theoretical courses	10	90.9
	All courses	1	9.1
Observability	Yes	11	100

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 theoretical 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 adaptation 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 versatility (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

- Bain, K. (2011). *What the best college teachers do*. USA: Harvard University Press.
- Bates, A. W. (2000). *Managing Technological Change: Strategies for College and University Leaders. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104.
- Bates, S. and Galloway, R. (2012). "The inverted classroom in a large enrolment introductory physics course: A case study", Higher Education Academy.
- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. *Teaching Theology & Religion*, 17(1), 82-83.
- Brown, A. F. (2012). *A phenomenological study of undergraduate instructors using the inverted or flipped classroom model*. Unpublished doctorate thesis. Malibu: Pepperdine University Graduate School of Education and Psychology.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage Publications, Inc.
- Celik, Z., & Bekir, S. (2014). Yuksekogretim sistemlerinin yonnetimi ve universite ozekligi: Kuresel egilimler ve turkiye ornegi. *Yuksekogretim ve Bilim Dergisi*, 4(1), 18-27.
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563-580.
- Enfield, J. (2013). Looking at the impact of the flipped classroom model of instruction on undergraduate multimedia students at CSUN. *TechTrends*, 57(6), 14-27.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62-66.

- Demiralay, R. & Akdenizli, I. (2017). The Views of Lecturers about Flipped Classroom Model. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 07, pp 01-07. Available from: [www.prosoc.eu](http://www.prosoc.eu)
- Hunley, R. C. (2016). *Teacher and Student Perceptions on High School Science Flipped Classrooms: Educational Breakthrough or Media Hype?* (Unpublished doctorate thesis). USA: East Tennessee State University.
- Ivala, E., Thiart, A. & Gachago, D. (2013). A Lecturer's Perception of the Adoption of the Inverted Classroom or Flipped Method of Curriculum Delivery in a Hydrology Course, in a Resource Poor University of Technology. Ivala, E. (Ed.), *Proceedings of the 8th International Conference on e-Learning*, (s. 207-214) Cape Town South Africa.
- Johnson, L., & Renner, J. (2012). *Effect of the flipped classroom model on secondary computer applications course: student and teacher perceptions, questions and student achievement*. (Unpublished doctoral dissertation.) Kentucky: University of Louisville, Louisville.
- Koller, D. (2011). "Death knell for the lecture: Technology as a passport to personalized education", The New York Times: Reprints.
- Lage, M., Platt, G., and Treglia, M. (2000). Inverting classroom: a gateway to creating an inclusive learning environment. *Journal of Economic Education*, 31(1), 30-43.
- Lazareva, V. (2015). Perception of Flipped Classrooms by the Teachers of TAMK. Retrieved from [www.theseus.fi](http://www.theseus.fi) on 10 January 2017.
- Lord, S. M. and Camacho, M.M. (2007). "Effective teaching practices: preliminary Analysis of Engineering teaching practices", In: Proceedings of the 37 th ASEE/IEEE Frontiers in Education Conference, October.
- Nguyen, H .M. and Toto, R. (2009). "Flipping the work design in an industrial Engineering course", 39 th ASEE/IEEE Frontiers in Education Conference, San Antonio, TX.
- Osman, S. Z. M., Jamaludin, R., & Mokhtar, N. E. (2014). Flipped classroom and traditional classroom: Lecturer and student perceptions between two learning cultures, a case study at Malaysian Polytechnic. *International Education Research*, 2, 16-25.
- Ramiro, S. S., & Perez, M. S. (2013). The use of ict tools for instruction in higher education cll lessons:An innovative practice in a chemistry lab. *EDULEARN13 Proceedings*, 161-167.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning. *Journal of Family and Consumer Sciences*, 105(2), 44.
- Snowden, K. E. (2012). *Teacher perceptions of the flipped classroom: Using video lectures online to replace traditional in-class lectures*. (Unpublished doctorate thesis). USA: University of North Texas.
- Stephenson, J., & Yorke, M. (2013). *Capability and quality in higher education*. Routledge
- Strayer, J. F. (2007). *The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system*. (Unpublished doctorate thesis). USA: Graduate school of the Ohio State University.
- Tucker, B. (2012). The flipped classroom. *Education Next*, 12(1), 82-83.
- Webb, M., Doman, E., & Pusey, K. (2014). Flipping a Chinese University EFL Course: What Students and Teachers Think of the Model. *The Journal of Asia TEFL*, 11(4), 53-87.
- Yuan, L., & Powell, S. (2013). MOOCs and open education: Implications for higher education. Bolton: University of Bolton, Centre for Educational Technology, Interoperability and Standards & JISC. Retrieved from <http://publications.cetis.ac.uk/wp-content/uploads/2013/03/MOOCs-and-Open-Education.pdf>
- Zusman, A. (2005). Challenges facing higher education in the twenty-first century. *American higher education in the twenty-first century: Social, political, and economic challenges*, 2, 115-160.