

EFFECTIVENESS OF THE FLIPPED CLASSROOM TEACHING METHOD: HOW IT IMPACTS MOTIVATION, PERFORMANCE, & SATISFACTION IN THE CLASSROOM

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Introduction

Education methods change frequently and rapidly as teachers strive to equip their students for the rigorous demands of the outside world. Advances in technology allow for alternative teaching methods to be developed, and they even require teachers to adapt to ensure that their students are well-versed in technology. One new method that was developed in the Internet era is the flipped classroom teaching model, and it has been gaining substantial popularity among teachers and education experts. It entails presenting the bulk of the instruction outside of class and using class time to interact with the material. This gives teachers more creative freedom with their lesson plans, potentially making them more interactive and student-oriented. Many teachers implement this model by assigning instructional videos as homework and then applying the concepts in class in further depth through activities and lessons. The main intention behind the flipped classroom teaching method is to delve deeper into the material and to have a more interactive classroom environment. However, is it successful in these endeavors, and how beneficial are these potential outcomes?

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Research Question

How is the flipped classroom teaching method influencing student motivation, student performance, and student and teacher satisfaction?

Helpful Operationalizations:

Student motivation: Are students more enthusiastic about the learning material and more engaged in class?

Student Performance: How does this method influence student behavior, retention, and graded performance?

Teacher and Student Satisfaction: How do teachers and students feel about the method? Has it been beneficial to them? Do certain types of teachers/ students find it more helpful than others?

Background and Literature Review

Abeysekera and Dawson (2015) consented that the flipped classroom **requires further research** in order to understand the method's wide-reaching effects. However, the buzz around the flipped classroom is due to the fact that the method revolves around highly interactive class activities and the bulk of the textbook learning being done independently outside of class (Abeysekera & Dawson 2015). The article discussed the possibility that the method **may boost student motivation and lighten cognitive load** which will be important themes to focus on in further research (Abeysekera & Dawson 2015 p. 2).

A study conducted by Alsancak and Ozdemir (2018) aimed to examine these themes in further detail. In the research study, sixty-six students at Ahi Evran University split into two groups enrolled in the same course: one group was using a flipped classroom while the control group was using a classical blended learning method. The study found a statistically significant difference between the flipped classroom and the control group in terms of **"academic achievement, retention, and motivation,"** with the flipped classroom having higher rates of all three (Alsancak & Ozdemir 2018 p. 76). There was not much difference between the two regarding self directed learning readiness.

Furthermore, Talan and Gulsecen (2019) used qualitative and quantitative measurements to demonstrate that the flipped classroom method **can improve academic achievement, engagement, and satisfaction.** At their study's conclusion, the flipped classroom yielded higher scores for academic achievement and engagement. Students also expressed interest in and satisfaction with the flipped classroom.

Expanding on student satisfaction, Shahnaz and Hussain (2016) examined how students with different styles of learning respond to the flipped classroom model. An instructional design was tested and revised multiple times, and after the design was tested on a group of twenty-four students, their study found that "the finalized instructional design was able to facilitate different learning styles satisfactorily" with added benefits including **"learner empowerment, engagement, motivation and improved communication and thinking skills"** (Shahnaz & Hussain 2016 p. 147).

Methods

- I will be researching the flipped classroom method across several platforms as well as conducting a research study of my own.
- My study will have between 200-300 participants: students and teachers ranging from middle school to college level who have experienced a flipped classroom environment.
- Students and teachers will answer separate surveys.
- The surveys will consist of several open-ended questions so we can accurately gauge the participants' experience with the flipped classroom and how it affected personal or classroom motivation/performance.
- To measure satisfaction, students and teachers will respond to a series of scales measuring the levels of agreement with different sentiments regarding the class.
- The survey will be easily accessible online, and students and teachers alike will be given the appropriate link to their corresponding survey.
- Surveys will be completed during class time if the teacher or professor allows for this. If not, they can be completed outside of class.
- The survey will identify age, grade, gender, and school.
- Once the surveys are completed, I will go through the data and identify common themes throughout and measure how many responses fit these themes. This will be the quantitative data.
- The qualitative data will be obtained through my own research and any test scores, behavior charts, etc. that teachers are able to provide me.

