

## Attitude about material and instruction methodology

Jeong, J. S., & González-Gómez, D. (2016). Students' perceptions and emotions toward learning in a flipped general science classroom. *Journal of Science Education and Technology*, 25(5), 747-758.

### 16 Items

#### 2 Dimension

##### *About video lectures and other provided materials/activities*

I usually watched the video lectures before the class.

The video lectures were easy to follow.

Video-lessons material was correctly designed, well-structured and clearly-defined.

The video lectures helped me to learn.

Discussing with classmates and other collaborative activities helped me to learn.

The ability to rewind the video lectures helped me to learn.

Video lectures that resembled in-class lectures helped me to learn.

The completion of multiple-choice on-line quizzes after watching the delivered video lectures allowed to point out the most complex contents before the class, and therefore focused to overcome them.

Having watched the video lectures and revised the provided materials before the class sessions helped me to complete the in-class activities in more confident manner.

Having watched the video lectures and revised the provided materials before the class sessions helped me to complete the in-class activities easily.

##### *About the instruction methodology as a whole*

The instruction methodology used in this course helped me to understand easily scientific contents.

The course as a whole was a valuable learning experience.

The course was more interactive when comparing with others.

I would take another course that followed the same scheme as the one followed in this study.

The instruction methodology used in this course will be useful to apply in other subjects. In addition, for each emotion, the participants provided a brief explanation of the score given.

5-point Likert scale ((1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree)

Cronbachs  $\alpha$  = na