Black Students Making-Sense of the Flipped Learning Method in an Urban High School: An Interpretative Phenomenological Analysis

A doctoral thesis presented
by

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to
the College of Professional Studies – Graduate School of Education

in partial fulfillment of the requirements for the degree of
Doctor of Education

in the field of
Education

Northeastern University
Boston, Massachusetts
March 25, 2019

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Abstract

Technology has impacted every aspect of modern culture including education. The influx of educational technology in schools presents opportunities to explore ways to engage students in the learning process fully. Although students may enjoy using technology in their daily lives, there is a need to carefully consider how these students make sense of technology in the learning environment. Using the theoretical framework of constructivism, the purpose of this Interpretative Phenomenological Analysis (IPA) was to understand and describe the lived experiences of three Black students using technology to learn in a flipped classroom at a New York City public charter high school. The significant findings reveal that flipped instructional videos can afford students an active learning experience which can lead to an increased awareness of responsibility for learning and self-efficacy. The lived experiences of the students in this sample help secondary school professionals interested in implementing flipped instructional videos understand the thoughts and feelings Black students have towards using technology to learn. The study findings suggest that classroom teachers may utilize flipped instructional videos to transform the learning experiences of students. The study concludes with recommendations for practice to help guide students in the transition of using technology to enhance their learning experiences.

Keywords: Constructivism, Flipped Learning, Flipped Classroom, Instructional Videos, Self-efficacy, Active learning
ACKNOWLEDGMENTS

This work would not be possible without God's guidance and daily grace. I want to thank the many classmates and professors I met during my time at the Northeastern University Ed. D program. In particular, my Island sisters, who inspired me to achieve even when the work-life-school balance seemed impossible to manage. Additionally, I want to thank Dr. Corliss Brown Thompson for challenging me to dig deeper and helping me actualize my highest potential.

I am forever grateful to the individuals in my life along this journey. I want to thank Dr. Billye Sankofa Waters, my doctoral advisor. Dr. Sankofa Waters was a great advisor -- who was patient, understanding, and encouraging. I also would like to thank Dr. Melissa Parenti, my second reader, for making outstanding suggestions. A special thank you to Dr. Loy Dakwa, who agreed without hesitation to serve as my external reader. Dr. Dakwa provided words of encouragement and kindness that motivated me when I felt defeated.

The support of the student participants made my success in this program possible. I give my heartfelt appreciation and gratitude to each of them for their time throughout this process. In particular, I want to thank Nicole Brown, who did not hesitate to join the field interviews as the adult witness. There are not enough words to express my sincere gratitude.

My family was an instrumental part of this journey. My daughter, Alyssa Sukra, was a continuous source of encouragement that fueled my spirit onward. During the darkest days along this journey, I was humbled and inspired by the strength of your inner spirit. I am because of you!!

I am forever grateful and encouraged by my mother, Marlene Aulder -- She is the source of my confidence. Throughout my academic career, she has been my greatest champion and source of encouragement. I am grateful that she encouraged me "to put my book first," supported my love of learning and pushed me to pursue higher education. I am because of you!!
Thank you to my sister, nieces, and nephew for your love and support. Above all, I am indebted to my friends, who throughout the last twenty-four years, has helped in many ways to bloom all my endeavors. I am because of you!!

Finally, I would like to thank Dr. Uriel Trujillo, who endorsed and encouraged my interest in attaining a doctoral degree. I am forever grateful to those seasonal individuals whom I have crossed paths with during my personal, professional, and academic growth. I am because of you!!
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CHAPTER ONE
INTRODUCTION

“What the best and wisest parent wants for his own child, that must the community want for all its children”  – John Dewey

More than ever before in the nation’s history, education is the ticket to economic success and basic survival (Darling-Hammond, 2000). Unfortunately, all students are not afforded equal schooling experiences – Black students have historically been failed by the public-school system (Esposito, Davis, & Swain, 2012). For instance, Black students are more likely to be subjected to rote memorization of information in preparation for standardized tests; the atmosphere in most of these students’ classrooms reflects a familiar late nineteenth century – “dead common school tone” (Reese, 2001, p. 19). Even more, Black students are less likely than other students to complete a rigorous high school curriculum that prepares them for college. Consequently, the United States education system is losing vital talent because some teaching and learning practices neither engage nor inspire these students to build on their factual knowledge, procedural knowledge and motivational engagement (Anderson, 2010; Dede, 2007; U.S Department of Education, Office of Educational Technology, 2010).

As the United States enters the 2nd decade of the 21st century, the introduction of new learning sciences and the transformational impact of emerging technologies in schools present opportunities to explore ways to fully engage all students in cognitively challenging tasks such as listening, saying, doing, writing, and openly discussing (Solis, 2008). Even more, the United States Department of Education Office of Educational Technology and the State Educational Technology Directors Association (SETDA) urge educators to support the efforts to transform American education by using the best and most inclusive technology to power up the core func-
tions of learning and teaching (NETP, 2010). To this end, the 2010 National Education Technology Plan (NETP), Transforming American Education: Learning Powered by Technology, calls for applying the advanced technologies used every day to our entire education system to improve student learning. The NETP (2010) model of learning offers a transformative approach to rethink and redesign pedagogical practices in ways that have the potential to level the playing field and grant equity to all students. This chapter will present the background, problem statement, a theoretical framework, statement of the purpose and research questions, rationale/significance of the study, and summary.

**Background of the Study**

Since the 1983 report issued by the National Commission for Excellence in Education entitled *A Nation at Risk*, there have been sweeping reforms and much research on how to advance the academic achievement of students in the United States. On national reform agendas, the focus has been increasing students’ skills and knowledge for the job market by emphasizing math, language arts, reading and science (Blevins, LeCompte, Wells, & Shanks, 2014). The rhetoric of national reform is appealing; however, students cannot succeed in meeting the demands of the 21st century if the United States education system continues to confine teaching and learning to the one size fits all standardized approaches of the 1800s (Christensen, Horn, & Johnson, 2011).

Technology has retooled virtually every facet of our world – undoubtably, it holds the potential to revolutionize the teaching practices in the nation’s schools and positively affect students’ learning (Jensen, Holt, Sowards, Ogden, & West, 2018; Chellapan, van der Meer, Pratt, & Wass, 2018)). The challenge for many educators is determining ways to effectively move beyond traditional teaching and learning approaches that are highly outdated and of very little use to students preparing to live in the 21st century. The United States Department of Education, Office of Educational Technology (2010, 2015) and a number of scholars (Christensen, Holcomb,
Horn, Johnson, 2011; Bergmann & Sams, 2012; November & Mull, 2012; KewelRamani et al., 2018) are of the opinion that integrating technology into education would transform classrooms into environments that are providing students with new learning opportunities, educational experiences, support and encouragement they need to become self-directed, critical managers of their own work. Even more, former U.S Secretary of Education Arne Duncan maintains that technology “can change the experiences of students in the most challenging circumstances by helping educators to personalize the learning experience based on student needs and interests – meeting our students where they are and challenging them to reach even higher” (U. S. Department of Education, 2015).

Statement of the Problem

As digital natives, technology is a staple in the lives of most American students. For many digital natives, technological devices are all powerful as it makes virtually everything possible and understandable (Devlin, 2010). The proliferation of digital technology has impacted almost every facet of the modern culture including education (Jensen, Kummer, & Godoy, 2015). Despite this, there continues to be little to slow changes in the field of education as technology-driven goals remain largely on paper (Harari, 2010).

Emerging digital technologies as an instructional tool have the potential to transform traditional teaching and learning methods in a way that makes sense for the 21st century learner (Daily Mail Reporter, 2014; Chellapan et al, 2018). The challenge for our education system is how to incorporate the learning sciences and digital technology in schools to develop 21st century skills (Partnership for 21st Century Skills, 2009; U.S Department of Education, Office of Educational Technology, 2010), and to create engaging, relevant, and personalized learning experiences for all learners that mirror students’ daily lives and the reality of their future (Hofer & Swan, 2010; U.S Department of Education, Office of Educational Technology, 2010).
Policymakers, educational researchers, and practitioners are beginning to focus attention on the need to transform instruction using approaches that go beyond the traditional method. In the social sciences, a growing number of educators have been busy integrating digital technology into classroom instruction to reimagine teaching and extend learning opportunities (Stevens, Borup, & Barbour, 2018; Ash, 2012). The objective is to revitalize the social studies curriculum, instruction, and assessment – which have seen marginalization at all grade levels for the last decade of the twentieth century and the first decade of the twenty-first century. Holcomb, Beal, and Lee (2011) argued that today’s world is smaller, more connected and better informed, yet, in some instances, social studies instruction looks and feels like it did 50 years ago. Given these factors, the expansion of research based on technology usage in social studies education would be valuable. Moreover, research about innovative ideas and bold approaches such as the flipped learning model and its potential for student engagement may serve to replace the passive traditional approach to learning with a more active learning approach that creates a transformational vision for 21st century Social Studies classrooms (Bergmann & Sams, 2014; Holcomb, Beal, & Lee, 2011).

**Statement of the Purpose and Research Questions**

The purpose of this Interpretative Phenomenological Analysis study was to describe the lived experiences of three Black students’ use of technology to learn in a flipped classroom at a New York City public charter high school. This study might add to the research base of information about the effectiveness of using technology such as pre-recorded video instruction to advance students’ content knowledge in the flipped classroom. The aim of this research was to understand the lived experiences of Black high school students in the flipped classroom and to understand whether learning with technology changed students’ perception of the classroom environment and instruction.
Through the use of open-ended interview questions with 3 to 8 students the following research question guided this study: *How do Black students make-sense of using video for instruction in the flipped learning social studies classroom?*

**Significance of Research Problem**

Educators may witness the students of the 21st century, the *net generation* or “*digital natives*” (Prensky, 2001) using computer-based, Wi-Fi accessible technologies for reasons other than learning—these youngsters seem to be digitally connected 24/7. Results from a recent Pew Research Center survey, *Americans’ Internet Access: 2000 – 2015* confirms that 96% of young adults use the internet at least occasionally. In the same report, major demographic trends such as internet usages by racial and ethnic differences suggest a narrowing of the digital divide. According to the report, 78% of Blacks and 81% Hispanics use the internet compared with 85% of Whites and 97% of English-speaking Asian Americans (Perrin & Duggan, 2015).

Although students may enjoy using technology in their daily personal lives – there is a need to carefully consider how they feel about using technology to learn and study. Educational technology seems to be the ideal medium to bring together the interest of the 21st century students and the requirements of academia. All the more reason to make certain all students acquire the skills necessary to analytically and reflectively navigate the information superhighway. Today, many K – 12 educators are ready to transform the DNA of teaching and learning to mirror the technological patterns of generation “tech.” There is great encouragement at the national, state and local levels to enhance education through the use of technology. Consequently, many K – 12 educators tend to adapt technology into their pedagogical practices without truly understanding students’ views or abilities to use technology properly.
Within the social studies, technology has been likened to a sleeping giant (Martorella, 1997). For many social studies educators, the decision to integrate technology into their classroom can only begin if they can gain a greater understanding of why and how emerging and current technological tools can be effectively used in the teaching and learning of social studies (Doolittle & Hicks, 2003). But there is a critical need to explore how to leverage educational technology to empower all students and positively transform the teaching and learning process in all content areas, particularly the social studies. More importantly, there is a critical need to conduct research that examines the intersection of race and technology integration in social studies.

This study examined the lived experiences of Black students who learned social studies in a context that emphasized the video for instruction component of the flipped learning method. Previous research (Clark, 2013; Roshan & Roshan, 2012; Sams & Bergmann, 2013) on the flipped learning model has focused on numerous ways the pedagogical approach may bolster students’ academic success in subject areas such as mathematics and science. Several researchers (Day & Foley, 2006; Berrett, 2012; Brame, 2013; Sankey & Hunt, 2014) have examined the impact of flipped learning primarily on college students’ motivation and academic success, noting positive outcomes compared to traditional approach. Few studies (Faulker, 2013, 2014, 2015; Bergmann & Sams, 2012; Fulton, 2013; Roshan & Roshan, 2012; Western New York Regional Information Center, 2013) have focused on flipped learning and K – 12 students access to better teaching and learning experiences. Fewer studies (Gaughan, 2014; Green & Flumerfelt, 2013) have given consideration to how the flipped learning model can be used to transform social studies pedagogy or to enhance learning for Black students.

This study may be significant to the field of social studies as it examines the intersection of technology as an instructional tool and the learning of social studies. The results may provide a foundation for understanding the influences, motivations, challenges and benefits involved
with the integration of technology into the learning process. Even more, the results may prove significant to urban educators who are interested in using the video for the instruction component of the flipped learning to advance students’ content knowledge.

Further, this study might extend the research on technology integration into social studies with an emphasis on Black students’ classroom learning by examining how to enhance learning through the use of video for instruction. By articulating the experiences of Black students who have taken part in a flipped learning classroom, this study illuminates its current use and draws attention to the significant role it can play in urban education. Current educators can learn how to use technology in their classrooms to thoughtfully educate Black students. With this understanding, school districts, school leaders, and educators can work to make certain technology-based pedagogy engage all students in learning experiences that mirror their everyday lives.

**Positionality**

Positionality influences and affects the way an individual construct an understanding of the social world (Carlton Parsons, 2008). Some researchers acknowledge these understandings [assumptions] as paradigms, framework, worldview or basic beliefs which define for inquirers what it is they are about, the nature of the world and the individual’s place within it (Filstead, 1979; Guba & Lincoln, 1994, Ponterotto, 2005). Positionality informs our worldview and the way in which we approach educational inquiries.

Butin (2010) rationalized that perspectives are not obvious because it is always seen through the eyes of individuals and their particular cultural and historical lens. This positionality statement provides insights to better understand who I am and what I believe – it will make known the social lenses that guide my philosophical beliefs of curriculum and approach to schooling (Ornstein, Pajak, & Ornstein, 2011).
**Identities: Who I am**

Identity involves the perception of self within the fate of a group (Ashforth & Mael, 1989). In my understanding, our socialized experiences or group interactions guide the formation of self; one might question: ‘who am I’ in relation to 'me'? The identities which influence my work and professional image, originate from the perspective of a middle-class Black female, an immigrant of Caribbean heritage, and an urban educator. These intersectional identity markers as described in Crenshaw (1991) dually position me as a member of a marginalized racial group who is privileged in regard to social class. Membership in a marginalized group provides valuable social, cultural and symbolic knowledge to guide my work as a scholar-practitioner and educator (Carlton Parsons, 2008). Whereas, my position as a member of the middle-class social grouping provides experiences that guide my thinking regarding the value of exposing all students to equitable learning opportunities.

For over a decade, I have served as a K – 12 urban educator within New York City Department of Education (NYCDOE). During that time, I have served an intricate role inside and outside the classroom: teacher (Mathematics, Television Production, Journalism, Social Studies, Law, Integrated Co-teacher of Special Education and English Language Learners), coordinator of student activities, club advisor, chairperson of the school leadership team and grade team leader. Outside of urban education, I have served as the program instructor for a college and career Higher Education Initiative for economically disadvantaged students.

I have witnessed and been part of the lived experiences of students, families, colleagues and educational reform. The knowledge and insights I have gained strengthened my commitment to the field of education and shaped who I am as a professional and academic researcher. My socialized experiences guide my beliefs and the way I perceive educational issues.
Benefits of Identity Group: What I believe

Based on the noted identities that influence my work, I have a deep understanding of the dynamics and needs of Black students; particularly, those who reside in high-poverty communities. For instance, I am aware that in spite of inequitable access to class mobility, Black students in high-poverty schools have aspirations beyond their neighborhoods (Bell, 1992; Darling-Hammond, 2000, 2010; Delpit, 2013). What is more, these students care about education and have the intellectual capacities to undertake rigorous curriculum that is usually reserved for the privileged (Darling-Hammond, 2010; Delpit, 2013). Throughout my life, various social, cultural and academic experiences influenced my way of thinking. For the most part, the constructivist thinking of John Dewey in The School and Society resonated with me – and guide the way I view educational matters.

In my view, the purpose of education is to broaden one’s horizon and contribute to personal growth; education should enable individuals to seamlessly traverse the various social realms of society. A purposeful education should prepare students to become valued citizens who are able to contribute to the improvement and advancement of economic, political, cultural, social and intellectual conditions of our society. In this regard, my perspective aligns with the contemporary philosophical emphasis on the present and future – linking citizenship to social development (Ornstein et al., 2011).

Theoretical Framework: Constructivism

In this study, the research and theoretical framework comes from a constructivist foundation which is a philosophical, psychological and social construct that seeks to explain how humans acquire knowledge (Attan, 2012). In the early 18th century, Italian philosopher Giambattista Vico established the basic idea of the of constructivism construct. Since that time, construc-
tivism has been guiding research in a number of fields including psychology, educational psychology, philosophy, and education (Cobern, 1993). Within the field of education, constructivism might be used to inform the nature of knowledge or how learning takes place (Cobern, 1993). The next sections will provide a brief reference to the theoretical context.

**Constructivism: Historical and Philosophical Context**

Constructivism is a concept intended to guide the research regarding what goes on inside the learner’s mind (Cobern, 1993). It is neither a theory of learning nor a model to guide the design of instruction (Jonassen, 2006). Cobern (1993) posits that the definition of constructivism is carried in its name – “learning is the active process of constructing” (p.109) meaningful interpretation and negotiation of ideas. Moreover, constructivists hold that learning is based on personal experiences and interactions with the environment. In other words, new information is always influenced by prior knowledge – people learn by making sense of their personal experiences – no one learns by transmission (Cobern, 1993).

Constructivism as an epistemology focuses on the creation of knowledge that individuals acquire through active engagement with elements in their social context. Constructivism posits that students bring a multitude of unique experiences that help them make sense of how the world works (Colburn, 2000). Therefore, it is critical to create learning spaces where learners might actively construct knowledge rather than simply acquiring it.