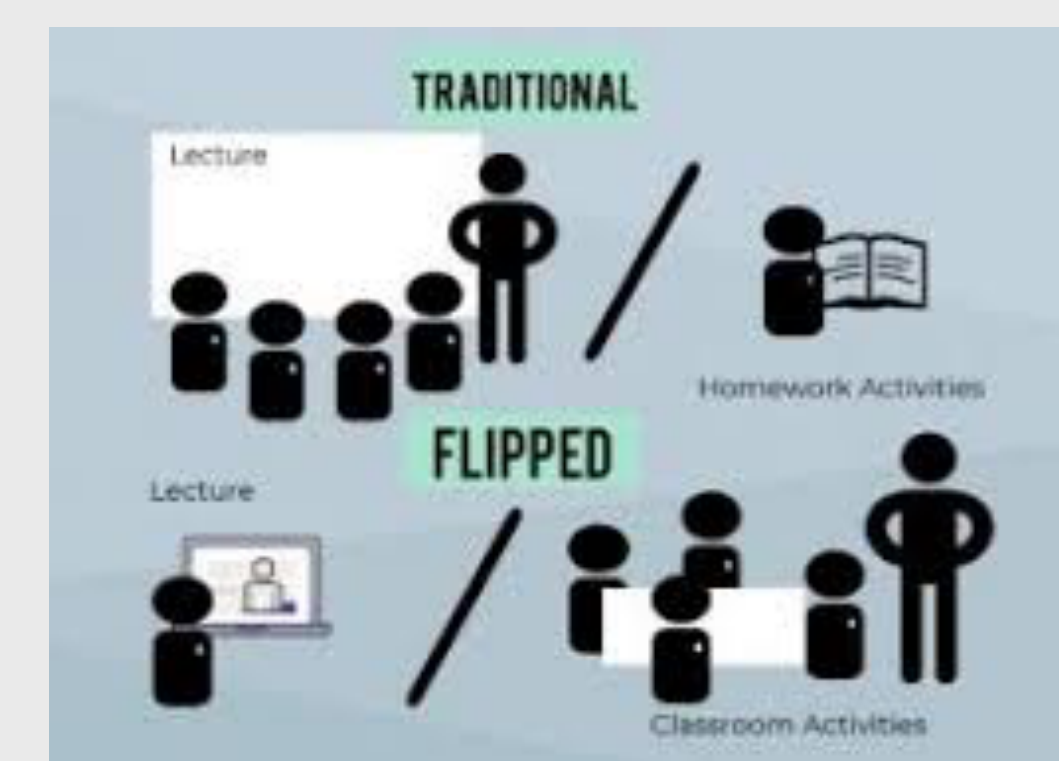


Figure 1. Traditional vs. Flipped Classroom



Figure 3. Classroom in Action

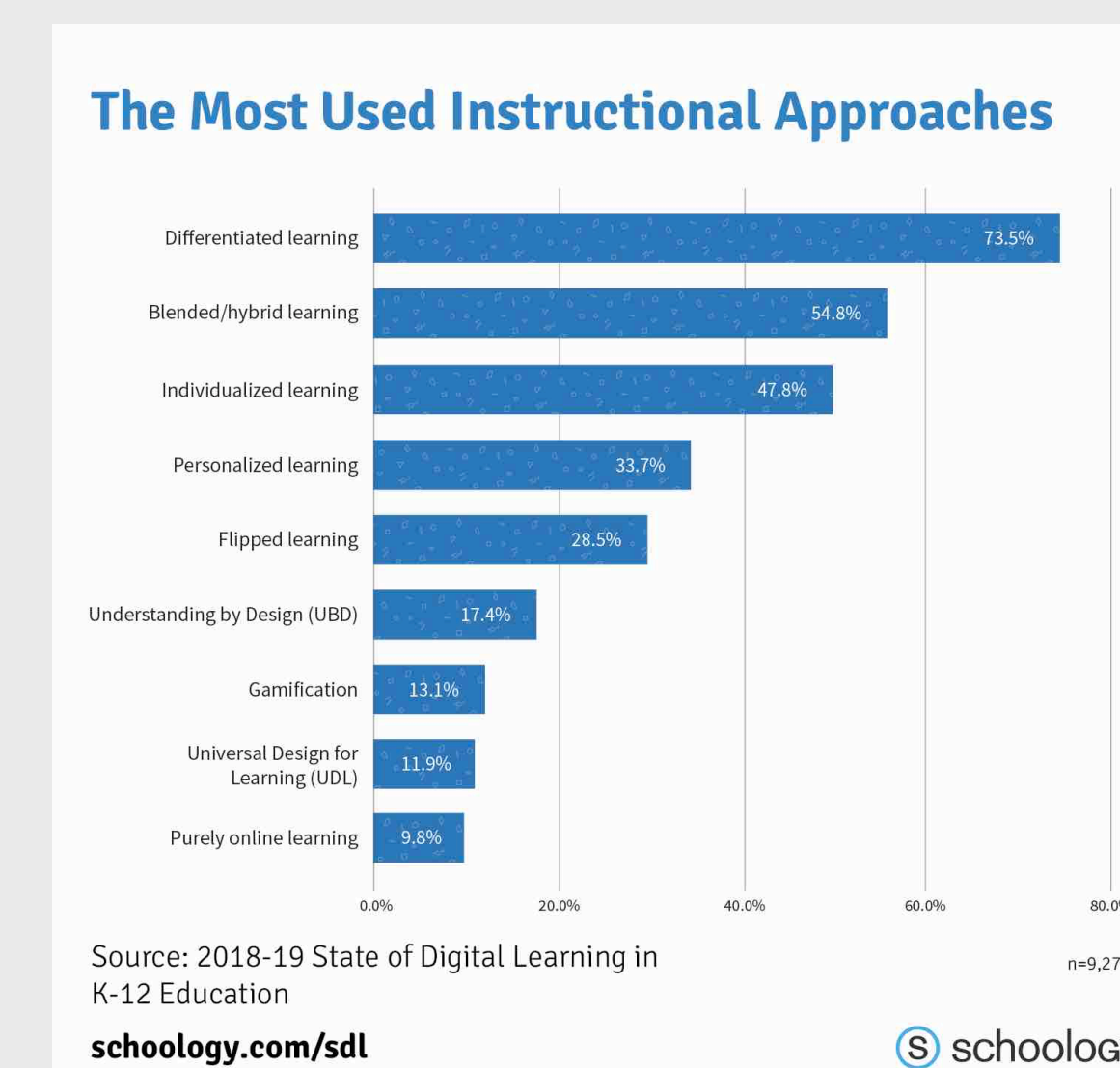


Figure 2. Most Used Instructional Approaches

Expected Conclusions

- A majority will find increased motivation, performance, and satisfaction in the classroom.
- Responses will vary from class to class, depending on the teacher's use of the method.
- There will be pros and cons that are not anticipated by this study.
- Some responses may be specific to certain scenarios.
- My research will offer support for the flipped classroom and suggest the most effective situations for using a flipped classroom.
- Certain grades or subjects may find the flipped classroom to be more helpful than others.
- Different personality types and teaching styles may affect student and teacher satisfaction.
- Incentives such as graded annotations may be needed to prompt students to complete the necessary work outside of class.

Significance

My proposed audience for this research project is teachers who have an interest in using the flipped classroom teaching method. The conclusions of this research will either affirm or deny the flipped classroom's effectiveness in the classroom, and they will provide insight to where and when the method is most effective. **Teachers will be able to make better educated decisions on whether or not this method is best for their class,** and they will be able to choose how to best implement the method if they so desire.

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