Effects of Flipped Classroom Approach on Academic Achievement, Assignment Stress and Transfer of Learning

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Abstract
The purpose of the study is to investigate the effects of flipped classroom approach on students’ academic achievement, assignment stress, and transfer of learning, and to identify the students’ opinions on this model. This study was conducted with the participation of 44 undergraduate pre-service teachers for 11-week period in “Material Design and Use in Education (MDUE)” course. A quasi-experimental study was designed, and the pre- and post-test control group model was utilized. Also, the qualitative data was used to support the quantitative data. While the experimental group has flipped classroom (online and face-to-face) sessions, the control group has only face-to-face classroom sessions based on the course curriculum. The results showed that academic achievement scores of the experimental group were significantly higher than those of control group. In addition, assignment stress scores were significantly less than those of control group. Also, there is no significant difference between the groups in terms of transfer of learning scores. As a result of the interviews, it was concluded that most of the students had positive opinions about the flipped classroom approach.

Keywords: flipped classroom, academic achievement, assignment stress, transfer of learning