

Student engagement in the flipped method survey

Moran, C., & Young, C. A. (2015). Active learning in the flipped English language arts classroom. In *Curriculum Design and Classroom Management: Concepts, Methodologies, Tools, and Applications* (pp. 588-609). IGI Global.

20 Items

Dimensions are not defined

1. I enjoy learning with the flipped method of instruction
2. I do not like receiving instruction through the flipped method
3. I will be able to learn more material if my teacher uses the flipped method
4. I concentrate better on the lesson when I watch an instructional video for homework
5. I enjoy watching videos very much
6. I would work harder if I could learn through the flipped method more often
7. I know I can learn many new things when my teacher uses the flipped method
8. I enjoy watching an instructional video for homework
9. I enjoy the chance to work on my own in class
10. I believe that the more often teachers use the flipped method, the more I will enjoy school
11. I believe that it is very important for me to be able to learn through video lectures
12. I feel comfortable with learning through the flipped method
13. I get a sinking feeling when I think of learning through the flipped method
14. I think that it takes a longer amount of time to learn when my teacher uses the flipped method
15. Learning through the flipped method makes me nervous
16. Using the flipped method is very frustrating
17. I will do as little work as possible when my teacher uses the flipped method
18. Learning through the flipped method is difficult
19. Independent learning does not scare me at all
20. I can learn more from a live lecture in class than from a video at home

5-point Likert Scale (1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree)