

Student Online Survey about Flipped Learning by Howell

Howell, D. (2013). *Effects of an inverted instructional delivery model on achievement of ninth-grade physical science honors students*. Gardner-Webb University.

19 Items/Questions

Dimensions are not defined

1. As you watched the videos, what else did you do? Check all that apply
 - Took notes
 - Watched television
 - Listened to music
 - Surfed the web
 - Participated in a social network (Twitter, Facebook, etc)
 - Only watched video; did nothing else
 - Didn't watch videos; used another resource to learn the material
 - Other:

2. When a video was assigned for homework, approximately what percent of the time did you actually view the video?
 - 0% of the time
 - 1-25% of the time
 - 26-50% of the time
 - 51-75% of the time
 - 76-99% of the time
 - 100% of the time

3. On average, how many times did you watch each assigned video?
 - 0 times
 - 1 time
 - 2 times
 - 3 times
 - 4 times
 - 5 or more times

4. When did you actually watch the assigned videos? Check all that apply.
 - During the school day on the day they were assigned
 - The evening they were assigned
 - The next day before the class in which it was due
 - Later - after the due date
 - I never watched the videos

5. For what purpose(s) did you watch the videos? Check all that apply.
 - To learn new material
 - To review material for a test
 - To clarify material you didn't understand

6. For each of the following, check the circle that BEST describes your level of understanding, on average, of the information contained in the videos after viewing:
 - Textbook chapter lecture
 - Pre-lab instruction
 - Review of work done in class
 - Extra help for a topic

5-point Likert Scale (1 - Didn't understand to 5 - Completely understood)

7. Compared to traditional homework assignments, how would you describe the flipped class video homework?
 - I spend more time doing traditional homework assignments
 - I spend more time watching video homework assignments
 - I would spend about the same amount of time on each

8. How would you rate the level of rigor (difficulty) of the flipped science class compared to a traditional science class?

5-point Likert Scale (1 -Not as difficult to 5-Much more difficult)

9. Compared to a traditional science class, how would you rate the amount of time spent individually Interacting with the teacher?
 - More time
 - Same amount of time
 - Less time

10. As you watched the videos on the new material being presented, how difficult was it to understand the new material? Choose the circle that BEST applies.

5-point Likert Scale (1 Not difficult - 5 Very difficult)

11. How much did the discovery activity done before viewing the video assist you in your understanding of the video?
 - It didn't help me understand the video at all
 - It made understanding the video much easier
 - It somewhat helped me understand the video

12. How well did the assigned videos you watched at home prepare you for the next day's class?
 - I felt completely prepared
 - I did not feel prepared
 - I felt somewhat prepared
 - I didn't watch the videos

13. After you watched the videos that presented new material, how difficult was it to understand and perform the next day's activities? Choose the circle that BEST applies.

5-point Likert Scale (1 Not difficult - 5 Very difficult)

14. Overall, how useful did you find the material you learned in the flipped science class?

5-point Likert Scale (1 Not useful to 5 Extremely useful)

15. Overall, did you find that the material you learned in the flipped science class could be related to real life? Choose the circle that BEST applies.

5-point Likert Scale (1 Not at all related to real life to 5 Extremely related to real life)

16. Overall, how interesting did you find the material you learned in the flipped science class?

Choose the circle that BEST applies.

5-point Likert Scale (1 Not at all interesting - 5 Extremely interesting)