

Student Perceptions of the Flipped Classroom Model

Parham, T. (2018). *An Action Research Study of Female Calculus Students' Perceptions of the Flipped Classroom Model* (Doctoral dissertation, University of South Carolina).

17 Items and 3 open Questions

Dimensions are not defined

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1. The Flipped Classroom gives me greater opportunities to communicate with other learners.
2. The Flipped Classroom instruction is more engaging than traditional classroom instruction.
3. I like watching the lessons on video.
4. I am spending less time on traditional math homework.
5. I regularly watch the video assignment.
6. I would rather watch a teacher led lesson than a video lesson.
7. The Flipped Classroom gives me less class time to practice math.
8. I am more motivated to learn math in the Flipped Classroom.
9. I would not recommend the Flipped Classroom to a friend.
10. The Flipped Classroom improved my learning of mathematics
11. I would like to continue implementing the Flipped Classroom with some future units/lessons.
12. I feel sufficient opportunity was provided to ask questions to the teacher for clarification during the Flipped Classroom Model.
13. I explored my own strategies for learning.
14. I am more responsible for my learning in a Flipped Classroom setting
15. I am more engaged with the content in a Flipped Classroom setting.
16. The Flipped Classroom provided more opportunity to collaborate with other learners.
17. One-on-one interaction with my teacher increased during the Flipped Classroom.

Open Questions:

18. What would you consider to be the advantages of the Flipped Classroom?
19. What would you consider to be the disadvantages of the Flipped Classroom?
20. What adjustments would you recommend to improve learning in the Flipped Classroom?

5-point Likert Scale (Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree)