

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**LECTURERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF
FLIPPED CLASSROOM MODEL IN HIGHER EDUCATION**

MASTER THESIS

NAZIK F. MOHIALDEEN

NICOSIA

July 2019

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Supervisor: Assoc. Prof. Dr. Çise Çavuşoğlu

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Approval of the Graduate School of Education Science

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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Field of the study: English Language Teaching

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ABSTRACT**LECTURERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF
FLIPPED CLASSROOM MODEL IN HIGHER EDUCATION****Nazik F. Mohialdeen****MA, English Language Teaching****Supervisor: Assoc. Prof. Dr. Çise Çavuşoğlu****July 2019, 75 pages**

The present study aimed to investigate the lecturers' attitudes towards implementing the Flipped Classroom Model (FCM) in different departments in higher education level. The primary purpose of the study was to find out the lecturers' attitudes towards implementing the FCM in their lessons, which they were teaching in different departments. The secondary aim of the study was to understand how these attitudes impacted the implementation of the model and students' learning in the classroom environment. A qualitative approach was employed in the present study. The data was collected through pre- and post-implementation interviews and in-class observation. Four voluntary lecturers from different departments participated in the study. The data was analyzed thematically. The main finding of the study was that overall lecturers had positive attitudes toward the use of FCM in their courses. It has also revealed those lecturers with the positive attitudes were able to better increase students' engagement to the class, their individual learning and their achievements in their learning process. Based on the findings, increasing lecturers' knowledge about creating real videos, technology and high-quality materials are recommended for further study.

Keywords: Flipped classroom model, inverted classrooms, qualitative approach, lecturer attitudes, higher education

ÖZ**ÖĞRETİM ÜYELERİNİN YÜKSEK ÖĞRENİMDE TERS YÜZSINIF MODELİ
UYGULAMASINA YÖNELİK TUTUMLARI****Nazik F. Mohialdeen****İngilizce Öğretmenliği Yüksek Lisans Programı****Danışman: Doç. Dr. Çise Çavuşoğlu****Temmuz 2019, 75 sayfa**

Bu çalışma, bir yüksek öğrenim kurumunda görev yapan öğretim üyelerinin ters-yüz sınıf uygulamalarına karşı tutumlarını araştırmayı amaçlamıştır. Çalışmanın birincil amacı, öğretim üyelerinin farklı bölümlerde verdikleri derslerde ters-yüz sınıf modelini uygulamaya yönelik tutumlarını anlamaktır. Çalışmanın ikincil amacı ise bu tutumların modelin uygulanmasını ve öğrencilerin sınıf ortamında öğrenmelerini nasıl etkilediğini anlamaktır. Bu çalışmada nitel bir yaklaşım kullanılmıştır. Veriler uygulama öncesi ve sonrası görüşmeler ve sınıf içi gözlemler yoluyla toplanmış, tematik analiz uygulanmıştır. Araştırmaya farklı bölümlerden dört gönüllü öğretim üyesi katılmıştır. Çalışmanın sonunda, öğretim üyelerinin derslerinde ters-yüz sınıfların kullanımı konusunda olumlu tutumlara sahip olduğu anlaşılmıştır. Ayrıca modele karşı olumlu tutum sahibi olan akademisyenlerin sınıfı içinde öğrencilerin derse katılımını arttırdığı görülmüştür. Öğretim üyelerinin modelin uygulanmasında yaşanan sıkıntılar ile ilgili verdikleri yanıtlara dayanarak, öğretim üyelerinin kendi videolarını oluşturmak, teknoloji ve yüksek kaliteli material tasarımı konularında daha fazla eğitim almaları yönünde önerilerde bulunulmuştur.

Anahtar Kelimeler: Ters-yüz sınıflar, nitel yaklaşım, öğretim üyesi tutumları, yüksek öğrenim

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LIST OF ABBREVIATIONS

ELT English Language Teaching

FCM Flipped Classroom Model

NEU Near East University

CHAPTER I

INTRODUCTION

Students' learning behaviors change with their attention to new technologies; the educational environment continuously changing which requires the lecturers to consider the students' needs including their interests and their learning styles. Implementing and combining technology into education is an effort to increase and improve traditional teaching methodologies and transform them into innovative ones since students became active users of technology in some way now. As Snowden (2012) stated:

the new generation learner now is learning differently than the old generation. They spend the majority of their time by playing video games, using smartphones, watching television, on the internet, and so on. There is a huge effort to change the educational environments to combine with technologies. (p. 4).

Many studies show benefits of integrating technology into education and the results of many studies mentioned that students who use computer-based lessons have notable higher scores than students educated by traditional methods (Kulik & Kulik, 1991; Sivin-Kachala et al., 1997). Moreover, Mumtaz (2000) mentioned some important factors for the teachers about using technology in teaching such as “making the lessons more interesting, easier, more fun for them and their pupils, more diverse, more motivating for the pupils and more enjoyable” (p. 323). This means that technology-based classes can help students to be more independent rather than relying on the teacher; the students take responsibility for their learning and become self-directed.

In order to accommodate the needs of the present day students, blended learning came up primarily to integrate technology into the classroom so as to accelerate their learning experiences. These are technologies that the students are already familiar with. Some researchers defined blended learning as “a formal education program in which a student learns at least in part through online delivery of content and instruction with some elements of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home” (p. 4). One of the blended learning methods that have been used at the university level of education is the flipped classroom, also known as the inverted classroom (O’Flaherty & Phillips, 2015).

A flipped classroom is one of the models that have rapidly become well-known by most educators all around the world due to its capacity to integrate educational technologies into a classroom atmosphere. According to Lage et al. (2000), “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p. 32). The students will follow the lesson from the internet and in the classroom, they will follow up to complete activities with the lecturer’s guidance. This model increases the lecturers’ and students’ interaction inside the classroom while doing their activities (Basal, 2015). As Lage et al. (2000) mentioned that “This interaction has two advantages, the first is that it enables the student to clarify any unclear part directly, the second is that it allows the lecturer to observe students’ achievements and their understanding” (p. 37).

Statement of the Problem

The flipped classroom model (FCM) has been implemented in different educational contexts. In higher education, the flipped model has been used to introduce complex educational problems especially in medicine and nursing for the students to view certain health challenges before coming to the classroom (Betihavas et al., 2016). That way, the students have the opportunity to view the complex health problem over and over again at their own time. Following the success of the flipped model in selected departments, Near East University (NEU) was the first university in Northern Cyprus to implement the FCM across a university-wide scope. This new and innovative development has been met with different attitudes of the lecturers regarding its implementation. The international composition of the students at NEU makes it an interesting site for the implementation of the FCM since the technological skills of the students as well as lecturers may be at different levels. The implementation of the FCM in English Language Teaching courses that are seen as practice based also makes the investigation of the FCM in ELT department an important need.

Investigators suggested that because the young generation is more engaged with technology, technology impacts the way they are connected to the world. Integrating technology to the classroom has many advantages to the teaching atmosphere, as well as it has their problems. As a result of that educators investigate how they can reach their students' by engaging themselves with technology and this makes the role of the lecturers progressively more problematic and difficult. In the case of the NEU, the model was implemented in a university-wide project and many lecturers heard of the model for the first time when they were asked to use it in their classrooms. Therefore, a

need for understanding their attitudes towards the model, which may also impact their implementation practices, has aroused.

Purpose of the Study and Research Questions

The primary purpose of the study is to find out lecturers' attitudes towards implementing the flipped classroom model in their lessons, which they teach in different departments, and also to compare their attitudes across departments. The secondary aim of the study is to understand how these attitudes impact the implementation of the model and student learning in the classroom environment. In order to achieve the goal of study the following research questions will be investigated:

1. What are attitudes of the lecturers who use the flipped classroom model in different departments?
2. How are these attitudes reflected in the implementation of the model?

Significance of the Study

The main aim of the study is to know lecturer attitudes toward the use of the flipped classroom and implementing the flipped model in their courses. This study is significant because it seeks to investigate teachers' attitude towards an important educational model that significantly differs from traditional models that have been used for ages. This study is particularly significant in ELT, where the lecturers are molders of would be teachers. The attitude of the lecturers towards the implementation of the flipped model is as important as the implementation itself. If these lecturers fail to properly implement this model or have a negative attitude towards the implementation of the flipped classroom model, the teacher-students are likely going to develop a negative attitude towards the use of innovative methods and practices such as using the flipped classroom model in their classes eventually.

It is therefore very important to investigate and understand the attitudes of these lecturers as well as get to know the reasons behind their attitudes so that where negative attitudes exist, positive solutions could be offered. Again, investigating the attitudes of the practical implementers of an innovative model such as the FCM could also great insight on how to improve and best implement it where there is such a need. Concentrating on this method and technique will help lecturers to make changes in their teaching style in order to reach and motivate students' learning with a different method.

Limitations of the study

One of the limitations of this study is the number of participants and the limited observation time. I was only able to observe each class for a limited time because of the number of participants. This number of participants could not be increased because not all the classes and course in the ELT department are conducted using the FCM. The size of the participants and the number of the observed classroom also impacted the number of responses from the lecturers. It should be stated too that not all the lecturers who were using the FCM participated in the study. The study was limited to four departments in a private university in Northern Cyprus that implemented FCM in their courses.

CHAPTER II

LITERATURE REVIEW

This chapter provides a definition of the flipped classroom model (FCM) based on the available literature. Then, the results of the studies related to the teachers' attitudes on the FCM in different departments are presented. It also delivers the role of the teacher in different approaches. Finally, it offers background on the changes in lecturers' role and responsibility.

What is a Flipped Classroom?

A flipped classroom or an inverted classroom is a teaching model recently practiced by most educators around the world. According to Lage et al. (2000), "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (p.32). Hamdan et al. (2013) also defined the FCM where "teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies" (p. 4). FCM is one of the teaching model integrated with technology, which carry out new perspectives to the traditional teaching model. Implementing FCM by educators have increased. According to Chellapan and van der Meer (2015) stated that "Increasing numbers of teachers in higher education are considering implementing this model in light of the perceived benefits of more active engagement of students in their learning" (p. 352).

The purpose of implementing FCM is to have an effective learning environment. Clark (2015) stated that lecturers can implement FCM to enrich teaching quality using a different kind of activities and to enhance the effectiveness of the lesson. Additionally, Enfield (2013) revealed that implementing FCM can minimize the spend time on clarifying the content of the lesson for those who were absent with any excuses. In this process of moving from traditional to flipped classrooms, educators' attitudes and beliefs are the main factors affecting both the decision and the process. As Dwyer et al. (1990) pointed out "Implementing change in education and must include changing teachers' practices and beliefs. This does not mean abandoning beliefs, but gradually replacing them with more relevant beliefs shaped by experiences in an altered context" (p. 9). The main aim here is to move from a teacher-centered approach to a learner-centered one.

Lecturers' Roles in the Different Approaches

Teacher-centered approach. As Brown (2003) explained, "Teacher- centered approach is associated chiefly with the transmission of knowledge" (p.50). Lecturers in the teacher-centered approach focus more on the content on the lesson and making a connection with the learners (Brown, 2003). In addition, teachers' role has been defined and mentioned in this approach by other previous researchers. For example, Tudor (1993) has defined the role of lecturer in teacher- centered approach in two ways:

The first is that of *knower*. the teacher is a source of knowledge in terms of both the target language and the choice of methodology and the second role is that of *activity organizer*: the teacher sets up and steers learning activities in the right direction, motivates and encourages students, and provides authoritative feedback on students' performance. (p. 24).

The traditional classroom is teacher-centered, which disagrees with the constructivist approach in teaching and learning (Brooks, 2002).

Learner-centered approach. In a learner- centered learning environment, the focus is on not delivering information but on making the learner active by focusing more on practicing. The role of instructor changes from delivering the content to the facilitator or guidance Tudor (1993). Students move from inactive receivers of the information to active learners. A shift from traditional teaching to learner-centered teaching demands a notable change in lecturers' perspectives. In other words, the lecturers' beliefs are a factor to transition from the traditional classroom to learner-centered teaching. Dwyer et al. (1990) revealed that "Implementing change in education must include changing teachers' practices and beliefs. This does not mean abandoning beliefs, but gradually replacing them with more relevant beliefs shaped by experiences in an altered context" (p. 9).

FCM is student-centered (Basal, 2015). The role of the lecturers is a facilitator, an advisor and an observer who make learners more active by applying constructivist approaches (Bergmann et al., 2011). This means that learners become responsible for their own learning, applying different activities and creating an interactive discussion environment (Basal, 2015). In addition, Lasryet al., (2014) stated as follows:

The role of teachers in flipped classrooms is better aligned with their expertise. Instead of presenting information, teachers help students connect the information they gathered before class into meaningful chunks. Teachers help students overcome their conceptual difficulties and help students recognize when and how to apply the newly constructed knowledge. (p.34)

Changes in Lecturers Roles and Responsibilities

According to Johnson and Renner (2012), lecturers play an essential role in improving the constructivist-learning environment. Brooks and Brooks (1999) mentioned that in constructivist classrooms, educators usually act in an interactive way, intervene the environment for students' averse for acting in an instructive way, rather than transferring knowledge to students.

By implementing FCM, lecturers can decrease spending time in class and apply active learning strategies, which make students focus more on discussing the unclear points and solving the problems (Jamaludin & Osman, 2014; Johnson & Renner, 2012). As in this research, FCM is a student-centered learning model and the lecturer is the facilitator. As Basal (2015) mentioned in his study, "In the flipped classroom model, the role of the teacher has changed to a guide, facilitator, and organizer" (p. 30). Bergmann and Sam's study (2012), mentioned that educators play an important role in teaching FCM. In FCM, the interaction between the lecturers and the students are increased, the students are taking responsibility in becoming self-learners and this makes them keep learning even out of the class. Many studies previously have revealed that there are some responsibilities which lecturers have in FCM, such as generating an active learning

environment based on questioning, generating face to face interaction with learners, and creating attractive discussions. (Bergmann & Sams, 2012; Cohen & Brugar, 2013; Johnson & Renner, 2012; Millard, 2012).

Lecturers Attitudes Regarding FCM in Different Departments

Educational environments have been growing quickly. The flipped classroom teaching model recently became well-known in educational environments all around the world. According to Rassiah et al. (2011) using technology such as laptops or computer has become daily requirements for students for completing their assignments. There are conflicting findings related to the lecturers' as well as students' views on the FCM and its implementation in different departments. An experimental study conducted by Webb et al. (2014) at a University at Macau city, China, focused on the students' and lecturers' perceptions toward the flipped model. It has revealed that FCM was practicable and beneficial for both students and lecturers in the teaching process. A similar and positive finding was suggested by Osman et al. (2014) who focused on the attitudes of lecturers' and students' attitudes toward FCM in Malaysia. The results showed that lecturers in the FCM spend more time to resolve students' problems compared to the traditional classroom. Yet, it was still preferred to be used by the lecturers. Contrary to this, another study made by Demiralay and Akdenizli (2017) at Alanya Alaaddin Keykubat University in Turkey focused on the lecturers' views about the FCM. The results of the research indicated the teachers thought of FCM which it was making teaching easy by providing a flexible learning atmosphere. It also developed learning without any difficulties and fixed to teach all subject excluded practical lessons (Demiralay &

Akdenizli, 2017). Regarding lecturers' negative perception, previous studies revealed that they believe that they still need to use the traditional model in teaching because not all subjects can be taught through FCMs' environment (Johnson & Renner, 2012; Ramlogan et al., 2014; Snowden, 2012).

FCM's Outcomes for Students

Integrating technology to the education can enhance the learning atmosphere and serve students' better learning atmosphere and chances (Basal, 2015; Chun & Plass 2000). Implementing FCM beneficial and has a positive impact on the students learning (Butt, 2014, Davies et al., 2013). Some studies have revealed that the effect of switching from traditional to FCM was positive on students' achievements in different departments Lazareva (2015). A study conducted by Basal (2015) at University of Istanbul showed that the FCM was beneficial in teaching foreign languages and it was in favor of increasing students' engagement to the class and increasing students individual learning. Another study was investigated by Deslauriers et al. (2011) at the University of British Columbia. The study focused on the main physics course to compare traditional groups to FCM group of undergraduate engineering students. The results of the study showed that there was a significant improvement in students' average grades.

CHAPTER III

METHODOLOGY

The study aimed to investigate lecturers' attitudes towards the flipped classroom model (FCM) as a new model to be used for the first time at a private university in North Cyprus. The FCM was implemented in four different departments and at different stages. This chapter first provides information regarding how the study was designed. Second, participants will be detailed. Then, how the data was collected will be explained in the data collection procedures section. This will be followed by information about the data collection tools. Finally, how the data was analyzed will be explained in the data analysis and information about ethical considerations that guided the study will be provided.

Research Design

A qualitative approach was used to design the study as a phenomenological one with the goal of understanding lecturers' attitudes toward FCM and how they implemented it in their teaching. Qualitative research is demanded to be useful in giving a wide and better understanding of aspects through detailed investigation (Chi, 1997). Starks and Trinidad (2007) defined phenomenological design as a way "to capture the meaning and common features, or essences, of an experience or event" (p. 1374). In this respect, phenomenology as a research design served the purposed of the study, which focused on the lecturers' attitudes and experiences in relation to the implementation of FCM in their courses.

The study focused on one private university in Northern Cyprus where FCM was being implemented. The study was carried out in 2018-2019 Fall semester. Data collection continued from September 2018 to January 2019. English is spoken as a foreign language in the country. All participants were teaching in different departments but English was used as a language of instruction and communication. All four of the participating lecturers were employed on a full-time basis in their departments. Semi-structured interviews were used to collect the data. The interview schedule contained six open-ended questions, which were asked face to face and individually. Responses were recorded using an audio recorder and then they were transcribed in order to be coded and analyzed thematically. In addition to the interviews, classroom observations were also conducted to understand how the lecturers implemented the model and how their attitudes impacted their implementation. All participants were informed about the purpose of the study and they knew that their classroom atmosphere and in-class activities were to be observed as part of the study for three hours in total.

Participants

The participants of this study were four lecturers at a private university in Northern Cyprus. They were all involved in the “Flipped Classroom Project,” which was implemented across the campus at the time of the study. All participants were from different departments. Three of the participants were females. Two of them were teaching in the Department of English Language Teaching, and the third female participant was teaching in the Department of Audiology. One participant was male and he was teaching in the Department of Tourism and Hotel Management. In the following

sections, information about the participants and the topics they presented in each course will be provided. Such information is important in explaining the attitudes of individual participant toward a certain issue. The names used throughout the thesis are pseudonyms.

Deniz. Deniz is a Turkish Cypriot lecturer. She was a faculty member at the time in the Department of English Language Teaching (ELT). She has worked as a teacher before in this institution in different departments for approximately 15 years. She was teaching the writing skills course. She had no experience regarding the FCM. She attended three seminars and three workshops before implementing the model and she was not involved in the pilot study, which was implemented a semester earlier.

Gonca. Gonca is a Turkish lecturer and a faculty member of the Department of the Audiology. She has many years of experience in higher education. She was teaching a course on electrophysiological tests at the time of the study. She had no experience regarding the FCM. Like Deniz, she attended three seminars and three workshops but she was also involved in the pilot study.

Elvan. Elvan is a Turkish Cypriot lecturer and a faculty member of the Department of English Language Teaching. She had six years of experience in higher education. She was teaching a content-based language teaching methodology course. She had no experience regarding the model. Just like Deniz, she also attended three seminars and three workshops and was not involved in the pilot study.

Onur. Onur is a Turkish lecturer and a faculty member of the Department of Tourism and Hotel Management. He had a four-year experience in higher education and

was teaching a course related to the management of front offices. He was involved in the pilot project the semester before and that was his only experience with the FCM.

Data Collection Procedures

Data for the current study was collected using semi-structured interviews and in-class observations. Data collection lasted for one semester. Before the data collection procedure started, permission from the Near East University's Ethics Review Board was obtained in order to carry out the study. A written consent (see appendix A) was also collected from each participant to record their interviews and to make observations in their class while implementing FCM.

At the beginning of the semester, the researcher sent an email to each participant informing them about the aim of the of the project and asking for an appointment for interviewing them. Lecturers were selected based on their answers and willingness. After getting an appointment the consent form and information about the research were delivered to all participants, they were also informed the personal identities would kept anonymous. The researcher also asked each participant for permission to be able to make in-class observations, and the classes were chosen to be observed where the FCM was implemented. The researcher applied two types of semi- structured interviews. The first one was carried out at the beginning of the semester (pre-implementation interview) contained eight semi-structured questions (see Appendix B) and the second one was carried out at the end of the semester (post-implementation interview) contained six semi-structured questions (see Appendix C). The purpose of these interviews was to understand the lecturers' attitudes and to observe whether these would change regarding implementing the FCM in their courses from beginning to the end. The researcher has

arranged a time with lecturers on when exactly to start the class observations. Three 50-minute lessons were observed in each of the courses taught by the four lecturers. In other words, there were 12 in-class observations made.

Data Collection tools

In order to obtain and understand participants' attitudes toward the flipped classroom and how these attitudes impacted their implementation in the classroom, two data collection tools were used. These were interviews and in-class observations. The purpose of choosing interview as a method for collecting data for this study was that this tool enabled more detailed and deep information from interviewee to emerge than other data collection tools, such as surveys (Boyce & Neale, 2006). This instrument is beneficial in understanding attitudes and point of view of each participant one by one, which complemented the phenomenological approach of the study. Each interview was carried out individually in a place of the participants' choice and each one lasted for approximately ten minutes. In total, the audio-recordings of the interviews added up to eighty minutes.

Structured In-class observations, were utilized to support and combine the data gathered during the interviews. As Mintzberg (1970) defined "structured observation refers to a methodology which couples the flexibility of open-ended observation with the discipline of seeking certain types of structured data" (p. 89). The aim of utilizing this type of observation was to know what exactly the researcher to look on.

Pilot study. The pilot study of the current research was the first step of the practical application of FCM project in a private university in Northern Cyprus. A pilot study was conducted during the 2017-2018 spring semester as part of a bigger project where FCM was applied across the campus. An online survey, class observations, and interviews were adapted as tools for piloting. The participants of the pilot were most of the lecturers and students from different departments and faculties where FCM was implemented. To receive training on the FCM, lecturers had attended three seminars which were organized by the conveners of the project. To see how the project was implemented in the classrooms, the classes were observed. The observation form is adopted from the Utah University Teaching and Learning Technologies unit (see appendix D) after getting permission (see appendix E). The lecturer and students were interviewed based on an open-ended questionnaire. Ten interview questions were constructed for students and eight for lecturers. To validate the interview questions, two experts of the field checked them. The final version of the interviews were used to collect data about the implementation of the FCM as a pilot project. These questions were adopted in the current study as a follow up study.

Semi-structured interviews. In qualitative studies, interviews are used as key data collection instruments (Patton, 2002). To understand lecturers' attitudes about FCM, their experiences, problems that they may have faced during implementation of the model and the reasons behind using this model, semi-structured, face-to face and individual interviews were conducted. This type of interviews gives chance and freedom to the interviewer to ask more questions in order to discover more about interviewee's views and feelings and all information related to and supporting the topic. They can help

the interviewer to give or ask clarification when he/she feels their answer not clear enough (Corbetta, 2003). Hence, the reason behind using semi- structured interviews is that they gave interviewee flexibility to express and control their thoughts (Drever, as cited in Pathake & Intratat, 2012). There were 8 questions in the interview schedule and as mentioned earlier, each participant was interviewed twice during the course of the study.

In-class observations. Observation is a kind of qualitative research method which not only includes participants' observation but also to investigate research work in the field. Mpofu (2007) believes that "Classroom observation appears to work best if set in a cycle of preparation, observation, and feedback, hence the need for the appraiser and appraisee to work hand in hand before and even after the observation process" (p.12). In-class observations were utilized to support and combine the data gathered during the interviews. The type of observations used were structured observation. Structured observations generally designed to know what the researcher is looking for, with the specific purpose in recording data (Phellas, Bloch, & Seale, 2011). For the in-class observations, an observation sheet designed for FCM was employed. As mentioned earlier, this observation sheet is adopted from the Utah University Teaching and Learning Technologies unit (see Appendix D) which focused on the implementation of the FCM in the actual classrooms. All lecturers were informed in advance about the main goal of the observations. The notes taken during these observations referred to the class atmosphere as well as students' attitudes and behaviours regarding the flipped classroom model. Each participant was observed three times during the semester and the

total number of observations were 4 A4 pages of observation notes were produced for each observation as a result of 12 hours of classroom observations.

Data Analysis

In order to analyze the qualitative data collected through the interviews and class observations, thematic coding was used (Charmaz, 1983). Borrell (2008) explains that “thematic analysis is a method for identifying, analyzing, and reporting on thematic patterns within data” (p. 197). Each recoded interview was transcribed verbatim and numerous emerging themes were identified. These themes were then written down and grouped according to similarity. The emerging codes from each interview were then compared to themes that emerged in other interviews to observe any similarities and differences.

Extracts from the interviews representing different themes were also noted down and reasons for attitudes were also tracked down. The class observation forms were used to find out the relation between the participants’ attitudes and their practices in the classrooms with respect to FCM.

Ethical Considerations

Before starting this research, permissions were taken from the participants by giving them a consent form before the first interview (see Appendix F). The consent form provides the aim of the study, information about the researcher and the procedures to be involved in the study. The participants were also assured that their voice recording and personal information would be kept confidential and that their voice recordings would not be listened to by any other people other than the researcher. During the analysis of the voice recordings, no identifiable information was used. All four interviewees were given pseudonyms to keep their identities anonymous. These pseudonyms will be used throughout the thesis to refer to the participants.

In conclusion, this chapter provided information about the design of this study, introduced the methods used as well as how the data were analyzed. The following chapter will provide the findings and discussion of the results.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, information about the results of the thematic analysis of the data collected during the investigation will be presented. Several themes on the lecturer, the impacts of the flipped classroom model (FCM), and technical issues that emerged from the pre-and post-implementation interviews with the lecturers regarding their attitudes towards the use of flipped classroom model in their courses. Table 1 and Table 2 illustrate these themes.

Table 1

Emerging Themes in the First Interviews

<u>Lecturers</u>	<u>Onur</u>	<u>Elvan</u>	<u>Deniz</u>	<u>Gonca</u>
Benefit of flipped classroom	Yes	Yes	Yes	Yes
Impact of flipped classroom	Yes	Yes	Maybe	Yes
Financial problems	Yes	No	No	No
Educational background	Yes	Yes	Yes	Yes
Lecturers' expectation of FCM	Yes	Yes	Yes	Yes
Technological problems	Yes	Yes	Yes	Yes
Time issue	Yes	Yes	No	Yes
Responsibility	Yes	Yes	Maybe	Yes
Flipped experience	Yes	No	No	Yes
Class interaction	Yes	Yes	Maybe	Yes
Lecturers' knowledge	Yes	No	Yes	Yes
Materials	Yes	No	No	Yes

Table 2

Emerging Themes in the Second Interviews

<u>Lecturers</u>	<u>Onur</u>	<u>Elvan</u>	<u>Deniz</u>	<u>Gonca</u>
Flipped for subject	Yes	Yes	No	Yes
Benefit of FCM	Yes	Yes	No	Yes
Students' achievements	Yes	Yes	No	Yes
Technological problems	Yes	No	Yes	Yes
Time issue	Yes	Yes	No	Yes
Class interaction	Yes	Yes	No	Yes
Students' attitude	Yes	Yes	No	Yes
Students' achievements	Yes	Yes	No	Yes
Financial problems	Yes	No	No	No
Use of flipped classroom	Yes	Yes	No	Yes
Teaching environment	Yes	Yes	No	Yes

Table 1 shows the themes emerged from the thematic analysis techniques, from the data in the pre-implementation interviews, while Table 2 shows the themes appeared from thematic analysis techniques of the post-implementation interviews, the researcher used “yes” to show the participant positive responses to the questions while “no” to show the participant negative responses to the questions. After coding all pre- and post-implementation interviews and combining the codes, several themes have emerged. The following sections will present these themes.

Pre-Implementation Interviews

In this section, the themes which emerged in the pre-implementation interviews will be presented in separate sub-sections. Each will be supported by both quotations from the interviews or with observations in the classroom.

Lecturers. The educational background of the lecturers seemed to have affected the implementation of the flipped classroom model in various ways. Although the lecturers who were interviewed and observed were educated through the traditional method, some of them were open to using the model. Elvan, for example, had never experienced the flipped model but said she expected to learn a lot from it and that she believed that her students' learning experiences would improve significantly.

The prior experiences of the teachers impacted the implementation of the FCM. For example, Onur had experienced the FCM during the pilot scheme of the model in Near East University and that experience had prepared him for the actual implementation. He claimed that the piloting period has enabled them to make necessary adjustments to accommodate the needs of their students. During my observation of the flipped classroom, it was clear to me that their use of the model was better than those without prior experience. As I observed, their students were very active in the classroom. For example, in Onur's class, students were very active. He applied peer and group works as well as role play, and students were well engaged with the subject. So, there was a clear difference between those who were enrolled in the pilot study and those who had no experience before in this model of teaching. This has made me believe that with constant practice, the implementation of the model will become better.

It was clear from the interviews and classroom observations that those lecturers with more positive attitudes had more active classrooms. For examples, Gonca mentioned that “if they don’t understand they watch again and again that’s the good thing they respond to questions or ask questions or can discuss the whole subject and do more activities.” These clearly show that Gonca has positive attitudes towards the use of the model in her classes based on her experience in the pilot study. Similarly, in Gonca’s class the class was very interactive, students were well engaged with the subject. Students were very active as she applied group activities although she had only the problem with seating arrangements. For example, she wanted to apply the aquarium technique for actives in her class but she could not because of the inflexible seating arrangement. On the other hand, Deniz pointed out in the pre- implementation interview that although she was open to trying out new methodologies, she was not very positive about using technology to teach writing. So, in Deniz’s class, the students were not active, they were not engaged with the lesson. She did not apply any group activities. There was no interaction and the videos were all gotten from YouTube as none was prepared directly by her. All of these practices impacted her class sessions and students’ engagement with the content did not seem effective.

Teachers’ expectations and desires to properly implement the flipped classroom model also impacted the learning outcomes. In Elvan’s class, for example, I observed that the students were very active and engaged very well with the lesson. During my interview with her, she said her video recording were prepared in the summer of the previous year. She said that this practice gave her time to view the videos herself and improve them were she felt such change was required. She also told me that she would

love to apply the FCM in all her other courses as she is very comfortable with it. This interview, together with my previous findings, suggests that it is not only prior experience but also the positive attitudes and openness to innovation are important elements on the part of the lecturers when the FCM is successful.

Impact on learning and teaching. Those with more positive attitudes towards the implementation of the FCM in their classes talked about the positive impact they expected in the classroom. There are several benefits of the FCM on teaching and learning as can be seen from the data. Out of four lecturers that I observed and interviewed, three, Onur, Gonca, and Elvan mentioned that FCM saves a lot of time. Elvan, for example, said that it saved a lot of her time that she only makes an effort for preparing activities. Similarly, Gonca said it saves a lot of her time because it reduces the effort she puts in making students understand difficult concepts since they have to watch the videos before coming to class.

Additionally, the lecturers mentioned that FCM helps them to gain knowledge about technology. For example, Gonca mentioned that she has learned new things by using technology in an innovative way. It seems that FCM blends with the current technological age that their students are very familiar with. As such, they believe that FCM is a good method that can be used to target their students' areas of difficulties.

Finally, from my observations, I believe that the proper implementation of FCM across subjects will increase the interaction between the students and the teachers. In Elvan's class, for instance, the class was very interactive because FCM was properly implemented and followed by the lecturer. This I believe is the reason why the students appeared to enjoy the class more.

Technical issues. Several technical issues were raised by the lecturers in their first interviews regarding technical issues they may face when using the FCM in their classrooms. The most common of these issues was to do with the fact that students had issues connecting the internet both before and during class hours. Deniz, for example, anticipated that the problem with the FCM “only accessing can be problematic because of the internet.” Low speed internet and in some cases no-internet in the classrooms was raised as an important concern among the lecturers. In Deniz’s classroom, for example, since there was no internet connection, the lesson was carried out in a very traditional way. It was observed that the lecturer could not utilize any online learning tools for in-class activities. Elvan also have some difficulties with the internet such as enrolling students on the website. Elvan and Gonca also raised the issue with slow internet, explaining that uploading videos took quite a lot of their time. Moreover, Gonca also pointed out that having good quality speakers in the classrooms would enable them to do more interactive and multi-modal lessons. When Onur was referring to the problem with the internet, he pointed out that the financial side of having constant connection may be a problem for the students as they may have limited budgets.

Financially, preparing materials was also a problem for some of the lecturers. For example, Onur explained that from the lecturer’s side, using high-quality materials for recording their videos was an important matter. However, having no financial or technical provisions made for lecturers who would like to record their own materials was a problem for him. He explained that he had to pay for buying high-quality software online to record his lecture videos well. From the students’ side, the most important issue according to the lecturers was internet access and accessing the materials in

general. As Onur explained, because most of their students came from African countries, they had limited budgets and they would not have enough money to buy a computer or pay for the internet. Onur's suggestion as a solution to these problems was specifying free internet zones and free computer access on campus for students.

Post-Implementation Interviews

As described in the methodology chapter, the lecturers were interviewed for the second time at the end of the semester to see if their views would change regarding the FCM after the implementation phase. The following sub-sections present the emerging themes from these interviews.

Students. In the post-implementation interviews, lecturers mentioned about the students' attitude toward the use of FCM in their class. For example, as Elvan mentioned that the majority of her students were happy with the use of FCM in the class, it was beneficial for the students. As she observed the students who were successful, autonomous, able to study by themselves with the teacher guidance and the students who were not comfortable with the use of the flipped classroom model in the lesson. The students who were teacher-centered learners. However, Deniz mentioned that she has not realized any change in students' attitude, FCM beneficial for students' who interested to technology.

Classroom Practice. Based on the result of data using the flipped classroom model is beneficial according to most of the lecturers. Four lecturers were interviewed and observed in the post implementing interview. Three of the lecturers mentioned that they were comfortable with the implementing of FCM in their classes. However, only Deniz mentioned that she is not comfortable with using FCM in her class.

FCM also affects the teaching environment and students' attitudes toward the lesson. During my observations, it was clear to me that the teachers who were using this model was better. The more experienced lecturers were more active. As I observed, their students were very active in the classroom because they experienced FCM in the piloting phase. For example, in Onur's class students were well engaged and they have an active class discussion and role play. In addition, in Gonca's class, the students were very active, well engaged with the subject and well-prepared before coming to the lesson.

Several benefits of implementing FCM in class for student were mentioned by the lecturers. As Onur pointed out, this model is beneficial for students because it helps them work on the problem, students are more active in the class, and the activities increased the students' achievements. Similarly, Gonca pointed out that the students came to class well-prepared, they joined the discussions, and they got good grades in the exams. So, the outcomes of the process for the students were observed as very positive for most of the lecturers.

FCM implemented in three different departments for different reasons. Firstly, Onur preferred to use FMC in his course because he believes that students have the chance to learn the online course at any time they prefer. Similarly, Gonca and Elvan preferred to use FMC in their course because both of them believed it saves time. They

can provide more time for solving the problems and employ more activities in class. However, Deniz does not prefer to use FCM, as she pointed out that this model of teaching does not work with writing classes.

Issues. Particular technical problems were raised by the lecturers in their post implementing interviews regarding technical issues they faced when using the FCM in their classrooms. The most significant problem for both lecturers and students was connecting to the internet both before and during the class hours. For example, Gonca pointed out that the biggest problem while implementing FMC was internet access.

Timing is important for the lecturers while implementing FCM in their class. For example, Elvan believes implementing FCM has saved a lot of her time. She only makes an effort to design activities and helped her students to focus on the practice part. Similarly, Gonca mentioned that implementing FCM saved her time and she spent more time with the students and utilizing the activities. However, Deniz indicated implementing FCM in the class takes much time to prepare the material.

Financially, preparing materials was also a problem for some of the lecturers. Only one lecturer in the post-implementing interview mentioned about the financial problem during applying FCM in their class. In this regard, Onur pointed out that they had to pay their budget for buying high-quality material. On the other hand, Onur and Gonca students' main problems were internet access and materials.

Discussion

The current study aimed to investigate lecturers' attitudes toward the use of FCM in their classes at the university level. The main themes from data analysis showed that the lecturers mostly had positive attitudes towards using FCM in their courses. In a study conducted by ALRababah and Rababah (2017), the results of the study showed that, in general, lecturers had positive attitudes towards implementing FCM in their classes. This is consistent with the findings of the current study as well. Although there were positive attitudes toward using FCM in class, at the same time, there were some negative attitudes toward using the model in class. In the current study, only one of the lectures, for example, believed that using FCM was not effective for teaching a writing course because she preferred the traditional model for teaching. Other studies have shown that some lecturers believe that FCM is not suitable for teaching all subjects because the lecturers prefer to use the traditional model in their classrooms (Johnson & Renner, 2012; Ramlogan et al., 2014; Snowden, 2012).

The emerging themes from the data analysis have revealed that there was a clear difference between those lecturers who were enrolled in the pilot study, which helped them gain experience before implementing this model to teach their course with it and those who had no experience before in this model of teaching. This was revealed during the classroom observations, where those who have participated in the pilot study were able to use a range of activities in the classroom setting to activate students' learning. The themes from the data analysis also showed that most of the lecturers believed that FCM has increased students' achievement in their learning process and the students achieved high grades in their courses. Similarly, Basal's (2015) study showed that FCM

was beneficial in favor of increasing students' engagement in the classroom and increasing students' individual learning in foreign language classrooms. This finding is also consistent with Lee and Wallace's (2018) study, where the result of the study revealed that learners achieved higher scores in the exam when taught with FCM. They also reported that students were more engaged with the academic class atmosphere. Another study was conducted by Deslauriers, Schelew, and Wieman (2011), who focused on the main physics course to compare traditional groups to the flipped group at the undergraduate level. The result of the study showed that there was a significant improvement in students' average grades. Thus, in the current study, the participants' perceptions of positive outcomes in terms of student achievement in FCM is confirmed by other studies in the field.

Since the focus of the study was to find out the lecturers' attitudes toward implementing FCM in their courses, timing emerged as an important issue for the lecturers while implementing FCM in their class. Similarly, in Fan's (2018) study, the results showed that lecture time was decreased during the class and the learning process continues smoothly. The participants in the current study also reiterated similar views and the classroom observations also showed that active learning time was increased in the classroom. As in many other studies, Shimamoto (2012) reported that implementing FCM in class was effective in terms of delivering the necessary context, implementing activities and increasing students' self-confidence.

Technological issues came up as an important negative point for the participants of the current study. The results of the data analysis revealed that the most significant problems for both lecturers and students were a connection to the internet. This finding

is in line with Boyraz and Ocak's (2017) study, where the result showed that despite the positive attitudes toward the FCM in Turkish EFL teaching context, most of the participants mentioned that the major problems were technical issues and internet connection that were required in the FCM. Such problems prevented students from watching the videos and also wasted lecturer's time while uploading lecture videos onto the shared system. In addition, the finding is also consistent with Ramírez and Rodríguez's (2014) finding, where 34% of the students believed that some technical issues were not allowing them to watch the videos such as internet connection and software access problems. All of these issues are related to the infrastructure of the system used to provide services to the students and the lecturers. While these practical problems impact the attitudes of the lecturers negatively, they emerge as essential issues to tackle for the success of the FCM model.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents an overview of the findings of the study. First, the main finding of the research will be summarized. Then, a set of recommendations for further research is presented. At the end, a brief conclusion of the study will be provided.

The Main Findings

A qualitative approach was employed to investigate the lecturers' attitudes towards the implementation of the Flipped Classroom Model (FCM) in Northern Cyprus at Near East University. The primary purpose of the study was to find out the lecturers' attitudes towards implementing the flipped classroom model in their lessons, which they taught in different departments. It also aimed to compare their attitudes across departments, taking the English Language Teaching (ELT) department as a base. The secondary aim of the study was to understand how these attitudes impacted the implementation of the model and students' learning in the classroom environment. The data was collected through interviews and in-class observations.

The major finding of the study was that overall the participants had positive attitudes toward the use of FCM in their courses. The findings also revealed that the FCM was beneficial in favor of increasing students' engagement in the classroom and their individual learning. It also helped them in terms of working on the problems, made them more active, and increased their achievements. In addition, there was a significant improvement in students' average grades.

The timing was important for the lecturers while implementing FCM in their courses and they can provide more time for solving the problems and employing more activities in class because no class time was wasted in lecturing. However, the results also declared that lecturers faced technical issues while implementing the FCM in their courses. Despite experiencing technical issues throughout the implementation process, lecturers with positive attitudes towards the model were able to use it effectively to increase students' engagement and learning.

Implications for Practice

The findings of this study are connected to some implications. First is to improve the facilities to provide non-stop and fast internet across campus and improve the servers where FCM is provided to the students because they reported having issues with logins and accessing the video. Second, training lecturers in-service on learner-centered in-class activities because although some of them had good videos, they were not able to organize the classroom based on the model and therefore the implementation was poor. Third, training the lecturers in how they can engage with FCM, in general, is necessary because those who were part of the pilot study and therefore had previous experience with FCM before were better in implementation. The lecturers will also need in-service training on production of lecture videos because it has been found that those who prepared their own videos were better in engaging students and helping them learn.

Recommendations for Further Research

Based on the results and the limitations of the current study, some recommendations can be made for further studies. First, the study was limited to three departments and four lecturers. It might provide insight for further researchers by implementing more samples and departments with the same method. Further comparisons may provide insights into how the content might impact the attitudes of the lecturers and their implementation processes. Second, since lecture videos are very important in the implementation of the FCM, a further study comparing the effectiveness of using lecturer-made videos and ready-made videos can help educators decide whether common materials may be prepared to be used in specific departments or not. In other words, if specific lecturer-made videos are more effective, then it may be recommended that lecturers prepare their own videos rather than using ready-made videos.

To sum up, the results of the current study have shown that lecturers had positive attitudes toward using FCM in their courses and it was beneficial for both lectures and students. It has an impact on the lecturers' perspective from different departments. Thus, FCM is recommended to be used in different departments to help improve students' learning experiences.

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APPENDICES

Appendix A

Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

You are asked to participate in a research study conducted by Nazik F. Mohialdeen, supervised by Assoc. Prof. Dr. Cise Cavusoglu, from the English Language Teaching Department at Near East University as part of a postgraduate study. Please read the information below and ask questions about anything you do not understand, before deciding whether or not to participate. Your participation is voluntary and choosing not to take part will not disadvantage you in any way.

- **PURPOSE OF THE STUDY**

The purpose of the study is to find out the lecturers' attitudes towards using the "Flipped Classroom Model" in higher education and to investigate their views on the reasons behind using flipped classroom model and its impact on student learning and achievement.

- **PROCEDURES**

If you accept to participate in our study your participation will involve:

- answering some questions related to your teaching practice using the flipped classroom. There will be two interviews which will be organized based on your timetable. The interviews will be audio-recorded.
- in-class observations in order to better understand the implementation process. These observations will focus on the teaching methods used in class and will continue throughout the semester, again based on your timetable.

- **POTENTIAL BENEFITS**

This study will give you the opportunity to share your views and opinions about your teaching practice, hence helping you to reflect on the practice. Your participation will also be of considerable benefit for educational purposes, for it will help us identify any possible issues in the implementation that can be amended.

- **CONFIDENTIALITY**

Confidentiality will be maintained by using pseudonyms instead of your names when transcribing the interviews. Your responses will not be linked to you as a person in any way and your participation will not impact your status as a lecturer in the department. Any information that is obtained in connection with this study will remain confidential and will be disclosed only with your permission.

- **IDENTIFICATION OF INVESTIGATORS**

You can withdraw from the study at any time you like. If you do so, any data collected from you will be removed from the data set and will be destroyed. If you have any questions or concerns about this research, or if you would like to withdraw from the study, please contact us:

Nazik F. Mohialdeen
Research Student
Department of English Language Teaching,
Near East University
e-mail: nazikfakhreddin@yahoo.com
Phone: 05428892750

Assoc. Prof. Dr. Çise Çavuşoğlu
Vice Chair, Lecturer
Department of English Language Teaching,
Near East University
e-mail: cise.cavusoglu@neu.edu.tr
Phone: 0392 444 0938 – Ext. 5334

Appendix B

Pre-Implementation Interview Questions

First Interview Questions for Lecturers on the Flipped Classroom Project

1. Have you ever implemented flipped classroom model before in your courses? If yes, how what was the experience like?
2. In which model do you feel more comfortable?
 - Flipped classroom
.....
 - Non- flipped classroom
.....
3. Do you think flipped classroom model is beneficial for student? If yes, Why?
4. What are your expectations about the students' attitude toward the course?
5. Do you think this model will work for your class?
6. Do you expect flipped course will impact on students' learning prosses? Why?
7. Are there benefits of flipped classroom application for your teaching? If yes, how?
8. What are the difficulties that you expect to face during the application in terms of
 - Materials
 - Access
 - Classroom contact hours
 - Others.....

Appendix C

Post-Implementation Interview Questions

Second Interview Questions for Lecturers on the Flipped Classroom Project

1. According to your experience so far, in which model do you feel more comfortable?
 - Flipped classroom
.....
 - Non- flipped classroom
.....
2. Do you think flipped classroom model is beneficial for student? If yes, Why?
3. What are the changes that you have realized in students' attitude toward the course?
4. What are your observations regarding students' achievement in this model?
5. What are the benefits of flipped classroom application so far?
6. What are the difficulties that you faced during the application so far in terms of
 - Materials
 - Access
 - Classroom contact hours
 - Others.....

Appendix D

Observation Form



NEAR EAST UNIVERSITY CENTRE OF EXCELLENCE IN EDUCATION Flipped Lesson Observation Form

Date: _____

of Students: _____

Instructor Name: _____

Class Name &/or Number: _____

Faculty: _____

Observer: _____

VIDEO LESSON

<u>Category</u>	<u>Yes/Mostly/ Partially/ No/ Not Applicable</u>	<u>Comments</u>
LESSON PLAN		
Warm-up/Review		
Warm-up/ introductory question, statement, example, etc. to topic		
Presentation Phase of Lesson		
Pace of presentation supports learning (i.e., not too fast or too slow, suitable for note taking, formulating questions, & reflection)		
Sound and visuals in the video are good quality.		

<p>Video Engagement:</p> <ul style="list-style-type: none"> • Presenter & material engaging • Material organized; little repetition • Videos made interactive (i.e. quizzes, audio notes and other additions made to the lecture video) 		
<p>Video Length:</p> <ul style="list-style-type: none"> • Only as long as needed • Longer lessons (20 min+) broken into shorter topic-based segments • Speeches, performances, etc. left intact 		
Teaching Technology		
<p>Content Quality/Clarity:</p> <ul style="list-style-type: none"> • Images & figures complement, illustrate, or explain material • Visuals uncluttered (e.g., appropriate amount of text displayed at one time) • Format of presentation matches content (e.g., can see face pronounce words for linguistics, equations completed on screen for math) 		
<p>Technical Quality & Accessibility:</p> <ul style="list-style-type: none"> • Students able to see & hear everything they need • Video easily accessible (no broken links or special software required) 		
<p><i>(for videos presented by someone other than instructor)</i></p> <ul style="list-style-type: none"> • Video matches content & method used by instructor • Video made interactive through quizzes, audio notes, extra lecture notes 		
Wrap-up		
<p>Closes lesson appropriately (e.g., tie to or preview of next in-class meeting or video lesson; how students can be prepared for next in-class meeting)</p>		

FACE-TO-FACE APPLICATION

LESSON PLAN		
Warm-up/Review		
Warm-up/ introductory question, example, activity, etc. to topic		
Practice Phase of Lesson		
Effective use of time: <ul style="list-style-type: none"> • Adequate time provided for completion of activities • Promptly moves on as students complete activity 		
Encourages preparation: <ul style="list-style-type: none"> • Provides incentive for students coming to class prepared (e.g., written piece completed before class, short quiz, activity utilizing content from video lecture) • Refrains from repeating content covered in video lecture 		
Teaching techniques: <ul style="list-style-type: none"> • Uses variety of teaching techniques (e.g., discussion, demonstration, small group work, etc.) • Changes teaching technique every 15 to 20 minutes • Students do whatever they can do without instructor (i.e., instructor only does what students cannot do) 		
Technology use in: (technology based quizzes, simulations, animations, assessment tools, Web 2.0 tools, etc.)		
Appropriate activity selection: <ul style="list-style-type: none"> • Activity supports success with learning objective(s) • Activity appropriate for level of students (e.g., not too simplistic or advanced) • Activity provides application component (e.g., students can connect theory to practice) • Ends with activity debrief (i.e., takes a moment to make sure students have made connection between activity & course concept) 		

Lesson engages higher level cognitive abilities (e.g., analyzing, evaluating, creating)		
---	--	--

INSTRUCTOR INTERPERSONAL SKILLS		
Instructor presence: <ul style="list-style-type: none"> • Appears/sounds excited about/interested in material • Body language indicates confidence, willingness to engage, comfort in instructor role 		
Knows or is learning student names		

STUDENT BEHAVIOR		
Maturity & Integrity: Students... <ul style="list-style-type: none"> • Are attentive (e.g., not chatting or surfing the web) • Appear to be prepared 		
Student Questions & Comments... <ul style="list-style-type: none"> • Initiate or lead to discussion • Involve thoughts about or connections to content • Arise from higher level learning 		

INSTRUCTOR-STUDENT & STUDENT-STUDENT INTERACTION		
Checks or is aware when students are lost, hurried, etc. (e.g., asks content comprehension questions, monitors during group work)		
Questioning Style: <ul style="list-style-type: none"> • Asks one question at a time • Questions are clear • Provides ample wait time (10 secs) for student answers before repeating, responding, or moving on 		
Student Engagement: <ul style="list-style-type: none"> • More than just a few students ask questions/participate in discussion 		
Fostering Participation:		

<ul style="list-style-type: none">• Asks variety of question types (e.g., factual, application, opinion, critical)• Builds off student answers/comments• Encourages dialogue/discussion/ student-student interaction		
--	--	--

Appendix E

Approval of Observation Form

REPLY ALL, then enter your briefest comment above this line

Ticket #62388: Permission Request to Use Documents related to the Flipped Classrooms

Your original service request is at a point where we can likely mark the ticket as solved. However, if you have other comments or needs you feel we should be addressing, the original ticket will automatically be reopened if you simply "REPLY ALL" to the last email from us.

NATHAN C SANDERS, Jan 26, 1:43 PM MST:

Hello,
Feel free to use the forms. All content in the Flipped Teaching course are under the creative commons license (Attribution – NonCommercial – No Derivatives). <https://creativecommons.org/licenses/by-nc-nd/4.0/>
thanks,

Nate
Teaching & Learning Technologies

ÇİSE ÇAVUŞOĞLU, Jan 26, 4:13 AM MST:

Dear Sir/Madam,

I am writing to kindly ask for your permission to use/adapt the documents you have on the following pages for observing flipped classrooms and surveying participant views prior to practice:

<https://utah.instructure.com/courses/311724/pages/observation-forms>

https://docs.google.com/forms/d/e/1FAIpQLSfS5uRXeUudSP3GJJo4SETzc9Y_D2-1VS6T6AN0FvuBk58sw/viewform

We will be piloting the flipped classroom model with our courses in the Spring 2017-18 semester and we would like to use these forms (or their adapted versions) to observe the classroom practices of our lecturers and survey the views of the participants as part of our research project, which will subsequently help improve the teaching and learning quality in our institution. The documents will only be used for research purposes and appropriate referencing to your institution and centre will be made in subsequent publications.

Looking forward to your response.

Best regards,

On behalf of the research team

Assist. Prof. Dr. Çise Çavuşoğlu
Director, Centre of Excellence in Education

Vice Chair
Department of English Language Teaching
Near East University

This email is a service from Teaching and Learning Technologies.

Appendix F

Ethical Approval



18.09.2018

Dear Nazik F. Mohialdeen

Our committee has reviewed the application numbered NEU/EB/2018/189, titled “**Lecturers’ Attitudes Towards Teaching with the Flipped Classroom and Their Impact on the Implementation**” to be conducted Nazik F. Mohialdeen from the Department of English Language Teaching, Graduate School of Educational Sciences, under the supervision of Assoc. Prof. Dr. Çise Çavuşoğlu, and has decided that the study can proceed to data collection without any amendments.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

Direnç Kanol

Appendix G

Turnitin Similarity Report

Full Thesis

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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35	www.isetl.org Internet Source	<1 %
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37	Brian J Beatty, Michael Albert. "Student perceptions of a flipped classroom management course", Journal of Applied Research in Higher Education, 2016 Publication	<1 %
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