



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.

## Flipped Classroom Practices in Teaching Social Science

### *Research Report*

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#### **Circumstances**

The present research was conducted as part of the Erasmus Strategic Partnership project “*Developing Flipped Methods for Teaching*”.

The research was conducted by applying a questionnaire proposed by the Partnership. The English version of the questionnaire was sent by the project coordinator in English as a google form; CNME has translated it to Romanian.

The questionnaire was designed to evaluate knowledge and experiences of higher education educators and staff regarding the use of flipped classroom methods in higher (or tertiary) education. CNME being a secondary-education institute, the Romanian version of the questionnaire was promoted by requests sent by e-mail to the main Higher Education Institutes from Romania for promoting the questionnaire in their internal mailing lists.

Data collection began in September 2021 and because of slow pace was closed only in march, 2022.

#### **Results**

Answers to question 1, “Have you heard about the Flipped Classroom method” indicates that from 118 completers 79 have not heard about this method, while 39 yes (see Table 1).

N	Yes	No	% No
118	39	79	66,9

**Table 1.**

The most popular definition of flipped class was “The homework and lectures are reversed. Recorded lectures are viewed outside of class time, and homework is completing during class time.” (see Table 2)

	RO
Students complete pre-class work individually before class and engage in team work and collaborative learning activities during class.	12,7
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.	5,1
The learning environment is designed to switch the focus away from the instructor and toward the students.	,8
The homework and lectures are reversed. Recorded lectures are viewed outside of class time, and homework is completing during class time.	14,4
	N=38

**Table 2. Which of these definitions aligns with your interpretation of the flipped class? (Select all that apply.)**

Regarding the use of flipped classroom methods, percentage of usage are presented in table 3.

	RO
Yes	59,0
I tried it, but I do not plan to do it again	7,7
No, I don't intend to flip my class	7,7
No, but I plan to flip in the next year	25,6

**Table 3. Have you tried flipping an activity, class period, or course?**

The reasons for not being interested in the FC method are presented in table 4.

	RO
Not enough knowledge about flipping	33,3
It's a fad that will soon be replaced by the next new thing	
Too time consuming	66,7
Uncomfortable with the approach	
Limited experience with and/or knowledge about technology	
Lack of recognition and/or support	
This type of work is not part of my position/role	

**Table 4. We'd like to know more information about why you are not interested in flipping your class or what prevents you from flipping. Select the statement(s) that best explains your decision. (Check all that apply)**

The persons who have already tried to use flipped methods were asked how long ago they had this initiative. Results are presented in table 5 (percentages).

	RO
1 year ago	15,8
2 years ago	7,9
More than 3 years ago	42,1
Implementing now	65,8
N	26

**Table 5. When did you first implement the flip?**

Those with experience in FC methods were asked to rate their experience as teachers, and also how would they appreciate the experience of students. Results are presented in table 6 and 7.

	RO
Positive	69,2
Neutral	23,1
Negative	7,7

**Table 6. How would you rate the experience for you?**

	RO
Positive	61,5
Neutral	23,1
Negative	15,4

**Table 7. How would you rate the experience for your students?**

A more detailed appreciation of effects of FC method on students was required from respondents; results are presented in table 8.

	They are more engaged	Their grades are improving	They are resistant
Agree strongly	32,0	20,0	8,0
Agree somewhat	63,0	64,9	48,0
Disagree somewhat	4,0	12,0	38,0
Disagree strongly	1,0	3,1	6,0
	They adapt to the approach	They ask more questions	They come to class prepared

Agree strongly	24,0	28,0	12,0
Agree somewhat	42,8	64,4	52,2
Disagree somewhat	28,0	6,0	34,0
Disagree strongly	5,2	1,6	1,8
	They are more collaborative	They see the value of this type of experience	They are comfortable using the technology
Agree strongly	52,0	54,0	68,0
Agree somewhat	39,7	32,0	26,2
Disagree somewhat	6,0	12,0	2,6
Disagree strongly	2,3	2,0	3,2

**Table 8. Indicate the extent to which you agree or disagree with the following statements related to students in your flipped course**

Subjects with experience in using FC methods were asked about the perceived benefits. Results are presented in table 9.

	RO
Increased student engagement	66,7
More learner-centered teaching	4,2
Improved student learning	4,2
Improved learning environment	8,3
I know my students better	8,3
I am more excited about teaching	4,2
I look forward to class more often	4,2
Re-energized a course	
I have been asked by colleagues to share what I am doing	
I have produced scholarship related to my flipped teaching	
I didn't realize any benefits	

**Table 9. What were the biggest benefits experienced from flipping? (check all that apply)**

There are several impediments mentioned in the scientific literature regarding the use of FC methods. Subjects were asked to rate their opinion regarding these difficulties using a 4-point Likert scale. Results are presented in table 10.

	Time	Lack of support (resources/ funding/space)	Competing department/ college/campus goals
Very Significant/Always a challenge	36,0	32,0	20,0
Significant/Often a challenge	36,0	24,0	12,0
Moderate/Sometimes a challenge	16,0	28,0	24,0
Insignificant/Rarely a challenge	12,0	16,0	44,0
	Not valued by colleagues/ administration	Not understood by colleagues/administration	Being creative/developing new strategies and ideas
Very Significant/Always a challenge	8,0	12,0	23,1
Significant/Often a challenge	44,0	32,0	50,0
Moderate/Sometimes a challenge	16,0	20,0	23,1
Insignificant/Rarely a challenge	32,0	36,0	3,8
	Student resistance/ lack of motivation	My experience/comfort with technology	Other responsibilities required by my position
Very Significant/Always a challenge	20,0	20,0	4,2
Significant/Often a challenge	32,0	56,0	16,7
Moderate/Sometimes a challenge	36,0	16,0	37,5
Insignificant/Rarely a challenge	12,0	8,0	41,7

**Table 10. What challenges do you face when thinking about flipping your class?**

No respondent was willing to participate in an interview for sharing more experience about using flipped classroom methods.

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14<sup>th</sup> of April 2022

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Cross-country comparison results were published in:

Zsigmond, I., Vaz Rebelo, P., Tóth-Bakos, A., Papaleontiou-Louca, E., Zecheva, V., Demetriou, C., & Szilágyi, A. (2023). Flipped classroom trends : a survey of college faculty in Europe. In C. Pracana & M. Wang (Eds.), *Psychological Applications and Trends 2023* (pp. 196-200). inScience Press.