Developing Flipped Methods for Teaching (DFM) – Erasmus+ Strategic Partnership for Higher Education Project 2020-1-HU01-KA203-078844 Erasmus+ Programme
Project funded by the European Commission. The information in this publication does not necessarily reflect the opinion of the European Union.

Quantitative Report from Cyprus
Number of Participants 42

Methods:

The study was conducted in accordance with the Cyprus National Bioethics Committee's guidelines for ethical practices, and ethical approval was granted by the Cyprus National Bioethics Committee. This survey was conducted between beginning of May and mid June. An email was sent to approximately 600 participants, from several public and private higher education institutions from Cyprus and Greece, inviting them to participate in the survey. Participants were faculty members at all levels, instructional designers, administrators, and faculty developers.

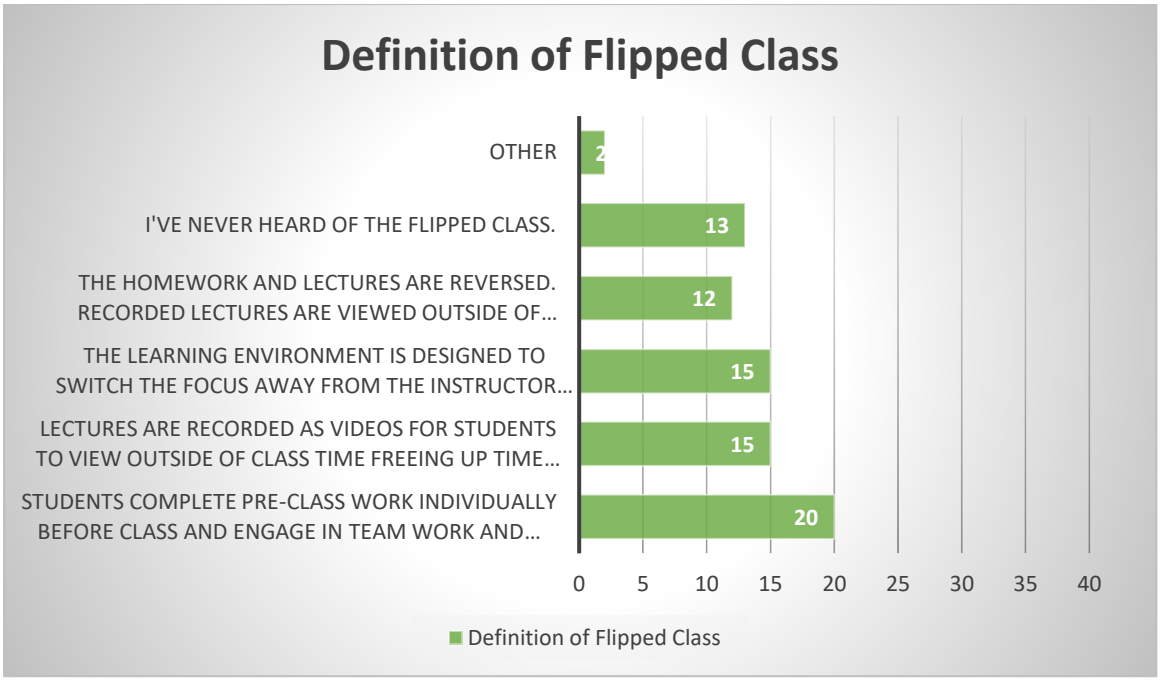
The questionnaire was answered anonymously, using the Google Form tool. Participants were also assured of the confidentiality of their responses, and they had the right to withdraw at any time, without any consequence.

The survey consists of 12 sections. Specifically, there were 17 questions in a quantitative format and 4 questions in a qualitative format.

Analysis:

Which of these definitions aligns with your interpretation of the flipped class?

At the beginning of the survey, we asked participants to provide their understanding of the definition of Flipped Method. We provided them a list of several descriptions and they had to choose which one mostly describes their understanding of the definition. Results showed that approximately half of the participants (47.6%) defined the flipped method as a model where students complete pre-class work individually before class and during class, they engage in team-work and collaborative learning activities. Following this option, 35.7% of the participants equally chose the following two options (a) lectures are recorded as videos for students to view outside of class time freeing up time in class to engage in discussions and problem solving and (b) the learning environment is designed to switch the focus away from the instructor and toward the students, indicating both as the second most popular definition. A percentage of 28.6% of the participants reported that in a flipped class, the homework and lectures are reversed, recorded lectures are viewed outside of class time, and homework is completing during class time. Finally, about one third of the participants (31%) reported that they have never heard of the flipped classroom. It must be reported that 2 participants (4.8%) chose the option "other".



In your own words, briefly describe some of the characteristics of flipped classes.

Following this question, participants were asked to briefly describe some of the characteristics of flipped classes. Twenty-two participants responded to this question and their descriptions varied. Specifically, some of them said that it is a more interactive learning method with lot of challenges such as ongoing learning procedure, instructor must active researcher to bring into discussions new evidence, too many self-assignments and some activities for every topic and too many activities before lectures. Additionally, some mentioned that flipped class involves active learning, interactivity, reflection and collaboration. Lastly, one participant stated that students will be able to understand and learn only if the instructor provides clear guidance and specific requirements regarding their assignment, to be well prepared and be able to participate in class. Furthermore, one participant stated that "the learning environment focuses on applied knowledge based on the needs of students and enhances experiential learning, active participation and critical thinking".

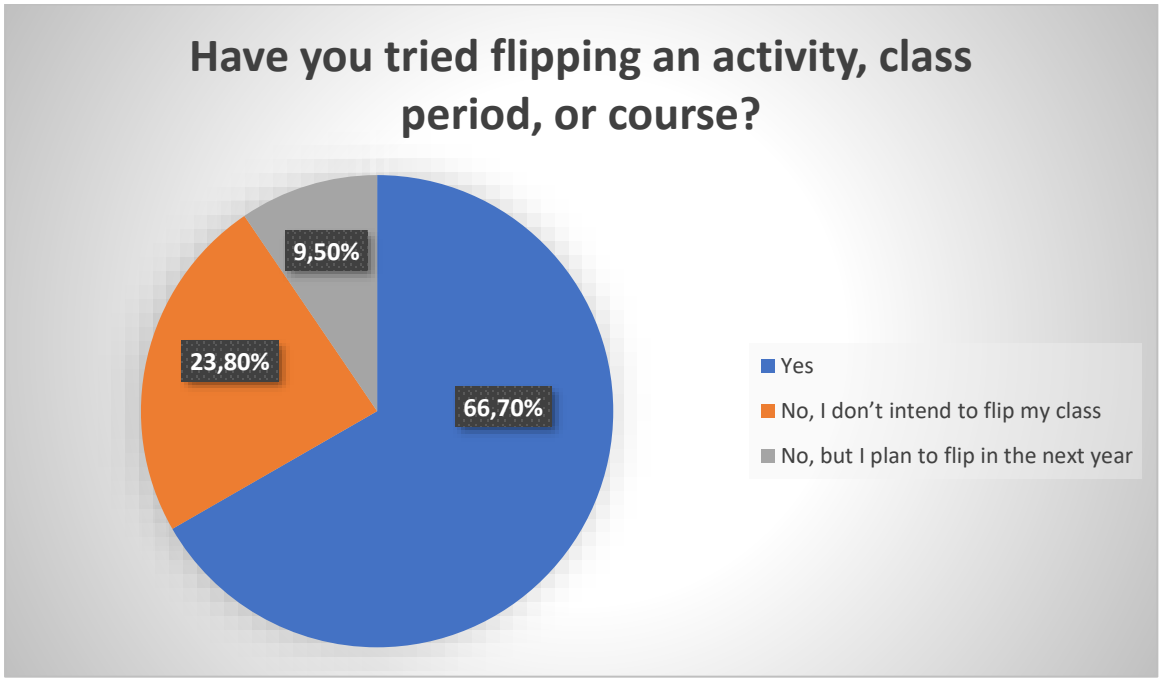
Moreover, many participants defined this type of class as "student-centre class" or as "blended learning class". They also pointed that most of the time must be align for discussions and understanding rather than learning. Instructors must focus on answering questions and solving problems. With these practices, they will achieve higher participation within class.

Emphasis was also given, by the participants to the teamwork. Specifically, a participant stated that flipped class must involve many group assignments of which students will be able to increase their communication skills, their team spirit, and their critical thinking through group discussions. As stated, the aim of these activities must be "students who are teaching other students"

Lastly, there was some negative responses. Specifically, one participant stated that “even if the instructor is trying to develop discussions through more interactive ways, not all students participate or put an effort to see prior to class videotaped lectures and material. This creates heterogeneity or leaves most of the students fa behind in understanding and attendance, and they are inactive during class”. Also, 2 participants mentioned in this question that they don’t know what it is and “they don’t care” as they believe is not an effective way of learning.

Have you tried flipping an activity, class, period or course?

After asking participants to provide their own description of flipped class, a definition was given as ““A student-centered learning approach that involves reversing the design of the learning environment, allowing students to engage in activities, apply concepts, and focus on higher level learning outcomes during class time” and then we asked them to report whether or not they used this method in a class, and/or in an activity, and/or in a period, and/or in a course. A total of 66.7% of them reported that they used it. Following this, a percentage of 23.8% showed that participants did not use it, but they plan to flip in the next year. Finally, 9.5% of the participants stated that they did not use flipped method and they do not intend to flip their class. There were no respondents who stated that they tried this method but they are not planning to use it again.



We would like to know more information about why you are not interested in flipping your class or what prevents you from flipping.

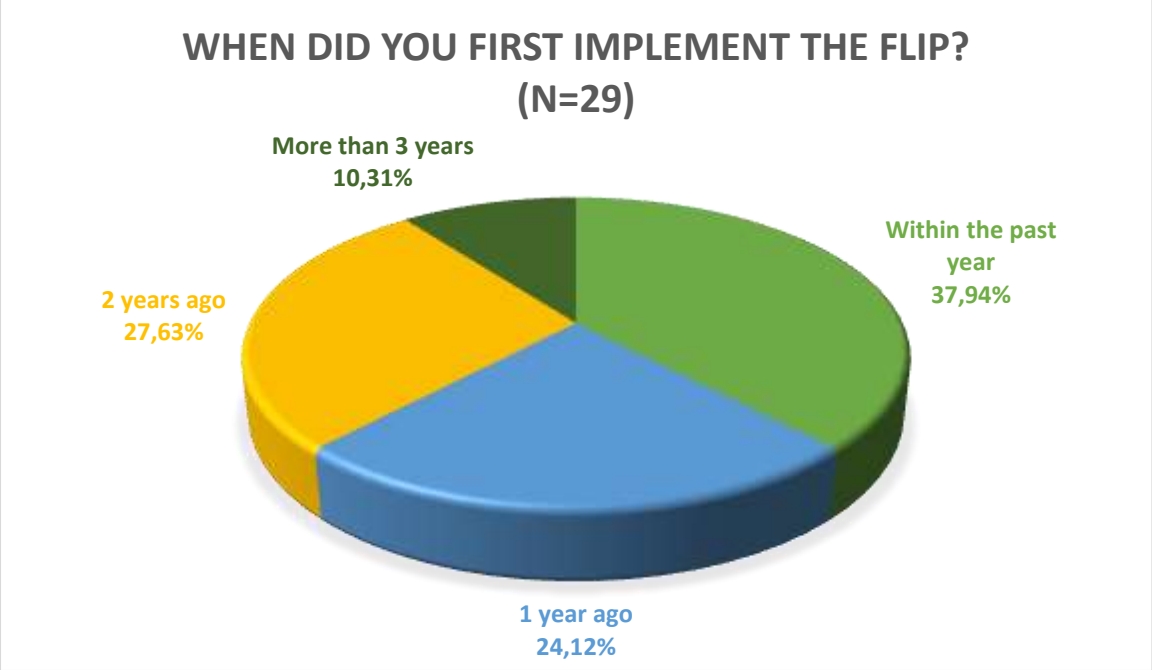
Those who pointed that they do not intent to flip their class, we asked them to choose from a list of nine statements the reasons why they are not interested in flipping their class or what prevents them for flipping. This question gives as a deeper understanding of their rationale. Participants were able to select as many statements as possible, asking them to pick those ones that best explain their decision of not flipping their class again.

From a total of 10 people who chose that option in the previous question, unfortunately, only 4 participants answered this question. Therefore, there is no popular response or some clear indication of their reasons. However, these 4 participants chose the majority of the statements (i.e. Not enough knowledge about flipping, It's a fad that will soon be replaced by the next new thing, Too time consuming, Lack of recognition and/or support, This type of work is not part of my position/role, Too expensive). Two statements were not chosen from the participants, and these were (a) Uncomfortable with the approach and (b) Limited experience with and/or knowledge about technology.

When did you first implement the flip?

Most of the participants (n=29), who answered "yes" in the above question regarding their usage of flipped method, were asked to indicate when they first implemented the flipped method in their classes. Interestingly, from these participants, 11 (37.9%) said that it is been more than three years since they have started using flipped method, taking the highest percentage of response in this question. The second largest group (n=8, 27.6%) implemented the flip during the last year. The next group (n=7, 24.1%) stated that they used this method 2 years ago and only 3 participants (10.3%) mentioned that they applied the flip 1 year ago.

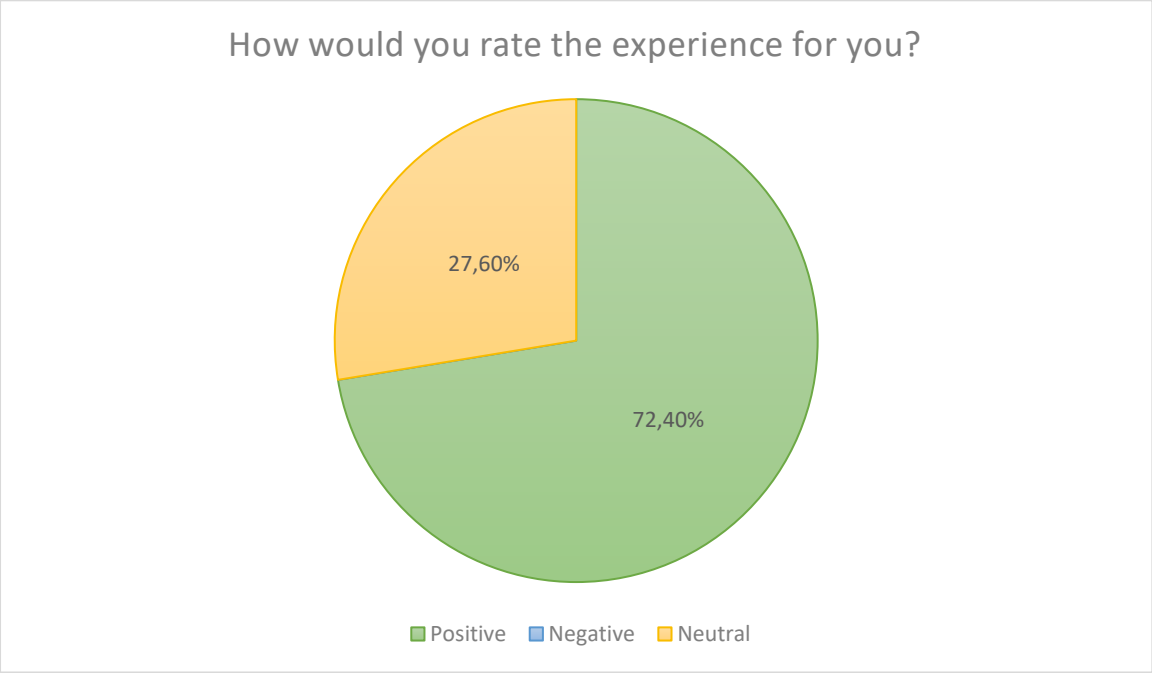
This result suggest that the majority of the participants know about flipped method more than 3 years, indicating that while the name for the practice is new, the practices themselves are not.



How would you rate the experience for you?

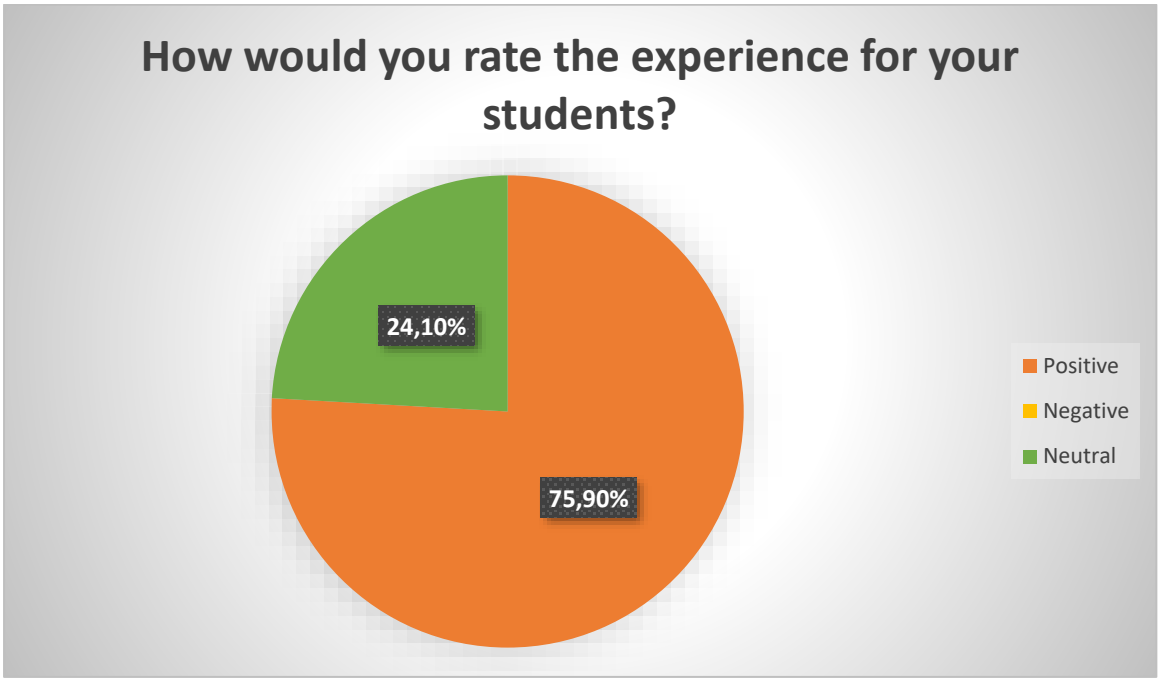
In addition to the above question, the same group of participants was asked to indicate whether their experience of using flipped methods for teaching was positive, negative or neutral. A total of 72.4% (21 participants) pointed that their experience was positive. 27.6%

(8 participants) stated that their experience was neutral. None of the participants mentioned that they had negative experience.



How would you rate the experience for your students?

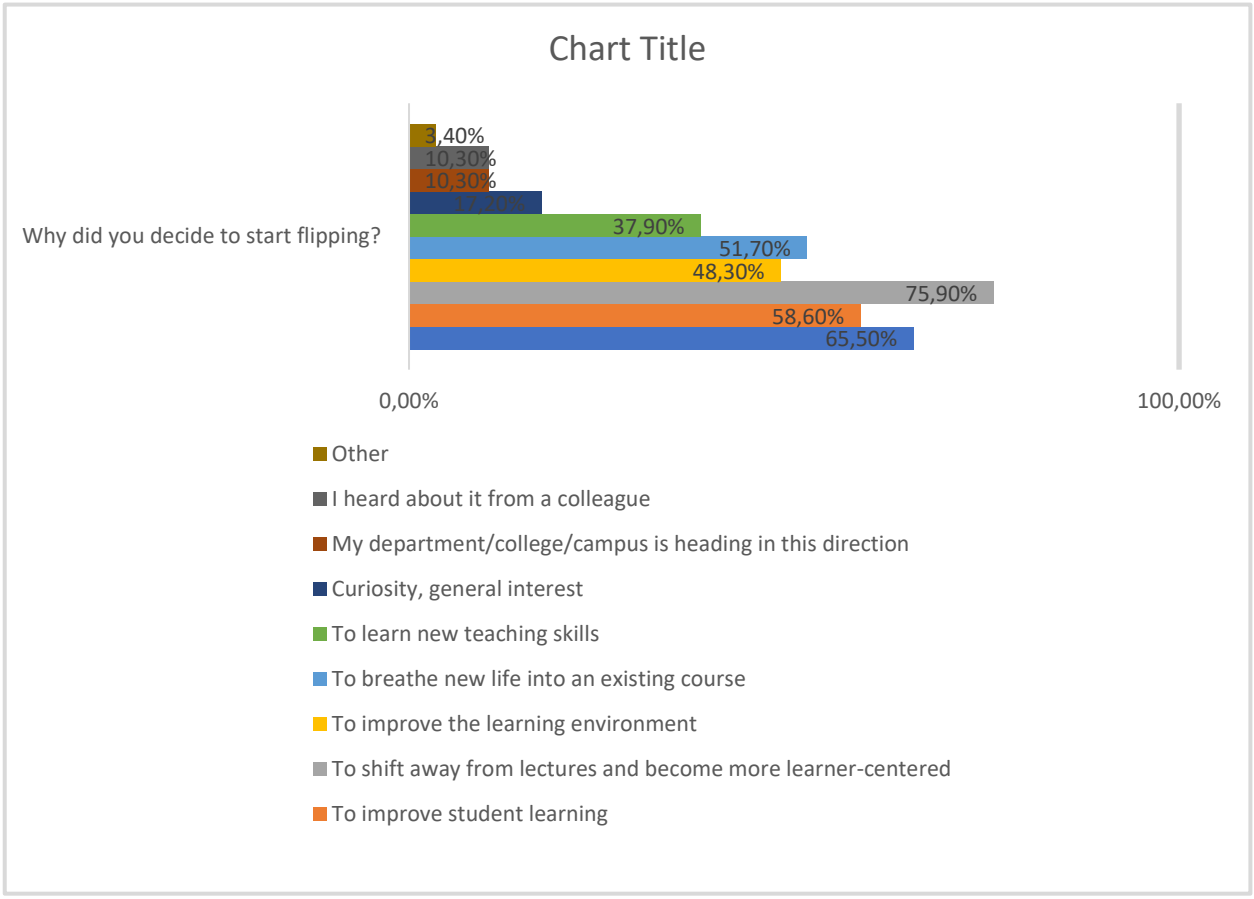
A total of 75.6% of the participants who answered this question stated the students' experience was positive. Just below a quarter, or 24.1 %, of the respondents said that flipping was a neutral experience for their students. There were no participants who indicated students' experience as negative.



Why did you decide to start flipping?

The following question was referred to the reasons for flipping. Participants had the option to select more than one answer. Ten options were provided, from where one of them was the option "other". The remaining 9 options included were referring to reasons such as motivation, engagement, improvement.

Nearly 76% of respondents (n=22) indicated that the most important reason was to "Shift away from lectures and become more learner-centered". Very close to this option, the statement called "To increase students' engagement" came second with a total of 65.5% of the participants (n=19) choosing it. Additionally, the third chosen option was "To improve student learning" with a response rate being 58.6% (n=17). The next choice revealed that instructors use flipped methods to breathe new life into an existing course, showing their need to keep teaching fresh (51.7%, n=15). With one participant less (n=14) and with a percentage of 48.3%, participants placed in fifth place the choice "To improve the learning environment". Following this, a total of 11 participants (37.9%) indicated that the reason of importing flipping in their classes was to learn new teaching skills. Few respondents reported that their decision was based on curiosity and interest (17.2%, n=5), on the fact that their department or their affiliation is heading in this direction (10.3%, n=3) and on the fact that they heard about it from other colleagues (10.3%, n=3). Only one participant (3.4%) chose the option "Other".



Indicate the extent to which you agree or disagree with the following statements related to students in your flipped course.

This question was referring to the extent to which participants agree or disagree to ten statements that involve students' outcomes. It was a 4-point Likert Scale from strongly agree to strongly disagree.

1. **They are more engaged**

Overall, respondents put as a first option equally strongly agree and agree somewhat. From 29 participants, 13 of them equally chose these two options (44.8%). This outcome shows that students in flipping classrooms are more engaged than in traditional classrooms, based on their instructions' perception. Following this, 3 participants disagreed somewhat (10.4%) and none of them strongly disagreed.

2. **Their grades are improving**

The majority of the respondents, specifically 18 out of 29 (62.1%), agreed somewhat that their students improve their grades in flipped classes. Apart from that, seven participants found that there was no relation between grading and flipped methods, as they pointed that they disagreed somewhat (24.1%). Lastly, only 4 participants strongly agreed with the fact that the students' grades were improved after incorporating flipped methods in their classes (13.8%). None of the participants chose the option "strongly disagree".

3. **They are resistant**

A high percentage of participants, 18 out of 29 (62.1%) agreed somewhat on the fact that students are resistant to flipping. Eight of them, with a percentage of 27.6%, disagreed somewhat with the statement and two participants strongly agreed on this (6.9%). One of the participants chose the option "strongly disagree" (3.4%).

4. **They adapt to the approach**

The same pattern as above was also present in this statement. Specifically, with 17 participants (58.6%) agreeing somewhat with the statement, most of the respondents believed that students could adapt with flipped classes. A 27.6% (n=8) strongly agreed with this and only 13.8% (n=4) disagreed somewhat. None of the participants chose the option "strongly disagree".

5. **They ask more questions**

For this statement most of the participants (n=14, 48.3%) strongly agreed that students in flipped classes ask more question during the lecture. The second most popular option, with however fewer participants was the "agreed somewhat" (n=8, 27.6%). Last, seven participants disagreed somewhat (24.1%) with this statement. None of the participants chose the option "strongly disagree".

6. **They come to class prepared**

Fourteen participants (48.3%) believed that students were coming more prepared to their flipped classes, by choosing "agreed somewhat". The remaining respondents were split almost evenly on the following choices. Specifically, 8 participants (27.6%) disagreed

somewhat with this statement and 7 of them strongly agreed (24.1%). None of the participants chose the option “strongly disagree”.

7. **They are more collaborative**

The majority of respondents chose the option “agreed somewhat” (n=15, 51.7%), indicating that flipped methods encourage students to be more collaborative. The second most popular choice was “strongly agreed” taking a percentage of 34.5% (n=10). Lastly, four participants disagreed somewhat (13.8%) with this statement. None of the participants chose the option “strongly disagree”.

8. **They see the value of this type of experience**

Many of the respondents, specifically 13 out of 29 (44.8%), agreed somewhat that their students are aware of the value of the experiences incorporated in flipped classes. The remaining 16 participants were slip evenly between the options “strongly agreed” (n=8, 27.6%) and “disagree somewhat (n=8, 27.6%). None of the participants chose the option “strongly disagree”.

9. **They are comfortable using the technology**

This was the only option in which we had high percentage in “strongly agreed” (n=12, 41.4%) and this option was almost equal to the percentage of participants who agreed somewhat (n=13, 44.8%). This result showed us that there is an agreement on this statement, showing that students were feeling comfortable using the technology which needed in flipped classes. The third chosen option was the “disagree somewhat” (n=4, 13.8%). None of the participants chose the option “strongly disagree”.

10. **They build relationships/community**

This was the last statement provided to the participants. Here, this statement was referred that the fact that, through flipped methods, students came closer and build relationships and a community. Fourteen participants (48.3%) believed that students were coming more prepared to their flipped classes, by choosing “agreed somewhat”. The remaining respondents were split almost evenly on the following choices. Specifically, 8 participants (27.6%) strongly agreed with this statement and 7 of them disagree somewhat (24.1%). None of the participants chose the option “strongly disagree”.

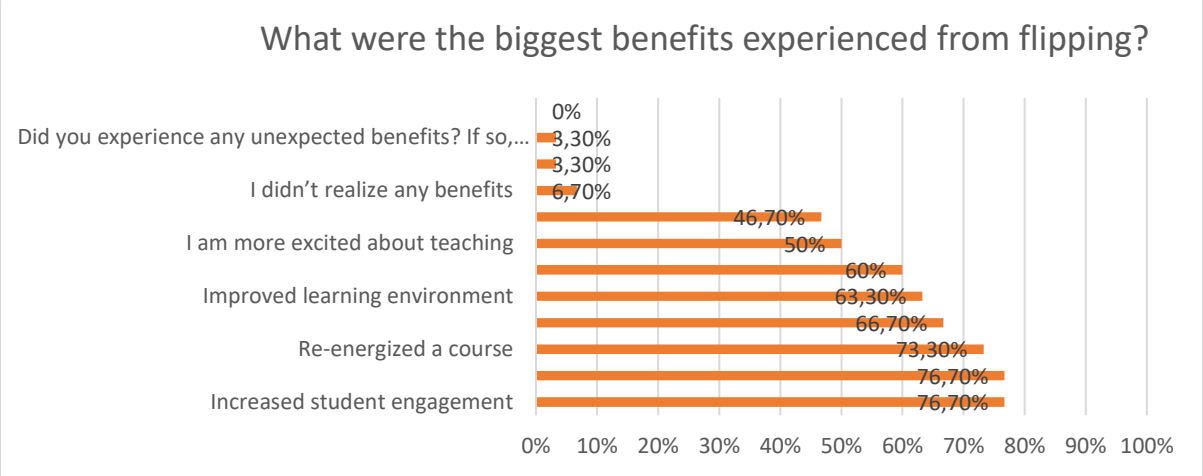
Indicate the extent to which you agree or disagree with the following statements related to students in your flipped course

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
They are more engaged	44.8%	44.8%	10.4%	-
Their grades are improving	13.8%	62.1%	24.1%	-
They are resistant	27.6%	62.1%	6.9%	3.4%
They adapt to the approach	27.6%	58.6%	13.8%	-
They ask more questions	48.3%	27.6%	24.1%	-
They come to class prepared	24.1%	48.3%	27.6%	-
They are more collaborative	34.5%	51.7%	13.8%	-
They see the value of this type of experience	27.6%	44.8%	27.6%	-
They are comfortable using the technology	41.4%	44.8%	13.8%	-
They build relationships/community	27.6%	48.3%	24.1%	-

What were the biggest benefits experienced from flipping?

The following question was based on the benefits of flipped classes. Twelve options were given in a checkbox and participants had the option to choose more than one benefits. The first place was taken equally by two statements: the option “Increased student engagement” and the option “Improved student learning”. Each of them had a percentage of 76.7% (n=23). With only one participant less (n=22, 75.9%) respondents indicated that flipped methods re-energized the course. Twenty participants (66.7&) placed the “more learner-centered teaching” as the fourth benefit. Almost the two thirds of the participants (n=19, 63.3%) felt that flipping positively improved student learning and eighteen participants believed that flipping helped them know their students better (60%). Half of the participants (n=15, 50%) indicated that flipping made them more excited to teach. Fourteen participants (46.7%) reported that they looked forward to class more often when they incorporated flipping into their courses.

The above choices were found to be the most popular benefits provided by the respondents, leaving the remaining four choices in very lower response rate. Specifically, two participants (6.7%) stated that they did not realize any benefits, one participant (3.3%) stated that his/her colleagues took notice of his/her flipping and asked him/her to shar his/her methodology and another participant (3.3%) identified advantages that s/he did not except. Surprisingly, none of the respondents indicated that s/he was able to produce scholarship about the approach and his/her methodology and experience.



What challenges do you face when thinking about flipping your class?

This question aimed to examine the extent to which flipping has also several challenges that significantly affect the effectiveness of this methodology. Therefore, participants had on the one hand to choose the challenges that they believed that exist and on the other hand they had to rate how significant those challenges are.

Only 30 participants responded to this question.

We can see from their answers that most of the challenges shown in this question were found to have insignificant effect (5 out of 9 statements). Two choices were indicated as moderate challenges that can be seen sometimes. Only two statements were seen as significant / often challenges and none of them has been chosen as a very significant challenge that can always be observed.

In order to understand better the following percentages, it must be mentioned that only 30 participants answered this question.

In detail, 25 out of 30 participants placed time as a significant challenge either by placing it as very significant and always a challenge or by placing it as a significant and often a challenge. This is above half of the participants, with a percentage of 83.4%. Only 13.3% of respondents said time was sometimes a challenge and just one participant (3.3%) believed that time is rarely a challenge.

Regarding the second option "Lack of support (resources/funding/space)", most of the respondents, with a percentage of 33.3% said that it is a moderate challenge and is sometimes a problem. It seems, however, that an important number of participants debated on whether this is a challenge, as 7 of them (23.3%) said as it is a very significant challenge, and equally another 7 participants said that it is not a challenge, or it is rarely a challenge. (23.3%). Just above 20%, respondents rated lack of support as an often challenge.

Following the next one, which was "Competing department/ college/campus goals", the vast majority of respondents () argued that is an insignificant challenge, indicating that competing

goals is not a problem, showing that there is no conflict between departments and colleges. Only 3 participants reported that competing goals are a challenge, with one of them placing it as a very significant challenge. The remaining 20% characterized it as a moderate challenge.

Next, it was the "Not valued by colleagues/ administration". In this option, 53.3% of respondents said that they were less concerned about colleagues or administrators, indicating that was rarely a challenge. Another 26.7% of respondents indicated that it is sometimes a challenge. Four participants reported that is a significant challenge (13.3%) and only 2 participants said that it is a very significant challenge (6.7%).

Another option was whether they felt that were not understood by their colleagues and/or by administrators. Specifically, half of the respondents (50%) felt that was not an issue or it was rarely a challenge and another 30% of respondents indicated that this was a moderate challenge. Just one participant strongly felt that he/she could not be understood by colleagues / administrators (3.3%) and other 5 respondents chose the option significant / often a challenge (16.7%).

Additionally, respondents also identified that incorporating flipped methods in their classes made them feel pressure to be creative and that they must develop new ideas and strategies. Just above 73% of all respondents these worries challenged them significantly (46.7%) or very significantly (26.7%). About 27% of them said that it is either a moderate challenge or an insignificant challenge.

Regarding the challenge of students' resistance and students' lack of motivation, 40% of respondents believed that was a moderate challenge, indicating that there were cases where student lack the motivation to do the pre-class work. Another 20% indicated that this was rarely a challenge. Only 16.7% of respondents felt that students' resistance was a very significant challenge and another 23.3% felt that this as a significant challenge that often occurred.

Following this, the next challenge that was given as an option was about technology. Approximately half of the participants did not found technology as a problem as they rated it as an insignificant challenge (36.7%) or a moderate challenge (20%). However, 33.3% found their experience or comfort level with technology to be a significant challenge and yet 10% of them considered it to be a very significant challenge.

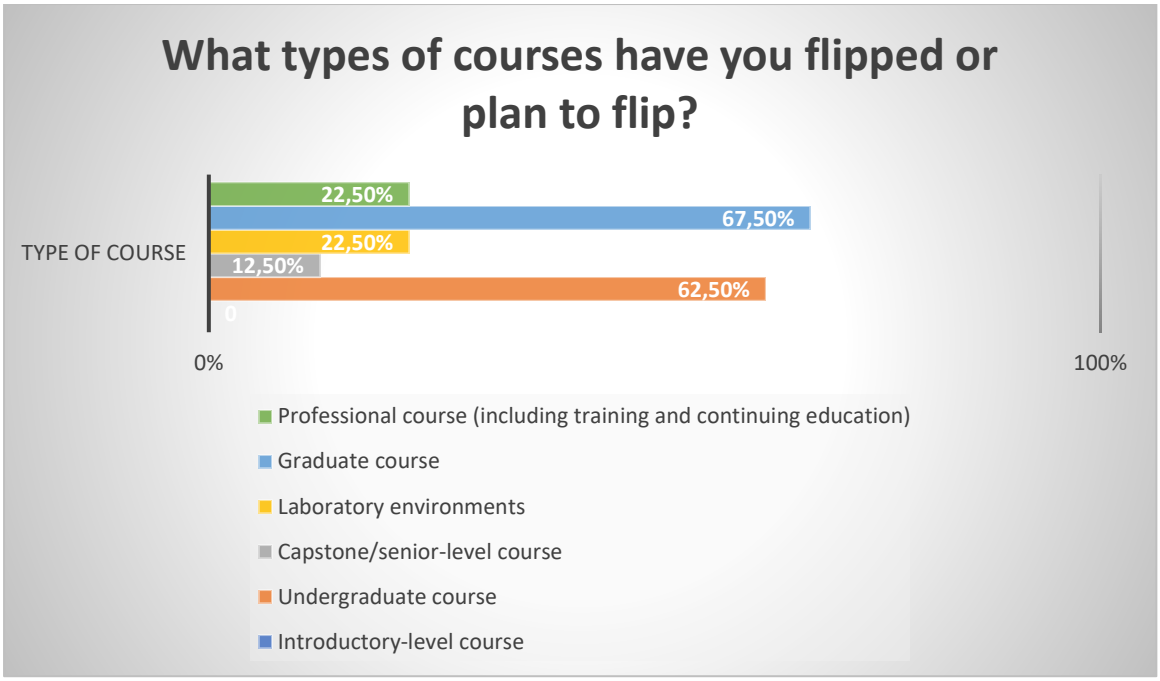
The last challenge provided was the fact that instructors have other responsibilities required by their positions, leaving them no effort to put on these activities. Just above 53% of all respondents said that these responsibilities challenged them significantly (33.3%) or very significantly (26.7%). About 27% of them said that it is a moderate challenge and 36.7% of respondents indicated it as an insignificant challenge.

What challenges do you face when thinking about flipping your class?

	Very significant / Always a challenge	Significant / Often a challenge	Moderate / Sometimes a challenge	Insignificant / Rarely a challenge
Time	40%	43.4%	13.3%	3.3%
Lack of support (resources/funding/space)	23.3%	20.1%	33.3%	23.3%
Competing department/ college/campus goals	3.3%	6.7%	20%	70%
Not valued by colleagues/ administration	6.7%	13.3%	26.7%	53.3%
Not understood by colleagues/administration	3.3%	16.7%	30%	50%
Being creative/developing new strategies and ideas	26.7%	46.7%	13.3%	13.3%
Student resistance/lack of motivation	16.7%	23.3%	40%	20%
My experience/comfort with technology	10%	33.3%	20%	36.7%
Other responsibilities required by my position	23.3%	33.3%	26.7%	36.7%

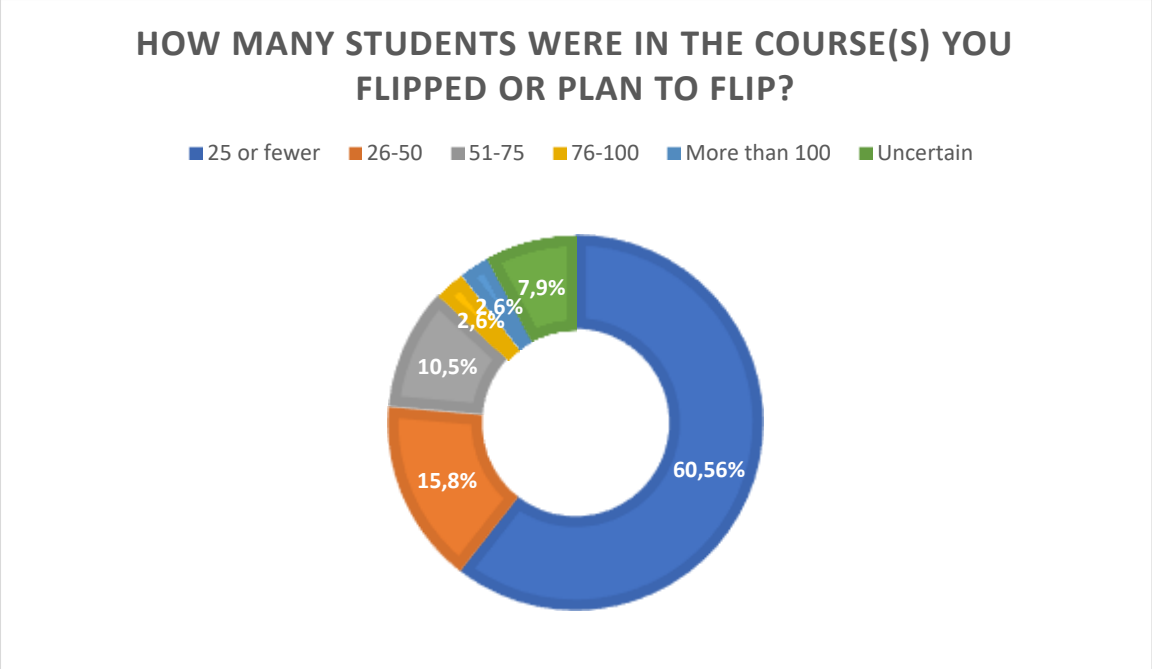
What types of courses have you flipped or plan to flip?

About 68% of respondents said that they used flipped methods in graduate courses, however, undergraduate courses were also popular with a percentage of 62.5%. laboratory and professional courses took equally 22.5%, leaving senior-level courses being the last option with only 12.5%. It must be mentioned that none of the respondents used or are planning to use flipped methods in introductory-level courses.



How many students were in the course(s) you flipped or plan to flip?

A 60.5% or respondents either had flopped or planned to flip a class with fewer that 25 students. The following larger group, with a significant lower percentage than the above was the instructors who used flipped methods or planned to use them in a class of 26 to 50 students (15.8%). Then, 10.5% of participants had flipped classes with 51 to 75 registered students in them. It is clear of them above results that most of the instructors seemed to prefer flipping for smaller classrooms. However, 2.6% of respondents tried flipping or planned to flip in larger classrooms with about 76 to 100 students and the same percentage was found in classes with over 100 students. It should be pointed out that 7.9% of the respondents did not know the number of students registered in their flipped classes.



What additional support would you need to continue flipping or begin flipping, if any?

The following question was an open-ended question, giving the opportunity to the participants to write their thoughts about any support would need to continue flipping or to begin flipping if they did not try it yet.

It seems that many participants mentioned that they would like more time to accomplish such activities. They said that they have heavy teaching load, leaving limited free time to develop their ideas. They also stated that they need some technical support for creating videos. Specifically, one participant said that it will be good to run training for flipped methods in order to get ideas and suggestions on how they can create videos related to class and what to include in these videos in order to be more attractive to the students.

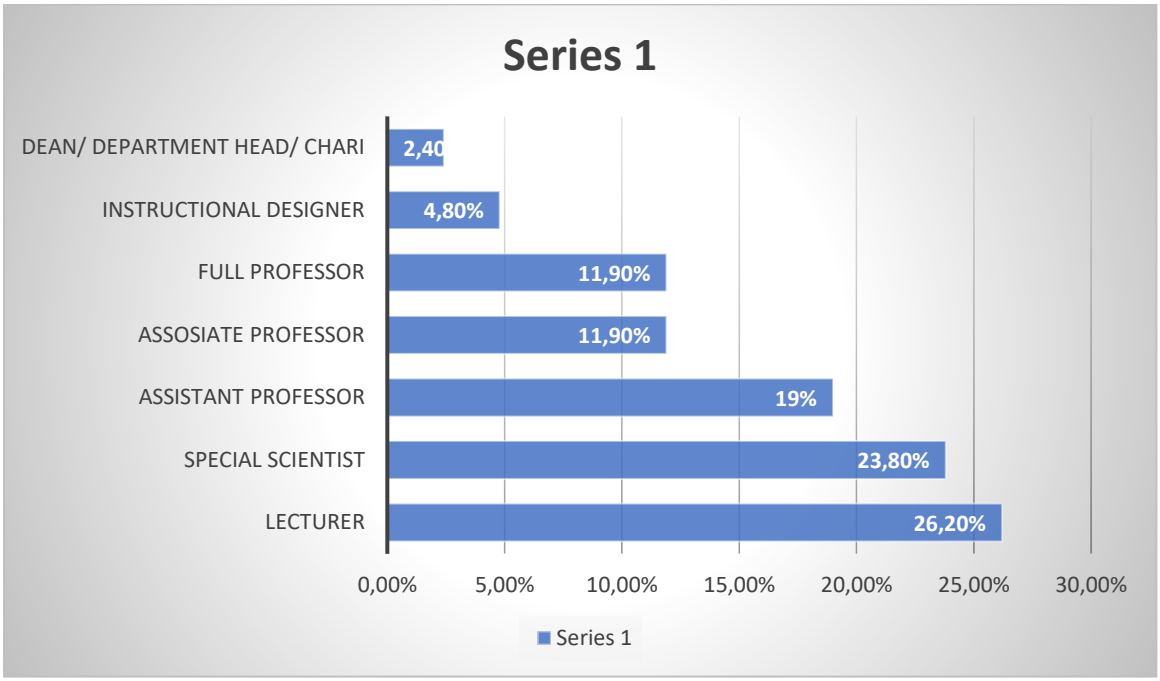
Training was also mentioned by another colleague, however, focusing on several methods that can be used in flipped classes. S/he stated that it will be good to share ideas how to keep students engaged and the application of these techniques. Based on this, somebody else said that it would be good to hear about examples of techniques.

Another thing that was mention by a colleague was they way flipped classes can be applied in distance learning courses. S/he said that s/he used flipping in conventional courses where students (before COVID) were discussing in class and developed group activities.

Select the title that most closely fits your current position in higher education.

It is not a surprise that almost all participants hold an academic position. specifically, 26.2% were lectures, 19% were assistant professors, 11.9% were associate professors and 11.9% were full professors. All these positions were referred to academic staff that hold a full-time position in higher education institutions in Cyprus, holding in total the 69% of all participants.

Right behind, with 23.8% of respondents were scientific collaborators, referring to part-time staff of these institutions. Just below 5% of the participants held job title that related to instruction and program design but did not appear to involve teaching (4.8%). Lastly, 1 participant said that is Dean/Department Head/Chair (2.4%).

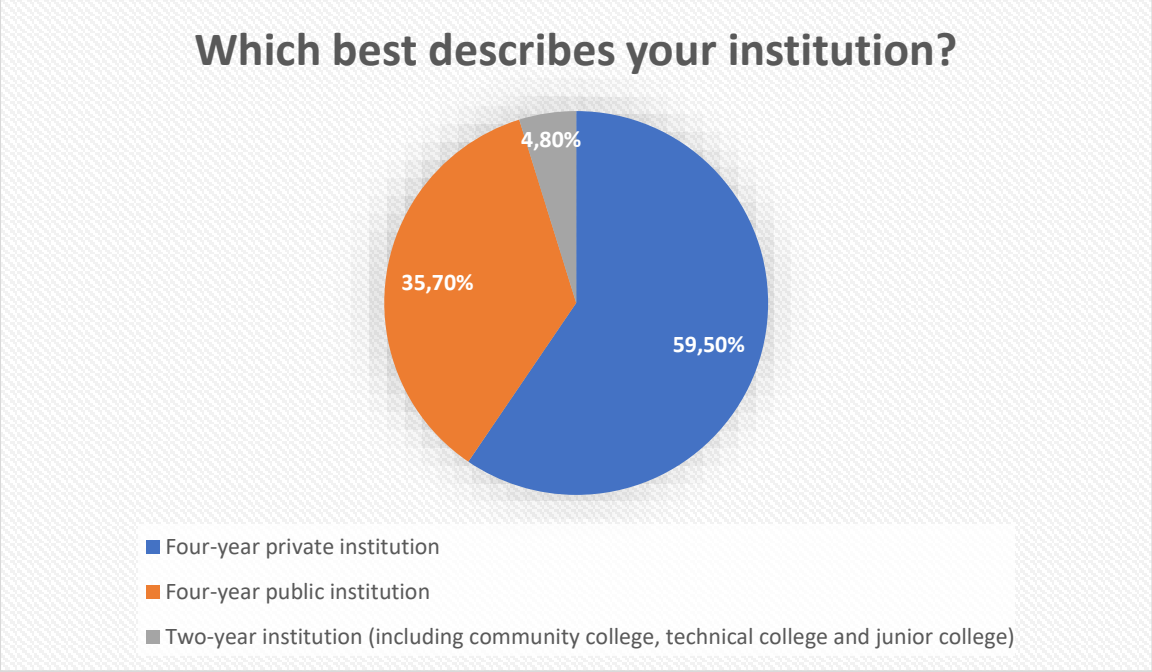


Which of these best fits your field or discipline?

The next question aimed to get an idea about the field or the discipline of instructors who used flipping in their classes. They responses vary among several disciplines. The largest group of respondents represented education (16.7%). The next larger groups represented psychology and social sciences, with 14.3%. Following these groups, 11.9% of respondents came from health professions and related programs. Then, there was engineering technologies with 7.1%. Equally to this percentage, there were another three disciplines, physical sciences, legal professions and computer and information sciences. The discipline of business/management/marketing and related disciplines was the next popular field with 4.8%, the same as visual and performing arts. The last chosen fields were liberal arts and history with 2.4% each.

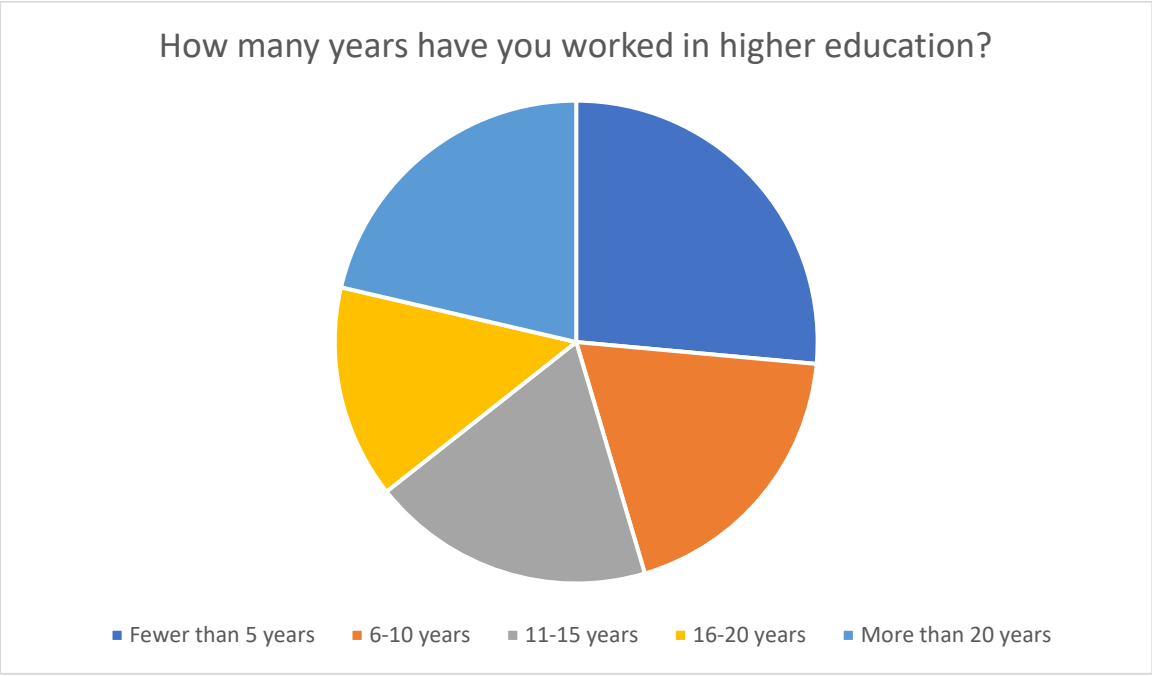
Which best describes your institution?

Respondents placed their type of institution that they teach in higher education industry. More than half of the participants came from four-year private institution (59.5%). The second larger group (35.7%) was from public, four-year institutions. Lastly, the remaining respondents (4.8%) were from two-year institutions such as community colleges, technical and junior colleges. None of the participants came from for-profit institutions.



How many years have you worked in higher education?

The last question of the survey was referring to the years of experience in teaching in higher education. A total of 26.2% of respondents were teaching for less than 5 years. Following this percentage, 21.4% of them were teaching for more than 20 years. An additional 19% had between 6 to 10 years of experience, the same percentage as the group of respondents who had been working in higher education for 11 to 15 years. Just above 14% of respondents had an experience between 16 to 20 years.



DFM Case study – Cyprus 1

Semi-structure interview

Demographic Characteristics:
Gender: Woman
Role: Scientific Collaborator at the Department of Social and Behavioural Sciences and Department of Health Sciences
Years of teaching: 4
Modules: Psychopathology I, Psychopathology II, Clinical Psychology, Cultural Psychology, Psychology of Gender, Psychological consequences in reproduction.
Affiliation: European University Cyprus

Methodology:
The lady was contacted via email asking her to participate in an online interview regarding her experience in flipped classes. She replied that she was willing to do it, thus a day and time was appointed. The interview was constructed via Blackboard Collaborate and was recorded after her concern.

Transcript:

Question: How many times did you use FC?

Answer: I mainly used FC in conventional courses. Not so much in distance learning courses. I decided to use it when I realized that it was really difficult for everybody, for the students, for me to teach 3 hours each time.

For distance learning, I was using some activities, like an assignment in group. For example, I allocated them in groups, and they had to discuss with other students and from that, I was able to reach the lecture and use their discussions as examples in order to help them understand the content. However, these exercises were running asynchronous.

Question: So, you believe it is easier to be applied in conventional courses?

Answer: Yes. In conventional courses we are face to face. So, you can see how they interact, you can develop a discussion and you can incorporate this in the class. It is more effective.

Question: What motivated you to use FC in your courses?
(was it a personal motivation, or part of an institutional project or strategy)?

Answer: It was not something that I heard from the university. ***I did not know that what I was doing is called flipped methods***. I always try to have interactive and interesting classes. I don't mean just question and answer classes. It was something that I was familiar with several activities as it was something that ***I was doing in my studies. And I remember it***. So, I thought that it is something that my students will appreciate and remember. Then I tried

and I saw that my students enjoyed more these classes compared to the ones that I was just lecturing. Of course, there were some exceptions.

Question: Because you mentioned students. What was their reaction? What were their comments?

Answer: In general, these types of exercises ***helped them better remember things in more detail*** that we discuss and important material. Because we incorporate real examples in my classes and case studies. For examples, I was giving them a scenario and they had to discuss how they would react. And from this discussion many conclusions and reactions came out.

Additionally, I pointed out that in the exams, ***it seems that these methods facilitated them and helped have greater marks***. And I came to this conclusion when I compared grades of questions in the exam that were based on material from lectures that we used flipped classes and from those questions that were based on material that I did not use flipped methods. They remembered parts of theories through the examples and activities we used. ***I believe they learn in more depth and thus they better remember them***.

Question: Did you observe any other benefits for the students?

Answer: Yes. I observed that over the years, students who were interested in flipped methods, the ones who were committed into them, they liked it and were energetic (active), for sure they got greater mark compared to other students who were not so much committed and involved.

I used FC in a class of 5 students and almost none of the students wanted to discuss. I was asking questions and I received no answer. It was really hard. ***It is difficult to use FC if the students don't want it and don't understand its benefits.***

Question: Did you face any challenges? Or students mentioned any challenges? What challenges did you encounter when using FC?

Answer: No. I never received a bad comment from my students. The students, however, had a lot of questions. Sometimes, it was hard for them to understand the aim of the activities. They had many questions (all the time) about instructions and execution. They always wanted to know how these activities were related to the exam.

Question: Are there any challenges for you as an instruction?

Answer: The biggest challenge is to develop and design all this thing, it is the ***time***. Actually, to found time to do the pre-work that is necessary to do in order to decide what you would do, how you would do it and how you would connect it to the material of the course. However, nowadays we have ***many sources and technology that helps us***. It is not difficult thing to do, you just need time.

Another challenge is how you could ***manipulate and control the students who are not willing to participate***.

Question: What you did on this?

Answer: I tried to give them specific timeframes so that they understand that they have to do it. I told them they must do it. I was there all the time. I was telling them that I was there for them to help them. If they struggle with a step, I was forcing them to find a solution and continue. Or because I was in class, I was able to see who was interacting and who was not, and thus I was pushing (in a good way) the ones that did not interest much.

Recently, in online courses, due to covid, I had few cases which students left the session when activities were placed. And this was really difficult for me because I couldn't do anything. I have to say that these students who did not participate in flipped methods felt that they are ok because they had all materials covered as they could find the information in my slides. These were extra.

I believe that was a good practice, as an extra, that ***helps students to develop several skills, especially academic skills such as critical thinking***.

Question: Do you believe that these techniques can be applied on a weekly basis in every lecture, or it is too tiring for both instructor and the students?

Answer: I am no sure. I don't apply it every week because I strongly believe that is highly related to the content of each lecture.

For example, at the beginning of each semester we have more introductory lectures that are more boring compared to other topics that we cover. I lectured these topics and I incorporate flipped methods in more interesting topics that I want to leave a stronger impact on them.

Question: Are you planning to flip again? If yes, why?

Answer: For sure. I received a positive feedback from students. I want to do it again first for the students. I feel that I am doing something more interactive instead of asking students to hear me just 3 hours. For sure they will lose concentration.

Until now, ***I believe that there is a good outcome as I found positive correlation with their academic achievements***.

Question: In general, would you recommend for other scholars using flipped methods for Teaching Social sciences?

Answer: Yes, for sure.

Question: What do you consider the biggest obstacle for a large-scale use of FC methods in higher education?

Answer: Except of the challenges that I mentioned before, and especially that way you will have to work with the students that are not willing to participate, I don't believe that we have to stop using it. ***The benefit for the majority of the students is higher compared to the inactivity of some other students***.

I want to refer to one example. I had some students I was teaching them 3 years ago from Greece. Until now, there are some of them, where they still sending me emails attaching articles from scientific journals or from newspaper about a discussion that we had of a case study. This shows me that my students learned something deep. I understand that there were essential learning with a good knowledge and understanding.

Question: Do you believe that flipped methods can be used in a large group of students?

Answer: My classes included 5 to 25 students. I am not sure if they can be effective for a large group of 100 for example. It can be performed, I assume, but it will be more difficult to manage the discussion. Depends how you will design it.

Question: What do you consider the biggest advantage? If you must choose one.

Answer: It is the one I referred before. I don't know how to say it in academic terms, but I mean that they were left with the knowledge. They remember things and they also remember the reason of using these techniques. Students don't just run exercises like find a link between two factors or just find three factors that are related with a variable. The activities and discussions are deeper. Some outcomes are debate, disagreements and reflection.

Overall, the biggest advantage is their own development, especially ***critical thinking skills***.

I want to point out again that, as I remember 20 years later topics from my own studies that we had good practices and discussions, this is my aim and what I want to offer to my students. Something that they will come back after 20 years and discuss of what they learned in my courses.

FLIPPED CLASSROOM METHOD

DFM Case study – Cyprus 2

Semi-structure interview

INTERVIEW WITH a Female Faculty Member in Linguistics (Social Sciences)

UNIVERSITY OF CYPRUS

Interview held on the 5th of July, 2021

R: Researcher

P: Participant

R: What motivated you to use FC in your courses?

(was it a personal motivation, or part of an institutional project or strategy)?

P: FROM MY OWN INITIATIVE + FEEDBACK FROM MY STUDENTS' EVALUATIONS (FOR FRONTAL TEACHING) AND DUE TO FACULTY EVALUATIONS

R: What challenges did you encounter when using FC?

P: CHALLENGES: IN LARGE AUDIENCES (60-70) THEY DO NOT FOLLOW YOU, AND THEY USUALLY DO NOT COOPERATE BECAUSE IT NEEDS PREPARATION AT HOME

R: What was the reaction of students?

P: STUDENTS WERE HAPPY – WE ONLY HAD POSITIVE REACTIONS

THE GRADUATES HAD ONLY SOME COMPLAINTS ABOUT SOME ENGLISH ARTICLES / READINGS (DUE TO THE LANGUAGE, NOT DUE TO THE METHOD)

R: Would you use it again? Why (or why not)?

P: YES, I WOULD. IT'S A CHALLENGING, NEW AND INTERSTING TEACHING METHOD.

IT ALSO TRAINS STUDENTS IN SKILLS THAT ARE NOT PART OF THE TRADITIONAL TEACHING METHODS.

R: In general, would you recommend for other scholars using flipped methods for

Teaching Social sciences?

P: I DEFINITELY WOULD. THIS METHOD USES A VARIETY OF TEACHING METHODS (e.g., VIDEO, SOUND MATERIAL, etc.) WHICH STUDENTS ENJOY, AND THIS VERY FACT FACILITATES THEIR LEARNING.

R: What do you consider the biggest impediment for a large-scale use of FC methods

in higher education?

P: LARGE AUDEINECS OF STUDENTS – PERHAPS ONLY IF WE CAN SPLIT THESE LARGE AUDIENCE IN SMALLER GROUPS, THIS METHOD WOULD WORK MORE SUCESSFULLY. IT ALSO SEEMS TO REQUIRE MORE TIME FOR PREPARATION FROM BOTH FACULTY AND STUDENTS.