

THE IDEAS OF PRE-SERVICE TEACHERS REGARDING THE “FILIPPED CLASSROOM MODEL”

Öğr. Gör. Dr. Handan Kocabatmaz
Gazi Üniversitesi
Gazi Eđitim Fakültesi
handank@gazi.edu.tr

Abstract

The aim of this research is to investigate the ideas of pre-service teachers regarding the “flipped classroom model”. The research is conducted during 7 weeks with 21 pre-service teachers studying in the Department of English Teaching. The research methodology is case study. Semi-structured interview is utilized as a tool for data collecting. The study shows that the pre-service teachers evaluate the flipped classroom model in a very positive way. They indicate the flipped classroom is a model that provides an opportunity for limitless repetition, increases sustainability of learning, takes consideration of individual differences, enables the access to resources and materials, helps to reinforce learning by practices, recovers the deficiencies of learning, and increases the communication and interaction between the student and the teacher. The negative aspects of the model that the pre-service teachers emphasize beside its the various positive features are: first, the videos are required to be watched before the classroom, which takes lots of time, and second there can be problems in internet access.

Keywords: Flipped classroom model, blended learning, teacher education.