

### **Absent students benefit from a flipped classroom**

Gough, E., DeJong, D., Grundmeyer, T., & Baron, M. (2017). K-12 teacher perceptions regarding the flipped classroom model for teaching and learning. *Journal of Educational Technology Systems*, 45(3), 390-423.

20 Items

Dimensions are not defined

1. The flipped classroom is difficult for some students to access due to the additional technology required outside of school.
2. Time created for in-class activities in the flipped classroom allows for more active learning and increased higher order thinking for students.
3. Student discipline issues decrease in a flipped classroom.
4. English Language Learners benefit from a flipped classroom.
5. Students do not need the teacher present for direct instruction, but students need the teacher present for solving problems.
6. In a flipped classroom, video lectures make the class more transparent to parents.
7. Discussions with parents center more on learning than they do on classroom behavior when using a flipped classroom.
8. Flipping the classroom removes passive learning from the classroom.
9. The flipped classroom allows teachers more time to personalize instruction for students.
10. Recorded lectures aid straggling students because they can rewatch portions of lessons that they do not understand.
11. Students learn better in a flipped classroom.
12. Students prefer the flipped classroom over the traditional classroom.
13. In a flipped classroom, students have a sense of responsibility for their learning and come prepared to class
14. The flipped classroom allows students to develop better relationships with their peers through co-operation and collaboration
15. The flipped classroom allows teachers to have increased interaction with students
16. Flipping the classroom creates time for direct instruction, active learning activities, and content coverage.

5-point Likert-type scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree)

Cronbachs  $\alpha$ : NA