Researchers Jean Piaget and Lev Vygotsky are credited as the originators whose work established the constructivist framework on how individuals acquire knowledge. However, Piaget was the first to state that learning is a developmental cognitive process where students work to create knowledge rather than receive it from the teacher.
Seminal Theorists

Vygotsky’s opposition to behaviorism and hereditarian notions of intelligence influenced his work on knowledge construction and child development. Unlike Piaget, Vygotsky’s (1978) learning theory draws upon cultural transmission and development (Reiber & Carton, 1987). To this end, Vygotsky’s (1978) posit that all learning occurs in a cultural context and involves social interactions. In other words, how the child develops and who the child becomes is linked to cultural socialization – a social process that begins at birth and is assisted by The More Knowledgeable Other (MKO), anyone who has a better understanding or a higher ability level than the child [the learner], with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. Vygotsky’s (1978) perspective on child development was termed sociocultural theory.

Vygotsky’s (1978) zone of proximal development (ZPD) is considered one of the most powerful ideas to influence developmental psychology (Bransford, Brown, & Cocking, 2000) and the field of education. The ZPD is the zone of learning that measures the child’s actual development levels based on independent with adult guidance or peer collaborative problem solving and that child’s potential ability to perform the task (Vygotsky, 1978). The researcher believed that knowledge and thinking is the end product of socialized and social behavior. According to Vygotsky (1978), social learning precedes development.

John Dewey’s work offers philosophical thinking which strengthens Vygotsky’s knowledge construction. Dewey’s (1897) essay titled My Pedagogic Creed outlines his beliefs on the nature of education as it relates to school. Much of Dewey’s beliefs can be likened to elements of Vygotsky’s sociocultural theory. For instance, Dewey (1897) states: “Each individual has unique interests and powers; education won’t work unless it begins with where each child is
at. Then must connect individuals’ interest abilities and social ends Education is a process of living and not a preparation for future living (p.230). Dewey’s thinking draws a parallel to Vygotsky’s zone of proximal development.

Dewey’s contributions come in the form of critical thinking and practical application to student-centered learning. Dewey’s theory of education stresses the importance of providing students with “active and alert not passive and receptive” (Dewey, 2001, p.10) learning opportunities. Dewey’s educational pedagogy focused on two schools of thought: (1) a focus on the content matter and the delivery of it, and (2) student–centered learning, where the content was presented in a way that allows a student to relate it to prior knowledge and experience, which helps a student feel connected to this knowledge.

In Dewey’s (1897) essay titled My Pedagogic Creed, he posits that the educational process has two sides that are organically related and of equal importance “neither can be subordinated to the other or neglected, without evil results following. Hence, true education should not compromise the two sides: (1) psychological (basis) – the child’s own instincts and powers furnish the material; gives us only the idea of a development of all the mental powers without giving us any idea of the use to which these powers are put. (2) Sociological – to know the individual it is necessary to give complete possession of all his powers; this is accomplished in active social relationships. Dewey’s (1902) philosophy on active social relationships encompass a zone where students grow as thinkers, actively develop their abilities, learn a variety of perspectives, build character, self-discipline and develop a sense of ethics.

Today, psychologists and educational researchers, building on the constructivist ideologies of Jean Piaget, Lev Vygotsky and John Dewey, have come to understand that learning is not only about gaining content knowledge with a teacher delivering information at the front of the
Increasingly, contemporary theorists and educational researchers’ work draws attention to the usefulness of the constructivist thinkers’ emphasis on learning by doing or active learning. The new science of the mind has acknowledged that learning is an active process in which people construct new understandings of the world around them through active exploration, experimentation, discussion, and reflection (Dewey, 1902; Kirkman, 2002).

**Contemporary Theorist**

Prince (2004) defines *active learning* as “any instructional strategy that engages students in the learning process” (p.223). According to Prince’s (2004) broad definition, *active learning* includes activities and assignments such as homework or direct learning from source material, during or outside of class (Fink, 2003). Furthermore, the core element of the active learning experience must include student activity and engagement in the learning process (Prince, 2004). In practice, *active learning* refers to activities that are introduced in the classroom and include opportunities for the learners to reflect on their actions – the emphasis is on learning, not instruction. Prince’s (2004) constructivist view of active learning supports the theory that students learn best when they are involved in reflective participatory learning activities rather than when they are passive recipients of a body of knowledge.

**Rationale of the Theoretical Framework**

For this study, the aim was to understand whether learning with technology changed students’ perceptions of the classroom environment and instruction. Therefore, the constructivist theory emphasis on how students learn, and the best way students can learn makes it an appropriate lens to examine the study. The constructivist ideology of active learning is increasingly seen as requisite for powerful content teaching (Fairey et al., 2000). Researchers (Fairey et al., 2000; Christensen et al., 2011; Bergmann & Sams, 2012; November & Mull, 2012) believe integrating
technology into education would transform classrooms into active learning environments that engage all students in the learning process. Technology opens the door to new and innovative applications of constructivist teaching and learning methods. To this end, the constructivist framework allows this researcher to examine the way in which integrating technology in the instruction allows students to make sense of their learning in the flipped classroom.

Definition of Terms

- **African American and Black** – The participants in this study self-identified their race/ethnicity on the participants profile/questionnaire (Appendix G).
- **Accountability [Education]** – the set of policies and practices that a state uses to assess and hold schools and districts responsible for raising achievement for all students (Ed Trust, 2019).
- **Active Learning** – any student activities and assignments such as homework or direct learning from source material during or outside of class that includes opportunities for learners to reflect on their actions (Fink, 2003; Prince, 2004).
- **Constructivism** – a philosophical, psychological and social construct that seeks to explain what goes on inside the learner’s mind (Cobern, 1993; Jonassen, 2006; Attan, 2012).
- **Double Hermeneutic** – researcher attempt to make meaning of the participants trying to make sense of what is happening to them (Smith et al., 2009).
- **Educational Equity** – the assurance that every student has access to the resources and educational rigor they need during education despite race, gender, ethnicity, language, disability, family background or family income (NCSL, 2018).
• **Flipped Learning** – a pedagogical approach that requires students to listen to teacher lectures (direct instruction) at their own pace, typically through instructional videos and the classroom is transformed into an interactive learning environment (FLN, 2014).

• **Interpretative Phenomenology Analysis (IPA)** – A qualitative research approach committed to the examination of how individuals make sense of their major life experiences (Smith et al., 2009).

• **Interpretative** – research participants attempt to make sense of what is happening to them (Smith et al., 2009).

• **Lived Experiences** – The researcher and participants’ exploration of a particular experience through reflection, understanding, and sense-making (Smith et al., 2009)

• **Passive Learner** – the student is accountable for absorbing information by paying attention, asking questions, and performing well on a test (Rodriguez, 2018).

• **Phenomenology** – a philosophical approach that provides a rich source of ideas about how to examine and understand the everyday experiences of individuals (Smith et al., 2009).

• **Positionality** – the way in which an individual construct an understanding of the social world (Carlton Parsons, 2008).

• **Self-efficacy** – a personal judgment or belief in one's innate abilities to overcome obstacles required to deal to achieve goals (Bandura, 1982; Kolbe, 2009).

• **Student – Centered Learning** – the presentation of content in a way that allows a student to relate it to prior experiences, which helps the student feel connected to knowledge (Dewey, 2001).
Chapter Summary

This chapter introduced research about the potential of technology to create a transformational vision for 21st century teaching (Holcomb et al., 2011). The flipped learning methodology was foreground as an innovative use of instructional technology that has the potential to advance the learning of Black students. In addition, an overview of key seminal experts in the area of constructivist theory has been provided. In Chapter II, a review of the literature examines the call for reform, educational technology, the intersection of technology and learning, and the flipped learning methodology.
CHAPTER TWO
LITERATURE REVIEW

The purpose of this literature review was to examine factors that influence the academic achievement of Black students. The first goal of the literature review was to identify aspects of schooling and society that hinder the academic development of Black students. The second goal was to explore 21st century teaching and learning best practices and innovative systems that might enhance the academic success of Black students.

The literature review includes discussions of (1) reform, accountability and educational equity as it pertains to Black students, (2) educational technology (3) technology and social studies, (5) flipped instructional model, social studies and active learning. The final section of the literature review includes conclusions drawn from the research and implications for practice.

Educational Equity

The United States put forward an ideology that supports educational equity for all students; however, a close examination of the education system manifests a different perception. Even with decades of federal legislation, the promise that all students shall have access to the resources and educational rigor they need during teaching and learning has been uneven (SPREE, 2018). Many of the nation’s traditionally underserved students do not experience learning that critically engage their intellectual capacities. In The flat world and education: How America’s commitment to equity will change the way we learn, Darling-Hammond (2010) raised the question: “what might we accomplish as a nation if we could finally set aside what appears to be our de facto commitment to inequality, so profoundly at odds with our rhetoric of equity and put the millions of dollars spent continually arguing and litigating into building a high-quality education system for all children” (p.164). Perhaps, America’s commitment to equity would finally be realized.
Darling-Hammond (2010) draws attention to a number of disparities in the U.S education system that contributes to the nation’s decline from being the best in the world. What is more, Darling-Hammond (2010) noted that the U.S education system continues to support the long-standing tradition of separate and unequal schooling – despite the urgent need to move beyond disparate and shifting reform initiatives. In the Flat World and Education, Darling-Hammond (2010) argued that the United States needs to establish a purposeful equitable education system that will prepare all children for success in a knowledge-based society. The book lay emphasis on the critical need to create thoughtful, well-organized, and well-supported set of policies that will help students learn how to learn, create and invent in the new world they are entering (Darling-Hammond, 2010).

**Accountability: New Standards and Old Inequities**

Over the last two decades, inequities in educational opportunities have worsened (Darling-Hammond, 2010). In recognition of the need to increase equitable access to education, the number of programs and legislations designed to assist racial and ethnic minority students have increased. However, there is still much work needed when it comes to creating high quality sustainable academic opportunities for all students regardless of race, status, or socioeconomic background. Ultimately, the most important action necessary within the United States education system is to close the achievement gap, by increasing access to quality learning so all students may be academically successful regardless of neighborhood demographics.

In the fifty US states, all public schools are held accountable to the federal government for students’ achievement – via high-stakes standardized test results. However, all schools do not have access to the same resources. Darling-Hammond (2010) proposed that: “if states require all students to meet the same educational standards, they must assume a responsibility to
provide adequate resources to allow students a reasonable opportunity to achieve those standards, including a curriculum that fully reflects the standards; teachers well qualified to teach curriculum; and the materials, texts, supplies, and equipment needed to support their teaching” (p.99).

A Call for Reform: From a Nation at Risk to No Child Left Behind

In the 1970s and early 1980s, the United States embarked on an active search at both state and federal levels for ways to improve whole schools and whole school systems (Ferguson & Mehta, 2004). The National Commission (1983) released A Nation Risk Report which warned concerned American citizens that the: “educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people” (p.1). In turn, the United States entered the era of school accountability and educational reform.

The standardization trend continued to circulate in American schools through the reauthorization of federal school reform policy – the Elementary and Secondary Education Act (ESEA) of 2001, which included public law 107-110: An act to close the achievement gap with accountability, flexibility and choice so that no child is left behind (S. Rep. No. 107-110-2002, 2002). The No Child Left Behind legislation was another national call to “ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (S. Rep. No. 107-110-2002, 2002). The premise of NCLB centered on establishing standards and measurable goals in hopes of increasing student success and achievement (Little, 2013). Even more, the historical legislation mandates the uses of technology in the educational accountability reform movement.
Reform in the 21st Century: A New Education Law

Enacted more than a decade ago, the NCLB intended to hold schools accountable for educating all of their students. Since the passage of the law, some states still fail to meet the needs of traditionally underserved students. On December 10th, 2015, President Barack Obama signed Every Student Succeed Act [ESSA] legislation to rewrite the Elementary and Secondary Education Act and replace the controversial NCLB Act. The ESSA became the chief federal law for K–12 general education. A provision of the ESSA legislation requires states to focus resources on low-performing schools with groups of historically underserved students who consistently demonstrate low academic performance.

The law shines a light on the need for states to promote, support, and grow innovative practices that have an impact on ensuring every child has a chance to learn and succeed (Campisi, 2018). In this regard, the United States educational reform movement continues to focus on setting rigorous standards in hopes of challenging educational inequalities, boosting student achievement, and providing students access to high-quality instruction (Diamond, 2007; McLaughlin & Overturf, 2013). To this end, all states have supported the incremental development of a technological infrastructure, in part through NCLB IID, which serves as the basis for such data collection, analysis, and reporting.

Educational Technology

During the 20th century, education has embraced technology, believing educational technology can facilitate unique learning environments or contribute features to make traditional learning more powerful and effective (Ayas, 2006). Even more, there is a considerable amount of pressure from federal and state governments to infuse technology within classroom instruction, as technical proficiency is a goal repeated throughout No Child Left Behind (Culp, Honey & Mandinach, 2005; Journell, 2009). With the advent of the internet and the World Wide Web,
technology has become more relevant and important (Fairey et al., 2000). Fairey et al. (2000) concurred (Maskin, 1996) view that the benefits of educational technology is reliant on the willingness and ability of teachers to introduce Internet-based projects that connect to the real world and build skills.

New technologies and teaching approaches are having enormous effects on education practices. Researchers such as Yeager & Morris (1995) and Fairey et al. (2000) have shown that technology can be used as a productive tool to develop skills such as deductive thinking, problem solving, investigation, creative thinking and interpretation. Other studies (Adams, 1995; Clark, 1995; Jennings, 1995; Fairey et al., 2000; White, 1999) maintain that technology use in the classroom boost student motivation by empowering students to take ownership over their own learning. In addition, White (1991) and Fairey et al. (2000) suggested that if technology is used to its fullest interactive potential and students are challenged to work together productively and creatively, then powerful learning can result.

In 2010, the National Education Technology Plan (NETP), Transforming American Education: Learning Powered by Technology, called for “engaging and empowering learning experiences for all learners” that places the focus on “what and how we teach to match what people need to know, how to learn, where and when they will learn” (U.S Department of Education, Office of Educational Technology, 2010, p. 9). The introduction of the National Education Technology Plan (2010) provides educators a new opportunity to reconsider the traditional approaches to teaching and learning (Conley, 2011). What is more, Duncan (2010) believes the NETP (2010) has the potential to radically alter the kind of instruction common to the nation’s educational landscape. Then again, the hardest part of any theory of action in educational change is not how to start it, but how to make it spread (Hargreaves, 2009).
The advancement in computer and information technologies over the past two decades has dramatically changed the way we teach and learn (Diem, 2000). The integration of technology into social studies can be a very effective way to improve teaching the content area, perhaps more than any other subject area (Ayas, 2006; Roblyer & Edwards, 2000).

**Technology and Social Studies**

As the study of humankind from a multitude of perspectives with a citizenship education at its core (Dynneson, Gross, & Berson, 2003), social studies education has not evaded the impact of technology (Roblyer & Edwards, 2000). A decade and a half ago, the National Council of Social Studies (NCSS) published Expectations of Excellence: Curriculum Standards for the Social Studies – a response to the national call for the use of technology in education. The publication asserts that the effective integration of technology into social studies teaching “can add important dimensions to student learning” (NCSS, 1994, p. 165). A lofty goal of the social studies as defined by NCSS (1994) publication called for powerful social studies teaching and learning that laid emphasis on “meaningful, integrative, value-based, challenging and active learning” (NCSS, 1994, p.162). While there has been a great deal of interest and fascination regarding technology’s potential to enhance the teaching and learning of the content area – social studies educators have been slow to adapt and make use of educational technology (Holcomb et al., 2009).

To achieve the goals of the NCSS and shift the traditional approach to teaching and learning in social studies classrooms there needs to be a transformational shift in the use of technology in education from technology-as-teacher to technology-as-partner (Jonasson, Peck & Wilson, 2003). In their research Ehman & Glen (1991), Fairey et al (2000), and Ayas (2006) identified countless ways in which educational technology can be used to advance student performance and improve the teaching and learning of social studies. Yet, in some instances, social
studies instruction looks and feels like it did 50 years ago (Crocco & Cramer, 2005; Holcomb et al., 2009). In some social studies classrooms, technology remains merely an additive to existing teaching and learning practices rather than a revolutionizing force that can allow social studies education to move beyond meaningless facts, inadequate connections, and superficial coverage of content and passive knowledge (Fairey et al., 2000).

In a review of the research literature, Whitworth & Berson (2003) revealed that social studies teachers continued to use the Internet primarily for accessing information for use in existing lesson plans. Cuban et. al. (2001) foretold this finding when he concluded that computers were "oversold and underused" in U.S. schools and that access to equipment and software seldom led to widespread teacher and student use. In a qualitative study of 35 high school teachers, Cuban et al. (2001) discovered how rarely technology was used as an impactful tool in most classrooms and how little it affected the students who did not enroll in computer-based electives. Other researchers such as Fairey et al (2000), Cuban et al (2001), and Whitworth & Berson (2003) maintained that teachers most frequently used technology as a more sophisticated and expensive way to support rather than alter traditional methods. Nonetheless, scholars such as Diem (1999) and Fairey et al (2000) maintain the position that powerful teaching and learning in the social studies is possible if teachers learn how to simultaneously use technology as a teacher’s assistant learning tools that promote students’ content knowledge and skills through the use of drill-and-practice and a learning tool that fosters critical thinking.

Recent studies (Ayas, 2006; Irving & Hudley, 2008; Holcomb et al., 2009) examined the potential of technology to re-design pedagogical approaches aimed at improving the traditional approaches in the teaching and learning of social studies. Researchers Martorella (1997) and Fairey et al (2000) believe that emerging technology and social studies has the power to become a “dynamic and forceful agent for change in the social studies curriculum.” In Holcomb et al.,
(2011) view, educational technology in social studies would enable students to explore and experience, thus creating new opportunities that can allow the curriculum to become more active and hands-on.

**Flipped Classroom Model**

The flipped learning model has garnered the interest of over twenty-five thousand educators across a wide-range of disciples in the K – 16 learning environment (Flipped Learning Network, 2015). In fact, a Google search of the term *flipped classroom* revealed a plethora of informational articles, commercial websites, non-profit organizations and educational websites dedicated to promoting the newest method of teaching that is “turning the traditional classroom on its head” (Strayer, 2011). The pedagogical method used in the flipped classroom represents a unique fusion of two learning principles grounded in opposing schools of thought – the direct instruction and lecture practices derived from the essentialist thinkers and the active problem-based learning central to the Progressivism school of thought (Bishop & Verleger, 2013). Although the flipped classroom has taken residence in a number of disciplines and has been implemented in several classrooms across the nation and overseas there is a lack of consensus regarding how to define and execute the pedagogy (Bishop & Verleger, 2013).

**Definition of the Flipped Classroom**

The terms *flipped classroom* or *flipped learning* is most associated with the work of two high school science teachers, Sams and Bergmann, who began creating video lectures to remedy a student-athlete absenteeism problem within their classrooms. Initially, the concept of *flipped classroom* was centered on a simple premise – students watched teacher-created lectures outside of the classroom and completed homework in the classroom. Advocates of *flipped classroom* such as Bishop & Verleger (2013), Flipped Learning Network (2015), and Sams & Bergmann (2012) note that pedagogical approach is not about how to use videos in one’s lessons.
According to Sams and Bergmann (2012), the flipped classroom is a pedagogical approach that shifts direct instruction onto a teacher-created video (screen cast) that permits students to watch the lecture at home or inside the classroom. In this way, teachers do not have to deliver whole-class instruction rather the instructional shift permits teachers to deliver targeted instruction to students (Sams & Bergmann, 2012). The flipped classroom permits teachers a broad platform to customize and prioritize the best use of class time with students – one-on-one instruction, small group learning, mastery instruction or at-risk support. Flipped classroom extends the simplistic notion of students watching videos at home and doing homework in the classroom.

Due to the ever-changing nature of teaching, students learning styles and emerging educational technology, a number of descriptions and interchangeable terminology have been linked to the flipped classroom. A survey of the prior and ongoing research of the flipped classroom conducted by Bishop and Verleger (2013) situated the teaching and learning approach in the constructivist and behaviorist principles. The main supporter of the constructivist approach is the use of technology in education which makes the essence of the education process more flexible. Even more, Bishop and Verleger (2013) established a restrictive definition of the flipped classroom to include only those educational techniques that consist of two parts: collaborative learning activities inside the school and individual computer-based instruction outside of the school.

Technology in the classroom [instruction] eliminate the physical limitations of the traditional classroom, student experiences get rich and students become more open to questioning and different skills. Effective use of technology brings students to the point of independent learners saving them from dependence on the context of Social Studies course content (2018). Individualized teaching, which defines individuals’ needs and capacities, makes learning meaningful and provides flexibility in planning, giving homework, and adjusting the learning speed is intensively
accepted by educators (2013). Technology in education had disrupt the traditional teaching process by enabling teachers to provide the flexibility of individualized teaching (2015).

**Flipped Classroom and Constructivism Theory**

Classrooms that adopt the flipped learning approach are likely to see the classroom atmosphere begin to change because of the greater focus of interactive learning. Researchers such as Bergstrom (2011), Strayer (2012), Tucker (2012), Green & Flumerfelt (2013), Tune et al (2013), and Steen-Utheim and Foldnes (2018) are finding positive trends in comparative studies and case studies that examined the active-learning flipped classroom environment against the traditional lecture-based classroom environment. For example, Bergstrom (2011) compared a passive lecture model with an approach that used online content delivery. The findings revealed more positive opinions from students utilizing online content. In his dissertation study, Strayer (2012) conducted a statistics course in both lecture-based and active formats. The findings showed student attitudes and impressions improved in the flipped environment. Tucker (2012) and Green et al (2013) suggested that in high school settings, the flipped model leads to better relationship between students and the instructor, greater student engagement, and higher motivation. Steen-Utheim and Foldnes (2018) examined students’ engagement in a flipped classroom and traditional classroom and showed that students were positive about the flipped methods and developed a better understanding of the coursework. Tune *et al.* (2013) gathered data on graduate students in a flipped physiology course in which marked and quantified improvement in conceptual understanding was seen. McLaughlin et al. (2014) flipped an introductory pharmaceutics course at a pharmacy school and found that students’ attitudes and self-reported learning were greater in the flipped model.

LaFee (2013) argues that flipped learning advocates teachers to become “guides on the side” shepherding students in charge of their own learning. In this constructivist approach,
teachers are able to use class time for deeper, more personalized instructional activities to promote and motivate deeper learning. The flipped learning model leverages new technology to redefine class time as a student-centered environment. For Sams and Bergmann (2013), the flipped classroom was valuable in shifting lower levels of activities out of the class while creating more time for upper level tasks that required students to apply, analyze, evaluate and create. In their model, the flipped classroom was about using videos to replacing passive learning with a more active learning approach (Bergmann & Sams, 2014). The learning approach builds upon Benjamin Bloom’s (1985) work by utilizing technology to increase student engagement and implement flexible self-paced learning systems. Students must demonstrate mastery of a particular set of objectives before moving on to the next set.

In their quantitative quasi-experimental study Jensen et al., (2015) compared the effectiveness of an active-learning flipped classroom model and an active-learning non-flipped classroom model while only varying the role of the instructor. The researchers hypothesize “that instructor facilitation is the main causal factor of improvement in student learning in the flipped model” negated the use of tightly controlled factors such as the students being taught using the 5-E instructional model (Bybee 1993) and the use of the same active-learning instructional material in the two sections of the course. The researchers predicted there would be “a clear difference in treatment conditions between a non-flipped learning cycle and a flipped learning cycle model” (Jensen et al., 2015, p. 2). Results showed that both the low-level and deep conceptual learning were equivalent between the conditions. Attitudinal data revealed equal student satisfaction with the course. Both treatments ranked their contact time with the instructor as more influential to their learning than what they did at home. The researchers concluded that the flipped classroom does result in higher gains or better attitudes compared to the non-flipped classroom when both utilize an active learning constructivist approach. The researchers proposed that learning gains
in either condition are most likely a result of the active-learning style of instruction rather than the order in which the instructor participated in the learning process.

**Flipped Social Studies Classroom**

The use of innovative and meaningful educational technology in social studies classes has been considered a potentially effective tool to improve learning. One particular well documented case study in which the flipped model showed evidence of significant improvement on student performance took place at Clintondale High School (CHS) in Clinton Township, Michigan. CHS is an urban high school located in the greater Detroit area which has student body of 553 students. Of these, 73 percent of the students are African American, and 26 percent are White. Approximately, 74 percent of the student body qualifies for free and reduced lunch. CHS special education population comprises 18 percent of the student body.

During the 2009 – 2010 school year, the pass rate for students at CHS was low across all subject areas. According to data published by Pearson (2013), the performance data for first-year students indicated 48 percent of students passed English Language Arts, 56 percent passed mathematics, 59 percent passed science, and 72 percent passed social studies. The low-performance data compelled the CHS staff led by Principal Greg Green to find a new way to educate the at-risk students. Principal Green observed that the at-risk students at CHS often lacked a safe and productive learning environment, supportive relationships, collaboration opportunities, and consistent access to instructional technology at school and home (Pearson, 2013).

In September 2010, CHS implemented a pilot study of the flipped learning model in one at-risk ninth grade social studies class, and every student passed the course. In comparison, the pass rate was unchanged for on-grade level ninth grade students in a traditional lecture model social studies class. The students' performance in the pilot study influenced the decision of administration at CHS to expand the flipped learning model to all first-year courses.
According to the data published by Pearson (2013), the results of the CHS implementation of the flipped learning model in the freshman class during the first semester showed considerable gains. In social studies, the failure rate decreased to 19 percent, 33 percent in English language arts, 31 percent in mathematics, and, 22 percent in science. Across all subject areas, there was an increase in performance ranging from 9 to 19 percentage points. In social studies, there was an average gain of 9 percent in freshman classes. Also, the number of student discipline referrals was reduced in two years by 74 percent, suggesting that the flipped learning model may serve to increase academic progress as well as foster better relationships in the learning environment. The documented success of the pilot study resulted in the entire campus being switch over to the flipped learning model in all core subject area during the 2011 – 2012 school year (Pearson, 2013).

The amount of one-on-one time teachers spend with students has increased by a factor of four, allowing them to get to know students better, personalize learning and assessment, and improve students’ skills and understanding. According to Principal Green, “the flipped approach frees up classroom time so teachers can help students master topics, deepen relationships, and build critical thinking skills” (Pearson, 2013, p.2).

On the Michigan Merit Examination in 2012, the pass rate for students in the eleventh grade increased in every subject area over the prior year. The most notable gain was the number of students passing reading rising by 11 percentage points. The other content areas of significant increase were in social studies and writing, where the students pass rate increased from 16 and 21 percent to 23 and 28 percent respectively.

Summary

This chapter presented an overview of the literature relevant to this Interpretative Phenomenological Analysis study. The review of the research discussed educational equity, accountability
{educational opportunity gap}, the call for reform – rigorous standards and opportunities for all students to learn, the aim of 21st-century reform to harness technology to impact teaching and learning practices, educational technology, technology, and social studies. The Flipped learning model was introduced and examined as an active learning instructional strategy to enhance the learning of students. The next chapter explains this study’s research methodology.
CHAPTER THREE

METHODODOLOGY

Educators may witness the students of the 21st century, also known as the *net generation* or *digital natives* (Prensky, 2001), using computer-based Wi-Fi accessible technologies for reasons other than learning. These youngsters seem to be digitally connected 24/7. Although students may enjoy using technology in their daily personal lives, there is a need to carefully consider how these students feel about using technology to learn and study. Increasingly, teachers and administrators are working to transfer the traditional teaching and learning methods using technology-based pedagogy such as the flipped learning to create engaging, relevant, and personalized learning experiences for all learners that mirror their daily lives and the reality of their future (Hofer & Swan, 2010; U.S Department of Education, Office of Educational Technology, 2010).

The purpose of this Interpretative Phenomenological Analysis (IPA) study framed in active theory was to explore and better understand the experiences of three Black high school students’ attempt to make-sense of the instruction from video flipped learning pedagogy at a New York City public charter school. The central phenomenon is the instruction from video technology-based flipped learning pedagogy as a strategy for promoting active learning and innovation in instruction.

The central research question was the following: *How do Black students make-sense of using video for instruction in the flipped learning social studies classroom?*

The first section of this chapter presents the research question, purpose statement, research design, and research tradition. The second section includes research procedures: participants, recruitment and access, protection of human subjects, data collection, data storage, data analysis, and trustworthiness. The chapter will conclude with a summary overview.
Research Design

A qualitative research design was used to understand the sense-making process of Black students in the flipped learning classroom. Qualitative research enables the researcher to step into the participant’s natural world to understand, describe, and discover the meanings “ascribed to a social or human problem” (Creswell, 2013, p. 44). Further, qualitative research is conducted when a problem or issue needs to be explored and the results or search for understanding cannot be assessed using a quantitative method (Creswell, 2013). This researcher sought to understand the experiences of Black students in the flipped learning classroom – therefore, words, not numbers was the best suited mode of analysis to collect rich, real, and in-depth research findings. The inductive mode of analysis provided a holistic, comprehensive and expansive perception of the students in their environment.

The social constructivist paradigm provided the foundation for the research on Black students flipped learning experiences. The emphasis of social constructivism is the interaction between the researcher and the participants with a goal of understanding the lived experiences from the point of view of those who live it day to day (Ponterotto, 2005). The constructivist researcher becomes embedded in the participant’s story as she is the one examining it and describing it (Butin, 2010). This researcher’s dual role was that of observer during data collection and interpreter during data analysis.

The interpretative nature of the research question for this study is best situated in the IPA approach which provides a framework for the researcher to understand the meaning of the participants’ experiences through their own words. For this interpretative study, the participants engaged in a considerable amount of reflecting, thinking, and feeling as they attempt to make-sense of what it means to be a student in the flipped learning classroom (Smith et al., 2009).
**Research Tradition**

This study used the Interpretative Phenomenological Analysis (IPA), a recently developed psychological research approach to qualitative inquiry committed to the examination of how people make sense of their major life experiences (Smith, Flowers, & Larkin, 2009). Research psychologist Jonathan Smith is the key theorist in the development of the IPA approach, which was introduced to study experimental qualitative research in the field of Psychology (Smith et al., 2009).

The IPA approach is influenced by three philosophical assumptions: (a) phenomenology, (b) hermeneutics and (c) idiography. The first major theoretical influence of IPA derives from a philosophical approach to the study of experience known as phenomenology. A central aspect of phenomenological philosophy is that it provides a framework to guide the way we understand what our experiences of the world are like (Smith et al., 2009). The second major theoretical influence of IPA derives from hermeneutics or the theory of interpretation. Hermeneutic theorists are concerned with ‘what are the methods and purpose of interpretation. The third major theoretical influence of IPA is idiography, which is concerned with the depth of analysis in the sense of details and understanding the meaning of the phenomena for a given person, in a particular context (Smith et al., 2009).

The study of phenomenology draws from the works of Husserl, Heidegger, Merleau-Ponty and Sartre. Each theorist contributed to the evolution of the approach in a way which is consistent yet distinctive (Smith et al., 2009). Of these, Husserl’s work on experiences and perceptions centrally focus the founding principles of phenomenological inquiry. These theorists had a shared commitment to understanding our ‘being-in-the-world (Smith et al., 2009). The study of hermeneutics draws from the work of Schleiermacher, Heidegger, and Gadamer. Fi-
nally, idiography involves the analytic process which examines the specifics of each case to provide detailed, nuanced analyses of particular instances of lived experiences and then carefully moves to an examination of similarities and differences across the cases.

From Husserl’s work, an understanding of the importance of the human experience and perceptions emerged. Husserl was interested in finding a rigorous process by which someone might come to know their own experience of a given phenomenon and would be able to identify the essential qualities of that experience (Smith et al., 2009). As Husserl expressed in Smith et al. (2009), phenomenology involves disengaging the everyday activity, in order to examine the taken for granted experiences. The term phenomenological attitude was coined to describe this reflective process. For Husserl, phenomenological inquiry focused on the intentionality or consciousness of something described as “seeing is seeing something, remembering is remembering something, judging is judging something” (Smith et al., 2009, p. 13).

From the Heideggerian concept of ‘worldliness,’ IPA researchers are provided the key idea of human-beings been thrown into a pre-existing world of people and objects, language and culture, and cannot be meaningfully detached from it (Smith et al., 2009). In other words, the interpretation of human-beings meaning-making activities requires the existence of others. For this study, the Heideggerian approach supported an engagement in the double hermeneutic of understanding (Smith et al., 2009). The participants shared their perspective on how instruction from video contributed to their learning of content and those stories were interpreted to better understand the participants’ perspective.

Finally, this study was idiographic as each participant was dealt with individually. The choice of the IPA approach supports an idiographic commitment to exploring the students’ individual perspective to the phenomena under study. Unlike other qualitative methodologies, such
as ethnographic which seek to establish a particular group understanding or relationship to a phenomenon, IPA’s idiographic nature focuses on grasping the unique meaning of something from a given person (Smith et al., 2009). IPA combination of the various tenets of phenomenology, hermeneutics, and idiography allows knowledge of the phenomenon to be built up through further questioning, thereby developing research data which evaluated ideas and drew conclusions to attempt to make-sense of the participant’s perceptions of the flipped learning social studies classroom.

**Participants and Site**

The participants in this research study included Black students who attended a public charter high school located in the Bronx borough of the City of New York. There were a number of intentional factors utilized in the selection of the research site and participants, in particular, the central phenomenon, and accessibility to site and information rich individuals who had experienced the phenomenon (Creswell, 2012; Rubin & Rubin, 2012). The purposive sampling method guided the selection of the research site which was a 9 – 12 learning environment providing service to a homogeneous group of participants who experienced the flipped learning phenomenon, and for whom the research question may be significant (Smith and Osborn, 2003; Creswell, 2013; Smith et al 2009).

The rationale for selecting this high school for research was the opportunity to understand the experiences of Black and Latino students in a flipped learning classroom. The 2015 – 2016 statistical school snapshot indicated the general population was comprised of a student population of 36% Black, 62% Hispanic, and 2% multiracial students. Based on the demographic details, this research site has a larger population of Black and Latino students than most City of New York public high schools using the one-to-one technology flipped learning model. Finally, a connection was established with a social studies flipped learning teacher while briefly working
as a substitute teacher in this school. This factor allowed an opportunity to experience the school’s one-to-one technology initiative in which the participants were provided personal chrome books to develop digital literacy and support those classrooms using the flipped learning model.

A purposeful sample of three Black high school students participated in this Interpretative Phenomenological Analysis study. Initially, the first call for participants sought a maximum sample size of eight Black and Latino students as suggested by various IPA researchers (Smith and Osborn, 2003; Smith et al., 2009). The initial sample size was unsuccessful because of lack of follow through to the next phase from potential participants. After the second call for participants, seven participants expressed interest in participating in the study including three Black and four Latino students. However, one of the four Latino participants did not move forward because she was reluctant to speak one-on-one. Two of the four Latino male participants requested telephone interviews. However, they did not respond to outreach efforts. Finally, the parent of one of the male Latino participant granted verbal consent to participate in the study; however, the participant had limited availability due to sports practice.

The IPA approach is very flexible in its sampling requirement, as the focus is more on perspectives than on the number of participants (Smith et al., 2009). Hence, the use of a small purposively selected and carefully situated sample allowed ample time to fully engage with the three Black participants to understand how the flipped learning phenomena had been understood from their perspective (Smith et al., 2009; Creswell, 2009). A central feature of IPA research is the idiographic method, a writing style that is very descriptive and detailed in a presentation (Ponterotto, 2005). Therefore, this study’s small sample sizes fit within the norm of IPA research.
Recruitment and Access

Qualitative research involves gaining permission and building of rapport in a way that will enable the easy collection of data (Creswell, 2013). One year prior to the commencement of data collection, there was an opportunity to observe the flipped model of instruction being used in the selected research site as a part of the school’s one-to-one technology initiative. As a result, a connection and rapport with the school’s gatekeepers namely the flipped learning social studies teacher commenced. In conversation, the interest in conducting a research study to understand the students’ experiences in the flipped classroom became a central focus. The teacher of the flipped class agreed to allow access to the students pending approval of the various gatekeepers at the school and district level.

After Northeastern University and New York City Department of Education Institutional Review Boards (IRB) approved the proposed study the recruitment process commenced. According to the NYC DOE IRB guidelines (2014), the principal of the school must consent to the research being conducted in their school and retain the right to withdraw the school at any time.

Initial outreach via electronic mail provided principals with the following information:

- The DOE IRB approval letter;
- A letter containing the following information: purpose and design of the research, research methodology, recruitment inclusion/exclusion criteria and strategies, confidentiality and anonymity, the time commitment for research subjects, risks/benefits of participation, how the use of the research findings.
- Approval to Conduct Research in Schools form, which was signed by the principal and returned to the New York City Department of Education and Northeastern University Institutional Review Board.
Upon first approval, Mrs. Katz, a history teacher at the research site allowed access to speak with all of the junior and senior students who experienced the flipped learning model in a social studies class at the high school. Even more, Mrs. Katz served as a liaison between the students, the researcher, the history teachers, and the school’s principals.

To commence the call for participants (Appendix C) two informational sessions about the research study was held at the charter high school. During each session, non-technical terms were employed to clearly explain to possible participants the voluntary nature of the participation, purpose of the study, the one-on-one interview procedures, the benefits, the potential risks of being involved in the study. Unfortunately, the commencement of the New York State Regents Examination week, graduation and summer recess halted the recruitment of participants.

In fall 2016, an email outreach to Mrs. Katz resumes the recruitment of student participants. During this second effort to recruit possible student participants, a total of six classroom informational sessions took place at the high school. At the beginning of the presentation, each potential participant received an informal survey to indicate interest in participation or non-participation. Additionally, each potential participant received a recruitment letter which provided written information about the opportunity to volunteer to take part or not take part in the study. Further, possible participants received a written parent consent form (Appendix D) and a student assent forms (Appendix E) regarding their rights for involvement and anonymity.

Each of the seven participants who indicated on the simple survey interest in participation received a telephone call. The individual calls commenced the rapport building process which included a formal introduction to the parents. During this time, a detailed and personalized explanation of the purpose of the research study to be conducted took place. Each individual student had an opportunity to ask questions about their role as a participant, the benefits and the risks of being involved in the study, the expected use of the results, and their rights to privacy
and anonymity. Afterward, the parents granted verbal approval for the participants to take part in the study and committed to the sign and return the consent forms. Prior to ending the call, an agreed upon date and time was scheduled to conduct the interview. The student participants had sufficient time to determine whether to volunteer to participate or not in the study.

The three Black students who participated in this research study had the flipped learning experiences in common and were members of the traditional high school demographics.

Table 1

<table>
<thead>
<tr>
<th>Participants</th>
<th>Age at time of study</th>
<th>Grade</th>
<th>No. of Flipped Courses</th>
<th>Individual Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rashan</td>
<td>16</td>
<td>12</td>
<td>2</td>
<td>Black Male</td>
</tr>
<tr>
<td>Kwest</td>
<td>16</td>
<td>11</td>
<td>1</td>
<td>Black Male</td>
</tr>
<tr>
<td>Nia</td>
<td>17</td>
<td>12</td>
<td>2</td>
<td>Black Female</td>
</tr>
</tbody>
</table>

However, the relatively small sample size may not represent all aspects of this phenomenon at this public charter high school.

Protection of Human Subjects

Creswell (2010) and Smith et al., (2009) agree that an important starting-point for conducting qualitative research, particularly IPA includes protecting the interest and well-being of the study’s participants. The Belmont Report (1978) served to safeguard the participants – notably, the ethical principles and guidelines identified by the National Commission for the Protection of Human Subjects on Biomedical and Behavioral Research. Three fundamental ethical principles include (a) respect for the person by documenting informed consent and ensuring voluntariness, (b) beneficence – maximize benefits and minimize risks by maintaining confidentiality, and (c) justice – select participants equitably and avoid exploitation of vulnerable population.
The principles of the Belmont Report upheld the ethical conduct of this study and assured the protection of research participants.

Respect for student participants involved obtaining permission to conduct the study from the Northeastern University Institutional Review Board (NEU IRB). Before conducting the project, an application for research approval along with certification of NIH Office of Extramural Research Training was submitted to NEU IRB. Within said request, the full disclosure of the purpose and process of the study was revealed (Appendix A). The application proposal outlined the goals of the research, the research questions, recruitment procedures, and the Consent Process. It included protocols for securing anonymity, any potential risks associated with participating in the research and possible benefits to the participants (Creswell, 2013).

At the time of data collection, the participants in this study were City of New York public school students. Therefore, it was necessary to obtain approved by the NYC Department of Education Institutional Review Board (NYCDOE IRB) to make sure the research complied with established guidelines of the public-school system. Upon receiving NYCDOE IRB’s approval to conduct the study, steps to gain access to the selected charter high school through official gatekeepers were enacted (Creswell, 2012). Additionally, the possible participants and their parents obtained a written copy of the consent and assent forms which explained the research study, the understanding that participation or non-participation will not impact grades, the length and structure of the study, the right to withdraw consent at any time during data collection, the assurance of anonymity and privacy during the study.

A brief telephone conversation was conducted with participants and parents to engage the principle of beneficence. This conversation served to introduce the researcher formally and initiated personalized rapport with the participants and their parents. Additionally, everyone had the
opportunity to obtain clarity on the purpose of the study, the research questions, technical terminology such as flipped learning, and answer lingering participants’ questions. Even more, care was taken to explain that this study would have no impact on participants’ grades and the teachers and administrators would not be privy to their response to the questions. Furthermore, great care was taken to explain that to the participants and their parents that this study intends no harm and there are minimal risks associated with participation. To this end, each possible participant was assigned a pseudonym to address their right to privacy and maintain anonymity.

Finally, all students who experienced learning in the flipped classroom were invited to take part in the research study. The call for participants extended across four classrooms with approximately sixty students. During the presentation, it was made clear to the students that their involvement in the study would contribute to the future direction of flipped learning in urban schools particularly the researcher’s classrooms.

**Data Collection**

Data collection is a series of interrelated activities aimed at gathering accurate and detailed data for a research project (Creswell, 2013). An important step in the qualitative data collection process is to find people or places to study and to gain access to and establish rapport with participants so that they will provide good data (Creswell, 2013). Other essential steps involved conducting a good sampling strategy, developing means for recording information digitally and on paper, storing the data, and ethical consideration to protect human participants (Creswell, 2013).

Adhering to IPA tradition, the researcher took the role of facilitator and guide, rather than dictate exactly what happen during the encounter (Smith & Osborn, 2003). The participants were invited to tell their stories, speak freely and reflectively using the one-on-one in-depth interviews as a research tool to collect rich, detailed information (Smith et al., 2009). Specifically,
the semi-structured interview was used which is one of the core forms of in-depth qualitative interviews (Rubin & Rubin, 2012; Smith et al., 2009). The semi-structured interviews resulted in the collection of original data addressing the research question. Individual interviews were scheduled with each participant after parental consent was granted. The participants determined the time and day of the interview session; the school personnel provided a convenient location that allowed for privacy and limited disruption.

The semi-structured interview protocol (Appendix F) was used to engage each participant. The first step of the interview protocol re-introduced the researcher, the adult witness and the purpose of the research study. Next, permission from the participant was obtained to audio record the session to ensure the accuracy of their responses. To adequately document the spoken statements, each semi-structured interview session was digitally recorded using two separate devices -- the Rev Recorder for iPad and the Samsung Galaxy Series 6 built-in Voice Recorder. Finally, each participant submitted the signed NYCDOE IRB approved parental consent form then the assent form was reviewed and signed.

It was explained to the participants that written field notes will be recorded to document those actions which cannot be seen or heard using digital audio recording. The non-verbal communication such as tension, body language, hand gesturing, and pausing provided an opportunity to elicit further information or move the conversation along.

The interview schedule was used in a flexible manner (Smith et al., 2009). The researcher actively listened and modified the questions as the interview advanced. Throughout the process, care was taken to maintain neutrality and judgment of the participants avoided. At the close of the session, each participant had the chance to ask clarifying questions about the research and confirmed the best method to receive a copy of the transcripts to review for accuracy.
Finally, the recorded interviews were labeled with the pseudonym and session number, saved on a password-protected personal device, and sent for transcription to Rev.com.

The following is a summary of the specific data collection steps. First, it was necessary to obtain IRB approval for the proposed research. Second, NYCDOE IRB approval was a necessary step to gain access to school personnel and students. Third, the approval of the school's principal to access the site for the research was necessary. Fourth, it was necessary to connect with a social studies teacher who used the flipped learning method. The teacher identified the students meeting the criterion sampling strategy. Fifth, possible participants received an informal introduction including the proposed study, use of the results, and IRB parental consent forms. Sixth, a brief 10 – 15 minutes conversation explaining the purpose of the study to those students who responded to the Call for Participants and their parents took place via telephone. The parents provided verbal parental consent before closing the conversation. Seventh, a time to conduct the one-on-one interview at the school site was arranged. Eighth, the written IRB parental consent and assent forms were collected and reviewed with each participant before the semi-structured one-on-one interview commenced. Ninth, the interviewee was assigned a pseudonym, and the interview was saved and sent to Rev.com for transcription. Tenth, the transcribed data was reviewed by the participants for accuracy. Finally, the data collected was organized and securely stored.

Table 2

<table>
<thead>
<tr>
<th>Data Collection Steps</th>
<th>Obtained NEU IRB approval for the proposed research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>Obtained NEU IRB approval for the proposed research</td>
</tr>
<tr>
<td>Step Two</td>
<td>Obtained NYCDOE IRB for the approval for the proposed study</td>
</tr>
<tr>
<td>Step Three</td>
<td>Obtained Principal’s approval to conduct research at the school and to connect with flipped learning teachers.</td>
</tr>
</tbody>
</table>
**Step Four**  Students meeting the criterion sampling strategy were identified by the flipped learning social studies teacher.

**Step Five**  Conducted *call for participants* – this entailed an informal introduction to the researcher, the purpose of the proposed research study, the use of the results, the IRB parental consent process, and the students’ right to NOT participate in the study.

**Step Six**  Conducted individual 10 – 15 minutes telephone conference with the parents of those students who responded to the call for participants. A review was made of the purpose of the proposed research study, the use of the results, the format, and location of the one-on-one interviews, and obtains verbal parental consent to speak with the participant.

**Step Seven**  Scheduled a time at the end-of-the-school day to conduct the one-on-one interview at the school site – the signed IRB parental consent form was collected and reviewed at the beginning of the scheduled one-on-one interview.

**Step Eight**  Reviewed the assent forms with each participant before conducting the one-on-one in-person interview.

**Step Nine**  At the completion of each one-on-one interview, each participant’s session was assigned a pseudonym, saved and sent to Rev.com for transcription.

**Step Ten**  Transcribed data was reviewed by each of the participants for accuracy.
Step Eleven  The digital data collected was organized and securely stored on a password protected external hard-drive.

Step Twelve  The paper documents such as the parental consent and assent forms, field notes, participants’ names with assigned pseudonym and transcribed transcripts were stored in a fire-proof lock-box.

Data Storage

The digital recordings were transcribed and stored on a private password protected external hard-drive accessible only by the researcher who is the sole person with access to this data. Additional paper documents such as parental consent and assent forms, field notes, participants’ names with an assigned pseudonym and transcribed transcripts are in a fire-proof personal lock-box at the researcher’s residence. Subsequently, actions to erase the recorded interviews and all backup copies initially stored on the password protected iPad and Samsung Galaxy Series 6 were immediate. All participants’ names were removed from all documents and replaced with pseudonyms for anonymity. These measures-maintained records of the research proceedings secured the documents, and protected participants’ identity during the research process (Creswell, 2012).

Data Analysis

IPA is a qualitative approach which uses an inductive style of analysis (Smith et al., 2009). It is mostly characterized by its processes, which move from the particular to the shared experience and from a phenomenological or descriptive to the interpretative (Smith et al., 2009). The essence of IPA is its analytical focus on how participants’ make sense of their lived experiences or stories (Smith et al., 2009). There is a dual goal involved in IPA analysis which consists of meaning making both from the participant and from the researcher whose role is to interpret the “participant’s attempts to make sense of their experiences” (Smith et al., 2009, p.79).
Transcriptions were analyzed manually and using the MAXQDA qualitative data analysis computer program (Creswell, 2012). The six-step process suggested by Smith et al. (2009) guided the analysis of participants making sense of their experience within their flipped learning courses. The six-step analytic process helped to move the research from understanding the experience of particular individuals to understanding the shared experiences of all participants.

Step 1: Reading and re-reading (Smith et al., 2009) permitted the researcher to enter a phase of ‘active engagement’ with the original data. The analysis process here involved an initial reading of the transcription to gain an overall understanding of the general flow of each interview. First, it was necessary to manually read and re-read the original data making a note of anything of interest and the general flow of the interview. A second reading was conducted to highlight the location of those sections of the data containing more vibrant details. Further, it was useful to listen to the audio recording of the interviews while conducting a second re-reading of the transcript. Using Smith et al. (2009) suggestion to listen to the audio-recording while reading the transcript, allowed the focus to remain with each of the participants. Even more, the strategy of listening to the participants’ voices while reading activated some recollections of the interview experience.

_Figure 1. Step 1: Read and Re-reading_

<table>
<thead>
<tr>
<th>First Reading of Original Transcript</th>
<th>Re-read of original transcript for flow</th>
<th>Third Read of original transcript to highlight Important sections</th>
<th>Fourth Read of original transcripts + Listen to audio recording</th>
</tr>
</thead>
</table>

Step 2: Initial noting (Smith et al., 2009) involved the most time intensive part of the analysis process as it entitled a close analysis of the transcripts. With the aim of producing exploratory notes that captured the essential experiences to the participants, this researcher started to use the MAXQDA software program to facilitate the initial noting process of data analysis.
First, the transcripts were imported into the MAXQDA document system and assigned the designated pseudonym. It is important to mention that the imported data was saved temporarily in the MAXQDA document system.

The next step engaged the process of coding the document to make sense out of the text data (Creswell, 2012). This process involved highlighting text segments, clicking the new code icon in the code system, assigning a code name that accurately described the meaning of the segment and a code color to highlight the differences. The MAXQDA 12 software program was used to assist the coding of the document in four different ways including:

**Classic coding:** Select a document passage and attach an existing code from the code system

**Free-coding:** A new code is attached to each text passage.

**In-vivo coding:** The words or terms used by the participants are assigned as codes.

**Highlight coding:** MAXQDA uses four different color (red, green, blue, or magenta) codes to highlight the document.

Using Smith et al., (2009) step to initial noting, three types of MAXQDA analytical memos were created (a) descriptive, (b) linguistic, and (c) conceptual. The process to create MAXQDA memos entailed a number of steps. First, it was necessary to right-click on the document then select memos to assign symbols to distinguish between the descriptive (D), linguistic (L), and conceptual (C) noting. The intricate steps to create descriptive (D) memos entailed reading each transcript line-by-line noting keywords, phrases, and explanations that described those essential things which comprised the participant’s experiences and thoughts — next, the creation of linguistic (L) memos which focused upon the language used by each participant in making meaning of their experiences. Finally, the conceptual (C) memos were created to capture data at the interpretative phase.
Table 3
*Step 2: Initial Noting/Comments*

<table>
<thead>
<tr>
<th>Sample Exploratory Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change learning</td>
</tr>
<tr>
<td>Was a different experience</td>
</tr>
<tr>
<td>Just independent</td>
</tr>
<tr>
<td>Not depending on anyone</td>
</tr>
<tr>
<td>Your own comprehension</td>
</tr>
<tr>
<td>Rewind it and listen again, it might make more sense</td>
</tr>
</tbody>
</table>

Step 3: Developing Emergent Themes (Smith et al., 2009) involves an analytical shift to working primarily with the initial notes or codes rather than the transcript itself. This process represents one manifestation of the hermeneutic circle where the original whole of the interview become a set of parts (Smith et al., 2009). Here, the focus was the bringing together of similar notes or codes to form a concise statement that captured what was important on the various comments (Smith et al., 2009; Creswell, 2012). This process involved a focus on discrete chunks of the transcripts and a recall of what was learned through the whole process of initial noting (Smith et al., 2009). The emergent themes reflect not only the participants’ original words but also the researcher’s interpretation.
Step 3: Developing emergent themes

<table>
<thead>
<tr>
<th>Exploratory Comments</th>
<th>Emergent Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change learning</td>
<td>Not a regular classroom</td>
</tr>
<tr>
<td>Was a different experience</td>
<td>Individual pacing</td>
</tr>
<tr>
<td>Just independent</td>
<td>Teacher support</td>
</tr>
<tr>
<td>Not depending on anyone</td>
<td>Personalized Learning</td>
</tr>
<tr>
<td>Your own comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Rewind it and listen again, it might make more sense</td>
<td>Time management</td>
</tr>
<tr>
<td>To soak it up better</td>
<td></td>
</tr>
<tr>
<td>More time to learn</td>
<td></td>
</tr>
<tr>
<td>Don’t fall behind</td>
<td></td>
</tr>
<tr>
<td>Video did help you understand</td>
<td></td>
</tr>
</tbody>
</table>

Step 4: Searching for Connections across Emergent Themes (Smith et al., 2009) involved the charting and fitting together of the emergent themes to reveal the most interesting and important aspects of the participants account. Here, the analysis involved the use of strategies such as abstraction, subsumption and numeration to determine patterns and connections to fit together the emergent themes. Within MAXQDA 12, the themes were listed in the order they occurred within the interview. Then, the analysis process involved applying different strategies to the emergent themes creating related sets with super-ordinate theme titles. First, the abstraction strategy was used to fit together those emergent themes which represent similar understandings and assigned a super-ordinate theme title. Second, the subsumption strategy involves the bring-
ing together of a series of related themes to create a super-ordinate theme title. Third, the numeration strategy involves the frequency with which themes appear throughout the transcripts. Visual representations and separate tables were created to depict the relationship of the themes (Smith et al., 2009).

Step 5: Moving to the Next Case (Smith et al., 2009) involved repeating the analytical process presented in steps 1 – 4. Subsequently, the analysis of each case was distinct from each other. In keeping with the IPA’s idiographic commitment, the researcher listened to the voice of the participant while re-reading the transcripts of each subsequent case which assisted with a complete analysis (Smith et al., 2009). The before-mentioned strategy permitted the bracketing of ideas that emerged from the analysis of the first case while working on each subsequent case. New themes were developed during this stage of analysis by treating each case on its individuality (Smith et al., 2009).
Table 5  
*Step 5: moving to the next case (s)*

<table>
<thead>
<tr>
<th>Emergent Themes</th>
<th>Student One</th>
<th>Student Two</th>
<th>Student Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a regular classroom</td>
<td>Comprehension</td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>Individual pacing</td>
<td>Self-Paced</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>Teacher support</td>
<td>Responsible for learning</td>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>Motivation</td>
<td>Effort</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Teacher Support</td>
<td>Independent Learning</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Teacher Support</td>
<td>Teacher Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disengagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 6: Looking for New Patterns across Cases (Smith et al., 2009) involved a careful examination of similarities and differences across the cases to illustrate patterns of meaning for participants reflecting upon shared experience. The above process involved seeking various levels of interpretation. The analytic process here involved looking for connections across the cases for the group as a whole (Smith et al., 2009). New labels reorganized the themes. Tables were created to show the connections of the themes within super-ordinate themes (Smith et al., 2009). This process involved illustrating ways each participant represents unique, idiosyncratic instances but also shared higher order qualities (Smith et al., 2009). The final results of this process took the form of a master table (See Table 6) of themes for the group illustrating how each participant's themes are nested within super-ordinate themes (Smith et al., 2009).
Table 6

Master Table of Themes for the Group

<table>
<thead>
<tr>
<th>Themes</th>
<th>Student One</th>
<th>Student Two</th>
<th>Student Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not the Regular Classroom Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Trustworthiness**

Trustworthiness is a strategy that researchers use to document the accuracy of their study (Creswell, 2013). In this study, a prolonged engagement was used to establish trust and built a relationship with the students. During the initial informal classroom presentation, the process of getting to know students on an academic level laid the grounds to foster personal relationships. Additionally, several one-on-one telephone conversations to personalize the interview process extended the opportunity to speak on a personal level. To this end, there was comfortable ease that contributed to open-honest friendly rapport.

The member checking strategy was used to enhance the trustworthiness of this research study further. Each participant had an opportunity to clarify their statements during the inter-
view (Creswell, 2013). Additionally, participants had the chance to review the transcripts for accuracy and review the final analysis of the transcripts to ensure that they adequately captured the students’ experiences in the flipped learning classroom (Creswell, 2012).

Finally, to ensure validity, an individual not involved in the research completed an external audit. Internal validity was upheld through several strategies built into the research design and upheld throughout data collection and analysis. First, purposeful sampling was used to omit any participants who did not meet the established criteria. All participants in the research had experience with the flipped learning method. Finally, all interviews took place privately to help ensure anonymity and provide conditions for participants to speak freely.

Numerous validation strategies were engaged to ensure this study resonates with the participants and provides an accurate depiction of their stories (Creswell, 2013). Such strategies included confirming data, corroboration of the study by participants, and employing peer-reviewers and external researchers to review the study’s procedures (Creswell, 2013).

**Summary**

This chapter outlined the methods that were used in conducting this IPA research study. It included an overview of the study, the purpose statement, the research design, the research tradition, participants and research site, recruitment and access, protection of human subjects, data collection, data storage, data analysis and trustworthiness of the data.
CHAPTER FOUR

FINDINGS

As the United States enters the 2nd decade of the 21st century, the introduction of new learning sciences and the transformational impact of emerging technologies in schools present opportunities to explore ways to fully engage all students in cognitively challenging tasks such as listening, saying, doing, writing, and openly discussing (Solis, 2008). The United States Department of Education, Office of Educational Technology (2010, 2015) and a number of scholars such as Christensen, Holcomb, Horn & Johnson, (2011), Bergmann & Sams (2012), and November & Mull (2012) are of the opinion that integrating technology into education would transform classrooms into learning environments that are providing students with the support and encouragement they need to become self-directed critical managers of their own work. Consequently, many K – 12 educators tend to adapt technology into their pedagogical practices without truly understanding students’ views or abilities to use technology properly.

Although students may enjoy using technology in their daily personal lives, there is a need to carefully consider how these students feel about using technology to learn and study. For that reason, the central phenomenon of this Interpretative Phenomenological Analysis study was the use of technology to learn in a flipped classroom within an urban setting. The aim of this study was to understand the lived experiences of three Black high school students in the flipped classroom and to understand students’ perception of the use of technology such as pre-recorded video instruction to enhance their learning.

Through the use of open-ended interview questions with 3 to 8 students the following research question guided this study: How do Black high school students make-sense of flipped learning in a social studies classroom?

60
The participants in this research study were three Black high school students who were enrolled full-time in a Bronx New York public charter school. Adhering to the human subject requirements at Northeastern University, each participant was assigned a pseudonym in an effort to maintain their rights regarding privacy and confidentiality. The female participant was given the pseudonym Nia while the two male participants were given the pseudonyms Rashan and Kwest, respectively. All of the participants had at least two years of flipped learning experiences in common, in addition to being traditional high school students with their ages ranging from 16 – 17. The students volunteered to participate in this study, with the nature of their involvement connected to the lived experiences of being a Black student using video for instruction to learn in a flipped classroom within an urban education setting.

**Participants Profile**

**Rashan.** Rashan is a sixteen-year-old high school senior who identifies himself as African American. He was one of the first students who expressed an interest in sharing his flipped learning experience. Without hesitation, Rashan signed his assent form and agreed to participate in a follow-up conversation with his mother. Seven days after the call-for-participants, Rashan and the researcher spoke over the telephone to schedule the in-person interview. During the discussion, I had the opportunity to talk with Rashan’s mother who was witty and encouraging of his participation in the study. Rashan was very accommodating, flexible and readily available to speak about his flipped learning experience. With ease, Rashan was available to interview one week after the telephone conversation.

Walking into the school, I was feeling excited and eager to conduct the first student interview. Before arriving at the school, Rashan sent a final confirmation that he was still interested
in sharing his experience. The conversation took place on the last Monday of October at approximately 2 p.m. Along with the adult witness, we sat at the back of the school’s library and spoke for about one hour.

During the interview, Rashan shared that he received home instruction from grades six through nine. Before enrolling in the public charter high school, Rashan did not have much experience in a technology-rich learning environment. He experienced the flipped learning classroom his first year in high school. At that time, Rashan was a fourteen-year-old sophomore, who confessed to being “childish” due to his behaviors. Given his “childish” nature, he shared that being exposed to technology for learning meant being able to “fool around on the device like when I am home.” The newly implemented one-to-one technology initiative allowed Rashan to make use of the school issued Chromebook both at home and at school.

As a sophomore, Rashan was reentering the public-school system after a four-year hiatus. Also, he was experiencing one-to-one technology to access instructional videos, online textbooks, and online tutorials. Rashan was also experiencing the flipped learning classroom in mathematics and social studies. Nonetheless, Rashan welcomed the new experiences including the chance to learn using the video for instruction approach. According to Rashan, the video for instruction approach was “a different experience” that simultaneously alternated his mental and physical states. Rashan shared the first physical change experienced by the introduction of the flipped learning approach:

When I came to this school, and we were given tablet and notebooks, and we wouldn't need anything else, it was the emptiest my bag had ever been since like second grade. I was like oh, this is cool. My back would not hurt anymore when I am walking up all these steps. It's basically like having multiple textbooks in a compact device. I think that it'd be cool.
Rashan further explained, “I didn't think about what I'd be learning before I went into the class. My beliefs started to change when I was in the middle of the trimesters with classes.” Although Rashan had the option of watching the videos and completing assignments at school or home, he explained that he mostly completed assignments at school for teacher support.

**Nia.** Nia is a high school senior – who identifies herself as Black or African American. Initially, she was only willing to participate in the study if she could obtain an immediate benefit. After the call for participants, Nia suggested we speak further because she had questions about the benefits of participating in the study. Specifically, Nia was interested in learning if participation would help her pass the social studies class. Nia and I spoke via telephone on several occasions to make clear the voluntary nature of the study. Also, it was made clear to Nia that the study was not connected to class grades. During one of the several telephone conversations, I had the opportunity to speak with Nia’s mother who granted verbal and written consent for participation.

Nia had a hectic schedule which complicated scheduling the interview. Nonetheless, I was very interested in speaking with Nia given her outspoken mannerism and her two years of flipped learning experience. The first attempt to interview was scheduled for a Saturday at a local eatery close to Nia’s residence. However, Nia was unable to move forward with the interview due to hospitalized which kept her out of school for about two weeks. Upon returning to school, Nia sent a confirmation that she would like to schedule a time to speak about her flipped learning experience. The interview took place on the mid-week approximately 1:45 p.m. Along with the adult witness, we sat in the back of the teacher’s lounge and spoke for about one hour and fifteen minutes.
She was transparent about her lived experiences in the traditional and flipped learning classrooms. For Nia, the flipped learning methodology was a somewhat welcomed change from having to listen to the teacher “go on and on” with a lecture that “put her to sleep.” Nia expressed that the flipped learning methodology made “history come alive.” Overall, Nia lived experiences in the flipped learning classroom contributed valuable insights into this research study.

**Kwest.** Kwest is a Black male high school student. Kwest’s first experience in a flipped classroom took place during his freshman year. At the time of the study, Kwest was a third-year student enrolled in a course with high school seniors. Because Kwest entered high school with some high school courses completed, he was in upper-level classes. Kwest was invited to participate in this research study due to his eagerness to share how the flipped learning methodology supported his learning.
The first section of this chapter presented the introduction, the purpose statement, the research question, and the participants’ profile. The second section includes an analysis of the interview data.

**Part 2: Participants’ Collective Understanding of Video for Instruction**

The purpose of this study was to gain an understanding of how Black high school students’ made-sense of flipped learning in the Social Studies classroom. Three Black High School students shared their lived experiences of learning using video for instruction in the flipped classroom. The participants were asked the same semi-structured interview questions and were allotted adequate time to share their stories. Four themes emerged from the interpretative phenomenology analysis.

**Theme 1: On Being a Passive Learner in the Regular Classroom**

The first theme, *on being a passive learner in the regular classroom* captures the initial exploratory noting relating to keywords, phrases and explanations which the participants used to articulate what it was like to be a student learning in the classroom prior to the introduction of video for instruction. The theme title, *on being a passive learner*, relates directly to the content of the participants’ talk; the unique stories each participant shared in their attempt to articulate and make-sense of their lived experiences in the *regular classroom* prior to the introduction of video for instruction. *Passive learners* reflect a conceptual way of understanding the participants’ stories. Moreover, within the theme title, the use of *regular classroom* reflects keywords explicitly alluded to by two of the participants. The other participant used *traditional* which was interpreted and connected to *regular classroom*.

Each participant had the unique experience of being a student; however, there was a shared perception regarding the passive learning that constitutes the “regular classroom.” For all
participants, the “regular classroom” experience consisted of the teacher speaking and the students listening. Throughout each interview, participants constantly reflected on their learning experiences of being a student in the regular classroom.

In Rashan’s experience and memory, the passive happenings within the regular classroom involved listening as the teacher explained information. Rashan recalled his learning environment prior to the video for instruction, “Before, learning was just a regular classroom experience with a teacher at the front of the class, writing on the board, and explaining things with you.” Rashan described the structure of the learning, “In a regular classroom there’s a white board and a teacher writing, after they taught the topic, you would be given a worksheet and would have to write it out.” He described this learning experience as “one size fits all because everyone is doing one thing.” He also commented, “The teacher would have to come to you like immediately if you needed help.” Rashan suggested the ‘one size fits all’ regular classroom did not fit all “because sometimes the teacher did not have enough time to speak to all the students individually.”

Similar to Rashan, participant Nia used the keyword regular classroom to articulate her learning experience prior to video for instruction. Both participants shared the experience of sitting in the classroom listening to the “teacher talk.” In participant Nia’s experience, “A regular class wasn’t entertaining.” She explained, “I would be bored because the teachers would go on, and on, and on and on. In a lot of cases, they put me to sleep.”

Nia expressed that listening to the “teacher talk” would lead a feeling of “boredom.” Although Nia stated that she “don’t know how to explain” her perception of “teacher talk,” she shared her belief that it was not “really teaching” and “it wouldn’t be learning.” In an attempt to articulate her experience and memory, she shared:
It was just information, and she would be talking. No visual, no nothing. It wasn’t animated, fun, you wouldn’t laugh, just regular teaching. It was just a teacher teaching which was like whack. It was just her talking and us learning by what she’s saying. She further suggested that a teacher talking to the class was one factor “a lot of kids are maybe bored” in the regular classroom. She believed a number of her peers would support her perception of teacher talk. She expressed, “They don’t really like school. Kids don’t like class. A lot of kids don’t like to learn.”

Similar to Rashan and Nia, participant Kwest spoke about his passive learning experience within the “traditional” classroom. Like Rashan, participant Kwest shared the experience of listening to the teacher explaining the learning. He expressed, “When we are just learning in class the teacher is going to explain.” For Kwest, passively relying on the teacher to explain the material had limitations. He stated:

With traditional, you had to do it at a specific time that the teacher is giving it. You had to listen when the teacher is giving it to you. When the teacher teaches in class, if you miss it, you miss it. That is it. There’s no going back.

Kwest experienced and articulated strong feelings about learning in a classroom that required him “to read then listen to the teacher explain.” He expressed:

“In class, you have to keep up, you have to do more than keep up, you have to read, and you have to pay attention to the teacher every single day unless you want to fail something, or you are just going to miss something.”

Kwest perceived the passive learning aspect of the regular class experience to be “more work” because “You had to listen and pay more attention.” He explained that having to listen to the teacher was “boring” did not allow him to learn. He commented:
If you’re staying in a class and the teacher’s talking and talking and talking. You probably might want to fall asleep ‘because it’s just going to sound boring. Sometimes I’d fall asleep because I’m not interested.

Ultimately, Kwest concluded, “If the teacher said it in class, I might not be able to learn more.” He also commented, “If the teacher explains it to you it might not sound the same to everyone in class.” Kwest explained other passive requirements beyond listening to the teacher:

You had to do homework, write and read.” They give us a lot of reading comp. I could read this whole page, and then they ask all these questions. You had more work. You had to do more class work and stuff like that. You have to keep up so you can pass the class.

He concluded by metaphorically sharing his primary concerns, “It’s not going to glue to my head like the way it’s going to stay in my head if I do the flipped learning and stuff.”

**Theme 2: A Different Experience: On Being an Active Learner**

The second theme, *a different experience: on being an active learner* captures the initial exploratory noting relating to keywords, phrases and explanations which the participants used to articulate how their learning experience changed with the introduction of video for instruction. The theme title, *on being an active learner*, relates directly to the content of the participants’ talk; the unique stories each participant shared in their attempt to articulate and make-sense of their lived experiences in the video for instruction classroom. *Active learners* reflect a conceptual way of understanding the changes in their learning experiences that participants articulated. Moreover, within the theme title, the use of *a different experience* reflects a phrase explicitly alluded to by one of the participants. The other participants shared stories that were interpreted and connected to *a different experience* in the classroom.
The participants shared their stories about being active learners. Each of the participants shared the perception that the use of video for instruction changed learning. Although each participant shared unique classroom experiences, there was a shared perception that the use of video for instruction consisted of students’ actively engaging the content knowledge rather than passively listening to the teacher.

Participant Rashan shared the perception that video for instruction was “a different experience” that “changed learning.” In his experience and memory, a significant change in the way he experienced learning was technology. He described his first encounter with flipped learning:

When I came to this school and we were given a tablet and notebooks, and we would not need anything, it was the emptiest my bag had ever been since like second grade. It was a different experience. We had tablets. People had like tablets and the YouTube watching stuff, and so it changes learning.

In his experience, technology changed learning “because you were literally up to your own devices.” Rashan spoke specifically and at length about how he believed the one-to-one technology lent itself to him becoming an active thinker who was in control of his learning. He thoughtfully explained, “You will be up to your own devices. Since you are alone, if you are at home just watching the videos you are just independent.” He further stated, “You got to up your comprehension level since you do not depend on anyone like a teacher or student. It is your comprehension. You would not have that in a regular class.”

Similar to Rashan, participant Kwest shared the perception that video for instruction was different learning because it was “self-paced.” In his experience and memory, he expressed, “the class I took is self-paced.” The self-paced or self-regulation of learning encourages students to take an active learning role in the classroom. Kwest provided rich, valuable description on being
an active learner in the video for instruction classroom which he continuously described as “self-paced.” He explains:

It is your responsibility to watch the videos and take the notes. It’s up to you; it’s not up to the teacher. If you don’t want to do it, you don’t want to do it. That’s how it was. For me, I was always taking the notes and stuff like that, that’s not hard to do. You have to do it I just have to stay on track. You have to keep up on track. I could do that.

In his perception, the self-paced video for instruction was “easier than the regular classroom” because the work could be completed anywhere and anytime. Kwest spoke at length about this aspect of video for instruction. He shared:

With the videos, I could do the work anytime. You could do it in class or, sometimes if I need more time, I would just take it home and just do it. You can’t do that in other classes. So, that’s always going to be easier than being in the regular class.

In his experience, learning changed because it was no longer limited to the confines of the brick-and-mortar school building. He explains:

If I was absent I could watch the video at my house. I could do the video anywhere. The teacher’s teaching the class but I’m at my house hearing it and watching it. There was no makeup work or missed information.

Beyond the cognitive changes, Kwest expressed that the self-regulation changes allowed him to “feel freer” in the classroom. He explained:

When you are on a computer, you just feel like they’re giving you everything. You could just do anything you want, but you have to watch the video. So, you do what you have to do to stay on track. Sometimes if I get above track, I could just chill for the day. I feel freer. I’m free, and I can do anything.
In Kwest’s experience and memory, the self-paced video for instruction changed his learning experience by humanizing the climate in the environment. In rich, descriptive terms, Kwest shared his experience:

Let’s say you go to the bathroom when the teacher’s saying something. You have to pee, you go to the bathroom, and the teacher says something that’s important. You’re probably going to miss it.

After a brief pause, he concluded, “In the flipped learning, you can take a break, go to the bathroom, come back; it’s still going to be there. You can pause it, play it. It’s always going to be there.” For Kwest, the opportunity to become an active learner in the classroom was a liberating difference in his learning experience.

Nia’s experience while unique also illustrates how the use of video for instruction changed learning. In Nia’s experience, the video for instruction was “the best way for me to learn because some of the videos, it was just entertaining.” Nia experienced increased engagement in the classroom because “the course made it fun to learn.” She pointed out, “everyone was in the class laughing and still learning.” With concentrated effort, she rapidly explained, “The animation, how they were teaching it, how they were telling it to us, they would do these characters. It would be so funny. I don’t know.” Nia appeared to be frustrated due to her perceived inability to clearly articulate the between the visual and her increased engagement in the flipped classroom. She explained:

Whatever topic the narrator is talking about or the person who is talking is talking about, it would be little characters. I don’t know. It would be little characters going by what they’re saying [visual support] then it would be information that pops up. While they’re giving us information, they’re doing these little skits and doing these characters and doing it. We are like, “ha, ha, ha, ha, that is funny.
Similarly, to Kwest, participant Nia shared the perception that video for instruction was about “self-paced” learning. In her experience and memory, she recalled, “its people on different paces, people on different tracks. Everything was learning.” She explained that even on absent days it “felt like I was in a classroom.” Additionally, she shared:

There would be days when I am not here, not come in to school. I had to do the work at home. The video link would be on the Google Classroom. You click on the link and I just complete the work at home.

Overall, Nia shared the following regarding as to why the video for instruction was a different experience:

Majority of the videos I understood because it was so entertaining and fun. It was fun. It got me to want to learn and want to know more about what was on those videos. It made me want to have a reason to come to class.

**Theme 3: Self-Efficacy: Strategies to Make Learning “Stick Like Glue”**

The theme *self-efficacy: strategies to make learning ‘stick like glue’* captures the initial exploratory notes relating to language use amongst the student participants to make sense of their ability to persist longer in their efforts to understand and process learning. Although each participant shared a unique perception of the learning process, there was a similar approach to the strategies and efforts they used to make learning ‘*stick like glue.’” Moreover, the theme title, ‘*stick like glue,*’ relates directly to a phrase coined by one of the participants attempting to describe the learning strategies that were supported by the video for instruction. *Self-Efficacy* reflects a conceptual way of understanding the participants’ stories.

Participant Kwest expressed that video for instruction was an “effective” way of learning because “after I watch the video it got easier and easier and easier. It just became common sense.” In his experience and memory “when they [teachers] explain it [content/lesson] in the
video, they just connect it to real life stuff. They just made it look easy.” He further expressed “it was just watching the videos that is it.” Reflecting on having to watch videos for instruction, Kwest posed the question “what’s hard about that?” He quickly replied to his question, “It is not hard.” Kwest expressed a preference for the video for instruction because he believed “it is easier to do it.”

Kwest explained why he perceived video for instruction to be ‘easier to do’ than the regular classroom learning of information. Here he shared his experience of watching video for instruction and how he was able to get the information to ‘stick like glue’ to his brain:

With the video, I could go back to watch the video and listen to it again and again and again. Most of the time, I watched it the first time and if I do not really get it when I watch it the second time, and maybe a third time. If I watch the video multiple times, it’s just going to get stuck to my brain. I’m just going to remember it. The video kind of made it easy for me.

Similar to Kwest, participant Rashan believed the video for instruction was “effective because it was easy to keep up and I learned stuff from the videos.” In his experience and memory of the videos “the pictures helped a lot to make to understand things.” He further expressed “It was helpful that it had pictures to go along with the people’s name or the dates to explain what was happening.” In general, he perceived the visual to be a ‘stick like glue’ strategy that made “it easier to remember certain phrases that will come on the quiz.” In his view, the visuals were a ‘stick like glue’ learning strategy “to make sure there was something to remember when asked a question.” He exclaimed, “It helped me study!” He quickly stated “on the test I would do well.”
In Rashan experience, “the video did help with understanding the topics when explained properly.” Rashan cautiously suggested that only the “beginning lessons” of the video for instruction was a “breeze.” He stated, “You could easily breeze through the first video lessons since most would be easy then it would get steadily harder.” Rashan expressed that the “harder” topics required more time and increased effort. He shared:

After it gets harder, I would have to watch a ten-minute video two maybe three times. It would eat up the time. Usually, at the beginning it was something that was easy to take and stuff. Because I’d usually just watch the video one time and I’d get it immediately. But after it got harder, it would take more listening to the videos. If I took too long with a video that I watched too many times, I’d have to speed up to sort of be at the same pace as the rest of the class.

Rashan use of the metaphor “soaking it up” was connected to Kwest’s ‘stick like glue’ phrase. The metaphors were interpreted to express the participants’ desired learning outcome. For Rashan, learn compared to a sponge “soaking up” water; this was interpreted as his desire to use the video for instruction to slowly process information to make it ‘stick.’ In rich vivid terms he shared “the upside of video:”

It takes me more time to learn. If you have a video of the teacher teaching, then you would always just watch the video again. Which, doing anything more than once you’re going to soak it up better. Some teachers, they just show you something and they expect you to know it, but I need to know why something works not just that it works. A flipped learning video is better, just being able to rewind it, pause it and listen to it again, no matter what it might make more sense to you. Yeah, that is the upside of a video.
In Rashan’s experience, “after it gets harder, the videos might not be enough instruction, and you would need the teacher to help by providing direct one on one instruction to explain specific concepts.” He further explained, “As it got harder you would need a lot more explanation, and the videos would probably not be as specific.” Rashan articulated his ‘stick like glue’ strategy to learn when the video for instruction was not enough to understand the concept. Rashan explained:

Usually, if I missed something in the video, I’d asked specifically about like why. When they’d explain it to me, they’d do a pretty good job explaining why I was getting the answer and what I needed to do to fix it. I know what I was missing and why I was getting that question wrong. My questions were answered. I understand what part I am messing up on in the problem.

Like participants Rashan and Kwest, Nia concurs that video for instruction “made things a lot easier. It made learning a lot easier.” Nia believed being able to watch the video lesson more than once contributed to “a better understanding of history, science, any subject.” She shared that before using video, the content was not easy to understanding because “it is a lot of things that I am stuck on or need more help with.” In her experience and memory, “the video gave me a better understanding of what I was stuck on and what I needed help with.” She described her ‘stick like glue’ strategy to better understanding the content:

A lot of times I was stuck, but then I got the hang of it. I understood I got it. I would go back, watch the video a couple times, to strive for the answer, and try to find the answer. Then I’ll end up finding it, or I’ll end up understanding what they meant in the video. Everything made sense to me, the way how they taught or what they were saying made a lot of sense.
Theme 4: Attitudes towards Teacher Help

The theme, attitude towards teacher help captures the initial exploratory noting relating to language use and participants attempt to articulate their perception of the teacher’s role in the learning process. Within the theme title, the use of teacher help relates directly to the repetition of keywords explicitly alluded to during the content of the participants’ talk. Attitude reflects a conceptual way of understanding the participants’ stories.

In Rashan’s experience, students were hesitant to ask for teacher help in the regular classroom “because usually if you ask the question…., you’re thinking that everybody else knows the answer and you should know the answer.” After a few seconds of silence, he elaborated:

In the regular class, people don't like stopping the teacher. Some people don't like stopping the teacher because it makes them feel like someone's like oh, you're dumb, I know you know that, stupid.

Rashan explained that teacher help in video for instruction was contrast to the regular classroom. He described his experience in rich terms:

If you have a video in front of you, no one knows what you’re listening to at the moment. It's easier to ask like, what you mean by that to the teacher…if you need help with something. It's easier to stop the teacher. Can you help me with that? If you call the teacher over, it’s a one on one situation. It’d be a more personal experience for you.

In Rashan’s experience, teacher help was accessible however “sometimes the teachers were busy like with a lot of other students, then I’d have to wait maybe until next time.” Further, Rashan expressed that the teacher helped to keep student on-task with their learning. He shared:

The teacher would come around like checking to see what you were doing. If there’s like a classroom of thirty people, then more often than not there’s going to be a couple people
off task. Not watching the videos on YouTube or whatever. They’d always have the opportunity to go on YouTube and watch something else. Or just not be paying attention period. The teacher would just walk around to check you out.

Contrast to Rashan and Nia, participant Kwest expressed a strong preference for learning with little to no teacher help. He believed the teacher in the video for instruction classroom was there “just-in-case” he did not understand “then I was like just go to the teacher.” He further commented:

I would watch the video, sometimes three or more times. After I watched it and if I still don’t get it, I’d keep watching it and watching it and watching it. And I still would not give up but sometimes I would have to call the teacher to come help but, only when I do not get it. Teacher was there just-in-case I don’t get it.

Unlike the male participants, Nia expressed a preference for more teacher support, she stated, “I like when the teacher was teaching or is showing us something. Not just us doing it amongst ourselves.” She further commented, “The teacher who was showing us these videos, she would stop in every section of the video and try to clarify it or try to tell us what it meant if we didn’t understand.” In her experience and memory, teacher help was valuable “whenever I was stuck on a question or if the answer was not provided to me through the video, I would always ask my teacher.”

Nia expressed the primary concern when using video for instruction without guided teacher help. In her experience, within the video for instruction classroom, “there is a lot going on.” Relating to that experience, Nia mentioned that many of her peers seek teacher help when using video for instruction. She explained, “She’s got to help everybody. Everybody is going to be like, I need help. I need help.” Overall, Nia perceived teacher help to be useful during those times she didn’t understand or needed help after attempting to figure things out. She shared:
If I didn’t understand or if I needed help with something, I would ask her, like, what does he/she mean when they say whatever, so and so? I would always ask my teacher what it meant of what he means.

Summary

This chapter presented the findings of this Interpretative Phenomenological Analysis study. A careful review and analysis of the data collected yielded insight into what participants experienced, and how they made sense of their experience in the flipped learning social studies classroom. The analysis of the data resulted in four themes: a) on being a passive learner, b) on being an active learner, c) self-efficacy: strategies to make learning ‘stick like glue,’ and, d) teacher help.

The first theme captured those lived-experiences that characterized the regular classroom as a passive learning environment. The second theme showed that participants experienced different learning that emphasized active learning. Theme three captured the self-efficacy that emerged as participants engaged their various learning experiences in the video for instruction classroom. The fourth theme illustrates how teacher help evolved for each participant. It is important to emphasize that the themes were generated from the unique experiences of three participants from a single research site. In other words, the ideas apply to the experience of students at this one high school and are not inherently transferable to different settings. Chapter five will include a discussion of the findings and implications for practice.
CHAPTER FIVE
DISCUSSION

Although students may enjoy using technology in their daily personal lives, there is a need to carefully consider how these students make sense of using technology to learn and study. For that reason, the central phenomenon of this Interpretative Phenomenological Analysis study was the use of video for instruction in a flipped learning social studies classroom within an urban high school. The purpose of this research study was to understand the lived experiences of three Black high school students’ sense-making of the video for instruction component of the flipped learning method in an urban social studies classroom.

The participants in this study represented a purposeful sample of students within this particular context. These student participants have experienced the learning of social studies using the video for instruction component of the flipped learning method at the same urban high school. Therefore, semi-structured interviews [protocol] were conducted utilizing open-ended interview questions that allowed the participants to reflect on their lived experiences of using video for instruction and how it affects their learning in this particular context.

Additionally, the interviews took place at a mutually agreed upon time that accommodated the student participants schedule and did not interrupt their academic responsibilities. All three interviews were scheduled at the research site and took place in a private setting that permitted the participants to speak freely in an environment that was familiar and comfortable. The interviews were recorded and transcribed to capture the essence of the student participants’ perception of the use of video for instruction in the flipped learning social studies classroom. Through the use of open-ended interview questions with three Black students the following research question guided this study: How do Black high school students make-sense of flipped learning in a social studies classroom?
The Interpretive Phenomenological Approach and Flipped Learning

The lived experiences of three Black high school students were explored following the IPA combined tenets of phenomenology, hermeneutics, and idiography (Smith et al., 2009). Through reflection, the student participants sought to make sense of their experiences in the flipped learning classroom and identified the essential qualities of those experiences. Adhering to the hermeneutical cycle or dual goal of the IPA analysis, the researcher, also attempted to make sense of the participants' experiences (Smith et al., 2009). The hermeneutical circle involved the researcher continuously shifting between the original whole of the interviews and the essential parts (Smith et al., 2009). Each transcript provided a rich overview of the individual participants' experiences. The hermeneutical circle manifested as the researcher engaged the time-intensive analysis of each transcript to make-sense of what the participants' discussed. The transcripts were closely read to capture the essential experience of each participant. Those experiences were broken down into parts or first notes. Next, the researcher focused on bringing together the parts to form a concise statement that captured what was important to the participants. This continuous analytical shift developed themes through each case. Subsequently, the analysis of each participant's experience was distinct from each other. In keeping with the idiographic commitment, the researcher listened to the voice of the participants during the individual analysis process. This action permitted the bracketing of ideas that emerged from each analysis. The researcher was able to listen to the voice of each participant to maintain the focus of making sense of their unique experience.

Through rich discussion with the researcher, the participants had the opportunity to disengage the everyday role of being a student in the flipped learning video for instruction classroom by consciously examining those taken for granted learning experiences. Thus, the true essence
of being a student in the flipped learning video for instruction classroom was revealed, along with those hidden learning experiences. The before mentioned supports Husserl’s idea of the phenomenological attitude or the reflective process (Smith et al., 2009). The participants had the opportunity to focus on what it was like to intentionally use the video for instruction to learn social studies. Husserl's phenomenological inquiry sought to bring together the participants' experiences in the classroom and their conscious awareness of the role of the flipped learning video for instruction. The participants discussed what it was like to "see" themselves as learners in the regular and flipped learning classrooms. Next, they had to "remember" the transition between passively learning from the teacher’s explanation and actively learning the content. Finally, the participants had to "judge" the effectiveness of the phenomena.

**Constructivism and Flipped Learning**

The framework of this research study comes from a constructivist foundation which seeks to explain how humans acquire knowledge (Attan, 2012). Moreover, constructivists hold that students learning is based on personal experiences and interactions with the environment (Cobern, 2013). Within this study, the researcher engaged the constructivist lens to make sense of the personal learning experience of three Black students and their interactions in the flipped video for instruction. The focus was on the creation of knowledge that students acquired through active engagement with the technology in their social context. The active engagement refers to the video for instruction strategy that engaged the students in the flipped learning environment. The active learning included the completion of assignments and the direct learning from the videos for instruction that students completed during and outside the classroom. The students’ unique experiences help them make sense of how the flipped video for instruction works. Using the constructivist approach, the research findings suggest emphasis should be placed on providing students with “active and alert not passive and receptive” learning opportunities.
Relevance of Findings to the Literature

Theme 1: On being a passive learner in the regular classroom

The participants in this study consistently mentioned their learning experience in the ‘regular classroom’ prior to the introduction of video for instruction. The theme *on being a passive learner in the regular classroom* captures the language used to describe what it was like to be a student in the teacher-centered ‘regular classroom.’ The participants suggested that the passive learning regular classroom environment was the quintessential teacher-directed structure with the teacher at the front of the room ‘explaining’ the content and guiding the critical thinking process while students passively sat quietly in straight rows, occasionally taking a risk by raising their hands to ask a question or to seek clarification. This finding resonated with the work of Darling-Hammond (2010), who suggest a vast majority of students do not experience learning that critically engage their intellectual capacities.

Students expressed dissatisfaction with the teacher-centered nature of the regular classroom environment. Without exception, students concurred that learning happened in the regular classroom. However, there were some dissatisfaction with the restrictive environment that adhered to the teacher’s established norms and the traditional learning strategies. At this research site, the participants expressed that it was common practice to learn the content by rote memorization in preparation for tests. Additionally, the participants expressed that the established norms in all of their ‘regular classrooms’ involved teacher-to-student transfer of information with little emphasis on student-centered instruction. This finding supports Kohn’s (2000) view that teachers are no longer inviting students on an intellectual adventure that help them acquire knowledge in a thoughtful way.
This study’s participants suggested that the passive instructional strategies within the regular classroom was not the most appropriate way of learning the content. Students did not enjoy passively sitting and listening to the teacher explain information. A common complaint amongst the participants was the experience of boredom and disengagement within the regular learning environment. Pedagogy in the regular classroom did not revolve around best practices rather the students experienced a back to basic approach to learning. The important element within these students’ classroom was the delivery of the content and forward movement of the curriculum. These practices eliminated excitement about learning as the interest of the students were sacrificed. This finding supports Reese (2001), who argued that a common experience within many American classrooms was an atmosphere of lifelessness.

The student participants suggested they did not enjoy learning in the regular classroom because of the one-dimensional, ‘one size fit all’ approach which did not always support their learning needs. In fact, the “one size fits all” strategy appears to be a vague endeavor to hold teachers accountable to the requirements of the curriculum and the pacing needs of the lessons. The participants explained that all the students were expected to comprehend information in the same way. Furthermore, they observed that the teacher held the expectation that all students would grasp the content via lecture within the same allotted time. All students were expected to process the content at the same pace. There was little to no room for multiple entry points or differentiation. This approach was challenging for students and the teacher because it was evident all students did not learn the same way.

The participants in this study consistently spoke of the demanding nature of the regular classroom. Within the regular classroom, the students spoke about the limitations of relying on the teacher for knowledge. Specifically, the students spoke about the limited amount of time to listen to the teacher, and to process and comprehend the assigned content. As Kwest pointed out,
you had to listen and do work when the teacher did it. Similarly, Rashan shared “some teachers show you something once and expect you to know it immediately.” Even more the teacher did not have enough time to meet individual student’s needs. The students were expected to keep-up with the teacher’s pace and expectations. Students spoke about their fear of missing information if their attention was lacking. For participant Nia, the pedagogical practices in the regular classroom did not represent “real teaching” and “real learning.” All information came directly from the teacher, consisting of memorization of facts and teacher explanations.

**Theme Two: A different Experience – On being an active learner**

The theme *a different experience on being an active learner* relates to participants’ experience with the newness of the video for instruction approach which dramatically transformed the familiarity of the direct-instruction common to participants’ regular classroom learning experiences. The flipped video for instruction lessons moved traditional lectures onto an asynchronous video format which widen the amount of time students had to engage the content. Although students were accustomed to a passive, teacher-directed learning environment they readily accepted the shift to video for instruction. All students were comfortable when the learning environment was altered to include technology. Students concurred that learning in the video for instruction classroom was a different experience that promoted learning by creating a safe space that allotted ample think-time which increased content comprehension. What is more, the participants shared that flexibility to think and process the content at their own pace promoted a “can do” independent mindset. Students appreciated the convenience and flexibility of the video lessons. This finding is consistent with the findings in the research by Sams and Bergmann (2013) and Benjamin Blooms (1985) that students were receptive to learning that used technology to create flexible, self-paced learning systems. All of the student participants in this study spoke about the
benefits of the self-paced, individualized learning that was a central aspect of the video for instruction.

The use of video for instruction moved students to the center of learning by providing opportunities for students to think about the content. The students concurred that the video for instruction method immediately transferred much of the responsibility for learning to the students. The amount of time necessary to process the content was customized by the student who took control of the pace of their learning. Students were self-regulators who had the daily option to work independently. The individualized pacing provided students with the option of watching the video during class where they could ask clarifying questions immediately. This finding supports the work of researchers such as Christensen, Holcomb, Hone & Johnson (2011) and November & Mull (2012) who suggested integrating technology into education would transform classrooms into learning environments that are providing students with the support and encouragement they need to become self-directed, critical managers of their own work. Students did not relate video for instruction to listening to a lecture in the regular classroom. Rather, they found the technology-rich video for instruction learning environment to be enjoyable. Even more, participants Nia and Kwest concurred that listening to the video for instruction was easier than listening in the regular classroom. This finding supports Cohen’s (1998) recommendation that instruction should be adept to students’ interest. Students suggested it was easier to listen and understand the content than the regular classroom lecture.

The participants in the study suggested that video for instruction created an environment in which the participants could learn by doing, receive feedback and guided support, continually refine their understanding, and build knowledge. This finding concurred with Ayas (2006), who posit that technology can facilitate unique learning environments to make traditional learning more powerful and effective. The integration of technology to the traditional lecture established
an active learning experience for the three students who were accustomed to being passive recipients of content information for memorization. The learning was driven by accountability that challenged students to cognitively engage tasks such as listening, saying, doing, writing, and openly discussing (Solis, 2008). The video for instruction altered the kind of instructions common to the student’s educational landscape (Duncan, 2010)

**Theme Three: Self-Efficacy: Strategies to Make Learning “Stick Like Glue”**

All of the student participants in this study were achievement oriented and interested in the learning process. The students spoke about their efforts to learn the content and ‘keep up’ with the speed and pace of the curricular expectations. Even more, students spoke of the learning strategies that enabled them to persist longer in their efforts to understand and process the content material. Although each participant shared a unique perception of the learning process, there was a similar approach to the strategies and efforts used to make learning ‘*stick like glue*.’ Moreover, within the theme title, ‘*stick like glue*’ relates directly to a phrase coined by one of the participants attempting to describe the learning strategies that were supported by the video for instruction. *Self-Efficacy* reflects a conceptual way of understanding the participants personal belief in their cognitive ability to engage learning using the videos for instruction.

The student-centered learning environment shifted the pacing and accountability for obtaining the subject content to the students. The students in this study experienced increased understanding of the content and successful completion of the task which increased their self-efficacy. The students shared that mastering the learning was not automatic and required the use of strategies that were possible due to the integration of technology in the learning process. Students shared that the video for instruction was an effective way of learning the content because it was easier to control the flow of information. The ability to engage repetition as a strategy to make the learning “*stick like glue*” allotted multiple opportunities to engage the concept. The
ability to control the instructional pacing was an essential component that encouraged students to work harder and preserve longer. The video for instruction allowed students to slow down or speed up the pace of the video to support their specific needs. Those students who required extra time to process specific aspects of the lesson were able to accommodate their learning needs. By using video for instruction, the student participants were able to pause, rewind, fast forward or watch multiple times in order to think deeply and fully consolidate an understanding of the content. These efforts supported the students’ efforts to successfully master tasks which increased their personal belief in their academic ability. Students believed video for instruction was beneficial to their ability to persist longer in their efforts to learn the material and understand the concepts. The findings of this research study concurred with Tucker (2012) and Green’s (2013) suggestions that in the high school setting the flipped model leads to greater student engagement, and higher motivation.

Within the flipped video for instruction classroom, students experienced an increased awareness of responsibility. The finding concurred with the work presented by (Adams, 1995; Clark, 1995; Jennings, 1995; Fairey et al., 2000), who maintain that technology use in the classroom boosts student motivation by empowering students to take ownership over their own learning. One major observation was that the responsibility for learning the concepts was transferred from the teacher to the students. Even more, the learning process shifted from ‘one size fits all’ to an individualized self-paced format. As such, students spoke about the various ways in which they readjusted their approach to learning. One of the participants expressed, “we have to do what we have to do to learn.” The finding supports a number of researchers (Yaeger & Morris, 1995; Fairey et al., 2000) who have shown that technology can be used as a productive tool to develop skills such as deductive thinking, problem solving, investigation, creative thinking and
interpretation. Since video for instruction engaged visual and auditory learning the students were no longer passive in the learning process.

**Theme Four: Attitudes towards teacher help**

The participants in this study spoke about their perception of the teacher’s role in the learning process. The students consistently compared their regular and video for instruction experience with “teacher help.” The theme, *attitude towards teacher help* captures the language use and participants attempt to articulate their perception of the teacher-student interaction before and after technology was incorporated into the learning process. Within the theme title, the use of *teacher help* relates directly to the repetition of keywords explicitly alluded to during the content of the participants’ talk. In each interview, the participants expressed different *attitudes* towards teacher help.

The reversal of the location of content delivery did not have the immediate effect of transforming the teacher’s primary instructional role to a “guide on the side” within the learning process. This finding did not support LaFee (2013) suggestion that the flipped learning teachers should become “guides on the side” shepherding students in charge of their own learning. The participants in this study concurred that the video for instruction method shifted much of the responsibility for learning from the teacher to the students, however, the diverse instructional needs of the learning population were not adequately supported. The transition from passively listening to the teacher explain, to using the video for instruction immediately, placed the responsibility for understanding the content information on the student. Rashan pointed out the use of video for instruction did serve a purpose in transforming the learning process, however the approach was neither infallible nor sufficient to meet all of his needs. What is more, the approach did not always account for the diversity of skills, gaps in knowledge, and processes that are required to provide adequate instructional support to a student. Therefore, the video for instruction...
method did not prove to be sufficient for all students in all skill areas. As a result, participants expressed that some of their peers experienced little to no independent learning. The video for instruction teacher spent a significant amount of time supporting individual students who struggled to persist with challenging instruction.

The participants shared the perception that the teacher in the video for instruction classroom found it increasingly difficult to attend to the diversity of needs in the classrooms. All of the participants shared that they did not hesitate to reach out to the teacher for support while learning using video for instruction. Although two of the participants expressed a strong preference for learning with little to no teacher support. The participants shared that the video for instruction method did not release the teacher as the knowledge expert for a majority of their peers. The participants shared that the method did not consider students readiness to learn beyond teacher-centered support. Students need to learn how to effectively use technology in the academic setting to engage their intellectual capacity and develop critical thinking.

**Limitations of the Study**

This qualitative study had a sample size of three, which was a representation of students who met the criteria of experiencing the flipped video for instruction in an urban high school. All students attended the same high school and had the same history teacher. While this created a homogenous sample for the current study, it may not represent all of the students at the high school who experienced video for instruction in the flipped learning classroom. Additionally, the study had a small sample size and therefore the findings are not generalizable to the population as a whole. The primary reason for the small sample size was the students’ resistance to taking part in a research study. Furthermore, many students were hesitant to speak with an “outsider” regarding the practices taking place in their social studies classroom. Additionally, a large
portion of the student population that previously expressed interest in participating in the study graduated and was not available.

Conclusion

The students of the 21st century seem to be digitally connected 24/7. Although these students may enjoy using technology in their personal lives, it is essential to explore how they make sense of technology in the learning environment. More than ever, instructional technology is becoming an essential component in today’s classrooms. This study sought to address how Black and Latino's students make sense of their experiences in the flipped video for instruction classroom. In particular, the researcher engaged the study’s participants in interviews where they shared their unique perspectives and experiences with this phenomenon. Through the use of interpretative phenomenological analysis, the researcher interpreted the experiences of each participant in an attempt to gain deeper insight into how Black students made sense of their learning experiences. The key findings presented in this study shed light on how students within this particular context participated in and made sense of their experience of using video for instruction in the flipped learning classroom. The researcher presented four significant findings that speak to the perceptions and understanding that each research participant conveyed about this topic of study.

The research findings demonstrated the unique experiences of each participant as well as a connection to the literature within the educational technology. Finding number one spoke to the students’ experience in the traditional learning environment. The students in this study explained that the regular classroom did not allow them to take responsibility for their learning. Furthermore, the advancement of the curriculum was a central concern of the classroom teacher. The students shared that the lessons progressed regardless of their understanding, mastery or both. Within the regular classroom, the emphasis was on the teacher’s delivery of the instruction
not the students’ engagement in the learning process. This finding illuminated the need for classroom teachers not to dominate the learning process with lecture-style instruction. Students should have most of the responsibility in the learning process. These findings reasoned with previous research that stated students learn best when they are involved in participatory learning activities rather than when they are passive recipients of a body of knowledge (Prince, 2004). A recommendation for classroom teachers who employ the traditional approach to pedagogy within the classroom would include designing lessons that reduce teacher-talk and increase student talk. This format would provide teachers in the regular classroom the opportunity to briefly explain the critical learning skills and expectations then release the students to engage the learning process. This format would provide students in the regular classroom the opportunity to learn the skill, process, and reflect on newly acquired knowledge while collaborating with their peers.

Finding number four revealed the students’ perception of the teacher’s role in the flipped video for the instruction learning process. There was the perception that the transition to video for instruction should be seamless and the learning would be easier given that today’s students are inclined towards technology. However, the transition to the video for instruction strategy did not immediately release the student’s dependency on the teacher-centered instructional approach common in the regular classroom. Furthermore, the participants did not immediately take charge of their learning. All of the participants spoke of their dependency on the teacher to ensure their understanding of the learning was accurate. Even more, the participants shared that some of their peers required more teacher help than the regular classroom. The participants shared that at times it was difficult to get immediate teacher help because she was busy supporting other classmates.
Recommendation for Practice

The unique context of this study has provided an opportunity to improve the flipped video for instruction program at this school. Technology can change the experiences of students in this particular school. However, there is a need to better guide students in the transition of using technology to enhance their learning experiences. The next step for teachers at this particular school would be to personalize the flipped learning experience based on students’ needs and interest. The findings in this study suggest that students at this particular school did not have an option regarding the one-to-one technology initiative.

Furthermore, the students were not the primary inspiration of the one-to-one initiative. Correct integration of technology should transform the classroom into learning environments that provide all students with the support and encouragement they need to become self-managers of their learning. In this study, the student participants at this particular context seemed to have been integrated into the idea of using video for instruction in the flipped learning classroom. A critical recommendation for classroom teachers seeking to integrate technology into the classroom by means of the flipped video for instruction is to consider the classroom population then carefully design an appropriate integration plan. Mostly, the flipped learning integration plans need to meet the students where they are and challenge them to reach higher. Based on the findings of this study, those educators seeking to create excellence in urban classrooms by implementing flipped video for instruction should consider the following suggestions for instructional practice:

1. Recognize the importance of the teacher’s role in the flipped learning classroom and the elements of good teaching. The quality of the video for instruction lesson matters even more than the delivery of a lesson plan in the regular classroom.

The centerpiece of learning in the video for instruction classroom is the careful
planning of coherent instruction that meets the individual needs of all students. The shifting of learning from the regular classroom format to the video for instruction format requires the thoughtful planning of quality lessons that seamlessly delivers clear and accurate content knowledge that advances the understanding of all students. Therefore, educators must make sure the concepts and content delivered on the video for instruction platform are explained in a clear and accurate manner, more so than the regular classroom.

2. Recognize the brilliance of urban students and provide instructional opportunities that demand critical thinking while at the same time assuring that all students gain access to “basic skills” that are the conventions and strategies essential to success in the 21st-century society. Furthermore, recognize that each learner is different, and in today’s classroom the educator needs to find the best way of encouraging learning that allows all students to access the content in their unique way. The flipped video for instruction is an opportunity to differentiate learning to advance those high achieving students who demonstrate the readiness to grow beyond the teacher. At the same time, flipped video for instruction can be foundational support for those students with significant gaps in their learning. Based on the findings in this study, it is evident that planning the video for instruction curriculum cannot be approached using the same guidelines as the regular instruction. The educators who are interested in creating the video for instruction must adapt and be willing to use multiple access points across the curriculum. The educators must know the needs of the population in their classrooms.

3. Monitor and assess students’ needs and address them with a wealth of diverse strategies. During the regular classroom instruction, teachers have the chance to
adjust instruction based on simple checks for understanding. The video for instruction method does not provide teachers with an immediate opportunity to check for understanding. Therefore, if the video for instruction method is an attempt to create a high-quality academic opportunity for all students, it is imperative that the execution and content delivery creates high-level learning.

4. Classroom teachers should utilize flipped video for instruction to shift the learning from teacher-directed to student-centered. Classroom teachers should establish protocols to help students make the transition to receiving teacher-directed to the instruction from a video.

Recommendations for Further Study

Based on the findings of this study, future researchers may consider the following in recommendation into flipped instruction.

1. Future research should investigate the flipped video for instruction experience of Latino students in the middle and high school learning environments. This study focused only on the experiences of the Black high school participants in the flipped video for an instruction learning environment. More data is needed to determine if a race is a contributing factor for successful implementation/integration of flipped video for instruction. The group of students interviewed for this study did not match the initial population. Those experiences of Latino students in a flipped video for instruction classroom might be different based on their specific learning needs. The experiences shared were very personal to the individual students and their own learning needs. Future studies with the flipped learning classroom might explore the interaction of race and technology. Specifically, how
English Language Learners or students with learning disability experience learning using video for instruction.

2. Future research should investigate the effectiveness of flipped instruction for promoting academic achievement in middle school learning environments. This study focused only on the experiences of the high school participants in the video for an instruction learning environment. Researchers should investigate whether flipped learning educational technology has the potential to improve student academic achievement in middle school.

3. Future research should investigate the effectiveness of flipped video for instruction across the various social studies content. Researchers should investigate whether one subject area is more amenable to flipped video for instruction than others.
QUESTION & ANSWER

POST – DEFENSE WRITE-UP

Questions: Instructional Practice – How did the teacher hold students accountable for viewing the video?

Students were held accountable for viewing videos in two ways. The first required students to complete a mini-assessment that served as a check for understanding. Additionally, students had to complete a guiding assignment during the viewing of the video to demonstrate completion of the task. According to each participant, there was an established performance measure that all students were required to attain before advancing between videos. The students shared that they had to earn an eighty percent on the mini-assessment to demonstrate satisfactory progress and comprehension of the content.

A learning management system was used to streamline the collection of videos for instruction. The videos were unlocked once students earned 80 percent on an assessment related to the video. Assignments included a handout/worksheet or mini-assessment that served as a check for understanding.

Rather than simply listening or watching videos – students had "to do" an activity to demonstrate comprehension. The activity was scored and assigned to the students’ class grade. Each participant shared that viewing the video and completing the assessments and assignments were non-negotiables because they wanted to pass the class.

Furthermore, the teacher incentivized accountability by creating a line-graph that was displayed in the class to demonstrate the completion rate of each student visually. According to Kwest, students would compete to become the leader on the line graph.
Questions: Instructional Practice – What are some challenges a Social Studies teacher might use video for instruction to overcome?

Within the social studies curriculum, there is a vast amount of historical knowledge that students must learn within a limited time-frame. However, a common challenge that social studies teachers encounter is how to condense the material without compromising the integration of the curriculum. Often, a significant amount of content information is omitted, creating a historical gap in the curriculum. As a result, students often are under-prepared for high stakes assessments. The video for instruction could be an instructional strategy to supplement students' content knowledge and historical thinking skills.

Overall, teachers must ensure students learn how to learn using video for instruction. When students are able to learn using video for instruction, the curriculum could be differentiated to meet the learning needs of the students: pace versus complexity. The higher-level students who require rigorous content and rapid advancement in pace might be able to progress through the curriculum. Whereas, students requiring support could slow the pace down to better understand the material in a way that makes sense for them.

The video for instruction component of the flipped learning method has the potential to address the curriculum, the challenge social studies teachers encounter each year. Furthermore, the opportunity to differentiate the pace and complexity of the curriculum to meet the needs of the students. However, teachers must carefully consider how to implement the flipped learning method to support their specific student population.
Questions: Theoretical Framework – How might you create a constructivist activity around the video to engage students?

Within this research study, the focus was the video for instruction, which is one of the two components of the flipped classroom learning method. In the flipped approach to teaching, students use instructional video within a personal learning space to meet their learning needs. Within the personal space, students collect an understanding of the content and gain control of the learning process through the pre-recorded videos. During class time, the teacher creates student-centered learning opportunities that require the learners to draw upon the knowledge acquired from the videos.

In the traditional classroom, the teacher presents content and skill to the entire group. The skills students need to be successful are often being demonstrated for the first time. The lesson might be differentiated to support the learning needs of a percentage of the students. The students who understand the teacher's directions can participate in the learning task. On the other hand, 50 percent of the students who did not internalize the teacher’s direction might disconnect from the material and learning environment. These students might have the willingness and desire to participate in the lesson; however, the skills they need to be successful did not immediately transfer from the teacher. The use of the video for instruction provide these students the opportunity to revisit the teacher's directions (content or skills) at their own pace — the video functions as a strategy to support the learning needs of all students. Once the students acquire the prior knowledge required to complete the task, he or she is more likely to show positive behavioral and emotional involvement in the learning activities.
The video for instruction is the launching pad to constructivist classroom activities. The main goal is to equip all students with the skills they need to be successful. Then teachers can create rich learning experiences that emphasize higher-order thinking skills and application.

Creating social studies constructivist activities around videos to engage students would consist of two parts. For example, students are learning about the atomic bomb during World War II. During the unit, students are required to gather information to determine "was the United States justified in dropping the bomb?" Within the course of the unit, several content-related videos would be assigned [outside & inside of the classroom] to provide students with the necessary prior knowledge to guide their thinking. The videos would present perspectives of the speakers associated with the United States and other foreign countries. While watching the videos, the students would be required to write down the different perspectives presented. During the classroom component, the students would defend their perspectives during a Socratic seminar. Other videos could relate to skills necessary to participate in a Socratic seminar, identifying prospective or point-of-video.

It is important to emphasize that moving the teacher lecture to video and requiring students to watch it at home or in the classroom is not flipped classroom. As Nia shared, that is "just regular lecture on the computer" and that is "not teaching." Teachers should be purposeful when assigning videos to the students. After watching the video, students should be able to do a specific skill or share meaningful thoughts and ideas on the content.
Questions: Research Process – How would you approach coding similarly and differently?

The coding process was the most time-consuming part of this research study. Initially, I attempted to code the interviews using the MAXQDA 12 software program. The use of the software was simple, and the tools were helpful to complete the process. However, there were some challenges making sense of the students' experiences. After weeks of careful consideration, I moved to a different format, which included the use of Microsoft word, highlighters, and poster boards. The interviews were printed and color-coded manually. Next, the paper was cut into strips as it was easy to move the small pieces on the poster boards. This process allowed better immersion in the experience of each student.

My approach to coding would entail the same process used during this study. There was value in the MAXQDA 12 software; therefore, it would be useful in the future coding process. My experience during the first stage of the process added knowledge of how to adequately use technology to code data. Nonetheless, opportunities to manipulate the data manually on poster board would use a part of the future coding process. I was able to reflect on how I process information and adjust accordingly. The knowledge acquired during this coding process has helped prepare me for future projects.
Questions: Research Process – How were students able to make sense of how they learn [developmentally]?

The students in this study were articulate and highly criterial of their classroom learning experiences. Listening to the tone of voice and observing facial expressions when students shared their stories about how instructional videos influenced their learning offered a glimpse into the careful consideration given to each of their remarks. The students who participated in this study were encouraged to use video as a way to improve comprehension and "pass the class." The students appreciated the use of technology to transform how they learn. It is essential to point out that the students viewed the use of video as a tool to help their learning. For each student, the use of video made sense in the learning process because it supported their comprehension of the material.

Each student clearly expressed how they felt while learning in the traditional classroom versus the flipped classroom. The students shared the positive and negative aspects of learning in the traditional and the video for instruction context. There was a clear sense of the way learning was impacted in each context. For each of the students, the opportunity to learn in a self-paced environment was recognized and highly praised. The students recognized the constraints of each learning environment.

The students expressed their views regarding why the teacher deemed it necessary to use video for instruction. Further, the students compared and contrasted how their learning changed in different environments. The students recognized which course materials benefitted from the video and the materials that needed additional support.

As an educator, I was able to use the participants' experiences to reflect on my role and classroom practices. My experience of interviewing the students increased knowledge of how the usage of video for instruction can impact the learning process for students. The participants'
experiences suggest the video for instruction has created a shift in the way students approach learning by increasing adaptability and flexibility. However, the videos for instruction context must allow meaningful student involvement and clear articulation of criteria with immediate constructive feedback.


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http://dx.doi.org/10.4018/jcit.2014040103


http://dx.doi.org/10.1007/s10984-012-9108-4


Appendix A

Transcriber Confidentiality Statement in a Research Study

Northeastern University, College of Professional Studies Celeca Aulder
Title: 'The ‘flipped’- side of learning: An interpretative phenomenological analysis of Black and Latino students

Transcriber Confidentiality Statement in a Research Study

I am asking you [name] to take part in a research study. The research collected will be one-on-one interviews. Every interview will be audio recorded using the AudioMemos application on the Student Researcher’s Apple iPad and iPhone (two separate devices are being used solely for backup in case of error) to capture accuracy in recording the responses. The use of a recording device is justified in this study because the details of thought and language used by the participants are critical to data analysis.

You are responsible to transcribe the audio-tapes to ensure accurate reporting of the information provided. You will not discuss any item on the tape with anyone other than the researcher. No one’s name will be asked or revealed during individual interviews. The audio-tapes will be stored in locked files before and after being transcribed. Tapes will be destroyed within 2 weeks of completing the transcriptions.

Who can I contact if I have any problems or questions

Celeca Aulder (Student Researcher), 233 Spring Lane, Apt 1405., East Stroudsburg, PA 18301 (c) 347-579-4130 [e-mail]: aulder.c@husky.neu.edu
Billye Sankofa Waters (Principal Investigator), Northeastern University, Boston, Ma 02115 [email]: b.sankofawaters@neu.edu

Who can I contact about my rights as a participant?

If you have any questions, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University Boston, MA 02115 tel. 617-373-7570, email: irb@neu.edu. You may call anonymously if you wish.

Will I be paid or my participation?
N/A
I agree to take part in this study

Signature of person agreeing to take part

Date

Printed name of person above
Appendix B: Administrator’s Email

Dear Administrator,

I hope this e-mail finds you well. My name is Celeca Aulder and I am a student at Northeastern University working towards a doctorate degree in education. I have completed my coursework and have moved onto my research phase in order to write my dissertation. Recently, Northeastern University and New York City Department of Education Internal Review Boards approved my research proposal titled:

I am sending this email to request that you consider allowing the research study to be conducted at your school’s site.

The purpose of my study is to examine and understand the flipped-learning method of instruction delivery on Black and Latino students in a high school history class. I am looking for students in your school that are willing to be interviewed to discuss their impressions of the flipped-learning history class.

Students and parents will be provided an opportunity to speak with Celeca Aulder about the nature of the study prior to being interviewed.

The interview is expected to last about an hour, would occur in the school building and would be held at a time that does not disrupt instruction and is convenient to students. Please know that the decision to grant access to conduct this study at your school’s site is completely at your discretion.

The school in the study will be completely confidential and there are no known risks associated for those who are selected as participants. The direct benefits from this study will provide the school leader and educators with understandings of the students’ impressions of the flipped-learning history class.

All references to participants and the school will use pseudonyms and will not be identifiable. If you are interested in allowing the school to participate in this study or have any further questions, please respond to this email at: aulder.c@husky.neu.edu

Attached for your review, please find the call for participants.

Thank you for your consideration,

Celeca A. Aulder
Appendix C: Call for Participants

Are you a Black or Latino high-school student who has participated in a flipped learning history class?

Consider taking part in this study!

A study is being conducted to gain insight into what it is like to be a Black or Latino high-school student who experienced a flipped-learning history class.

In order to participate, individuals must be between the ages of 14-18 and proficient in English. Participants must be currently enrolled as a full-time student at a High School in the New York City education system, and have already completed at least one flipped-learning course at the high-school.

The study consists of one interview, which will be conducted in-person. The interview focuses on the participant’s academic history, past/present-day experience in relation to the topic and will allow the participant to reflect upon the meaning of the experiences (approximately 45-60 minutes).

If you or someone you know would like to participate in this study or learn more, please email aulder.c@husky.neu.edu or call 347-579-4130. Selection for the study is not guaranteed, but will be determined during a brief 10-15 minute in-person conversation.

Confidentiality is guaranteed, and participants’ names will never be shared with others or used in the published results.

This study is conducted by Celeca Aulder, an EdD doctoral candidate at Northeastern University.

This study was approved New York City Department of Education IRB on __________ and Northeastern University’s Institutional Review Board for research ethics on __________.
Appendix D: Parental Consent Form

Northeastern University, Department of Education

Name of Investigator(s): Dr. Billye Sanfoka Waters (Principal Investigator), Celeca Aulder (Student Researcher)

Title of Project: The ‘flipped’- side of learning: An interpretative phenomenological analysis of Black and Latino students

Request to Participate in Research

We would like to invite your child to take part in a research project. The purpose of this research is to provide Black and Latino high school students the opportunity to describe their impressions of the flipped learning method used in a history class.

Participants must be at least 14 -18 years old to be in this research project. The study will take place at ______________ and will take about __________. If you decide to let your child take part in this study, he/she will be asked to participate in one interview (conducted by Celeca Aulder) that ask questions about his/her academic history and present-day experiences in relation to having completed (one or more) flipped learning high-school history class.

There are no foreseeable risks or discomforts to you for taking part in this study. There are no direct benefits to you for participating in the study. However, your answers may help us to learn more about the realities associated with being a Black or Latino student participating in a flipped learning environment.

Participants’ part in this study will be handled in a confidential manner. Only the researchers will know that your child participated in this study. Any reports or publications based on this research will only use pseudonyms, and will not identify you, your child or any other participant as being part of this project.

The decision to participate in this research project is up to you. You do not have to grant your child permission to participate and he/she can refuse to answer any question. Even if he/she begin the study, you and your child may withdraw at any time.

If you have any questions about this study, please feel free to contact Celeca Aulder (Tel: 347-579-4130, Email: aulder.c@husky.neu.edu) the person mainly responsible for the research. You can also contact Dr. Billye Sankofa Waters (Northeastern University, Boston, MA, Email: b.sankofawaters@neu.edu), the Principal Investigator.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: irb@neu.edu. You may call anonymously if you wish.
I have read, understood, and had the opportunity to ask questions regarding this consent form. I fully understand the nature and character of my involvement in this research as a participant and the potential risks. I agree to participate in this study on a voluntary basis.

________________________
Research Participant’s Parent/Guardian Signature

________________________
Research Participant’s Parent/Guardian Print

________________________
Researcher who explained the study to the participant’s Parent/Guardian and obtained consent

Date
Appendix E: Assent Form

Project Title: *The ‘flipped’- side of learning: An interpretative phenomenological analysis of Black and Latino students*

Principal Investigator: Billye Sankofa Waters
Student Investigator: Celeca Aulder

We are doing a research study about the flipped-learning method in history classes. A research study is a way to learn more about people. There are some things about this study you should know. The purpose of this research is to provide Black and Latino high school students the opportunity to describe their impressions of the flipped learning method used in a history class.

If you decide that you want to be part of this study, you will be asked to answer interview questions about your flipped-learning history class. The interview will last about 45 – 60 minutes. It will take place at your school during a convenient time.

There are no foreseeable risks or discomforts to you for taking part in this study. It is important that you understand this study is not a part of your grade and your response to the questions will not be share with your teachers.

Not everyone who takes part in this study will benefit. A benefit means that something good happens to you. We think some benefits might be helping the researcher and educators learn more about the realities associated with being a Black or Latino student participating in a flipped learning class.

When we are finished with this study we will write a report about what was learned. This report will not include your name or that you were in the study.

You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that’s okay too. Your parents know about the study too.
This study has been explained to me and I am willing to be in it.

If you decide you want to be in this study, please sign your name.

I, ______________________________, want to be in this research study.

_________________________________   ______

(Sign your name here)      (Date)

I, ____________________________, agree to be audiotape during this study.

_________________________________   ________

(Sign your name here) Date

I, ____________________________, do not agree to be audiotape during this study.

_________________________________   ________

(Sign your name here) Date
Appendix F: Interview Protocol Form

Interview Protocol

Institution: Northeastern University; 360 Huntington Avenue; Boston, Massachusetts 02115

Interviewee:

Interviewer: Celeca Aulder

Date:

Location of Interview:

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Script for In-Person Conversation

Thank you for taking the time to speak with me and expressing interest in this study. My name is Celeca Aulder, and I am a doctoral student at Northeastern University. I want to tell you about a research study that I am doing for my doctoral thesis project. A research study is usually done to find a better way to treat people or to understand how things work. In this study, I want to get an understanding of Black and Latino high school students’ impression of the flipped-learning method of instruction.

There are a few personal reasons I’m interested in this particular topic: First off, I am a New York City Department of Education teacher, and I’m very passionate about classroom practices that makes learning history interesting to students. Secondly, I am would like to implement the flipped-learning method in my teaching practices, and I am curious to find out the impressions of students who have experienced this approach. The third reason I’ve chosen this topic is because there have been no previous studies focused on the flipped-learning of history and Black and Latino students in New York City.

As the Student Researcher, I am also the person who will be conducting the interviews as well as the initial in-person conversation, like the one we are doing right now.

Today, I’d like to ask you just a few criteria-based questions, to determine if you qualify as a participant, and if so, I’ll give you a more detailed explanation as to the scope of this project. At that point, if you’re interested in proceeding, we can talk about consent/assent and setting up the interview time. Sound good?

- Could you please state your age?
- Are you a currently enrolled high school student?
  - For how long have you been a student there?
  - And during this school year, what grade-level are you completing?
- This study calls for participants who have completed at least one flipped-learning history course. Can you tell me how you qualify in regards to this?
Based on what is being explored, it is also important that participants identify as Black or Latino. May I ask how you identify your racial identity?

Thank you. I’m happy to say that you meet all of the criteria in regards to participation in this study. Now I would like to tell you a bit more about the scope of this project.

You are being asked to be in this study because you have completed at least one flipped-learning history course at your school. In any study, only people who want to take part are allowed to do so. You do not have to be in this study if you do not want to do so.

If you are selected and decide to participate then permission from your parents/guardian will be required. A consent form will be provided – which must be signed and returned.

If you participate in the study, we will determine the best time to have a 45 – 60 minutes conversation about the flipped-learning history class that you have completed. The interview will be audio recorded so I am able to correctly write-down your responses.

During our conversation, the questions I ask you might seem strange and make you feel uncomfortable. If you are uncomfortable with some of the questions, please let us know and I will stop.

I do not know if this study will make you feel better about the flipped-learning instructional method. However, I may learn something that will help other students in the future.

You do not have to be in this study. It is up to you. You can say no now or you can even change your mind later. All you have to do is tell us. No one will be mad at you if you change your mind.

You will not be paid for taking the time to be in this study. Your parents/guardian say it is okay for you to be in this study. If you have questions, please ask them now or at anytime.

If you are not happy with this study and want to talk to someone else other than Celeca Aulder, you can talk to your parents and they can call the Northwestern University Institutional Review Board (IRB) Office at 312-503-9338.
Appendix G: Interview #1 Protocol Form

Northeastern University, College of Professional Studies

Investigators: Dr. Billye Sankofa Waters; Celeca Sukra [Aulder]

Title of Project: The ‘Flipped’ - Side of Learning: An Interpretative Phenomenological Analysis of Black and Latino Students Making Sense of the Flipped Classroom Method in an Urban High School

Interviewee (Title and Name):

Date:

Location of Interview:

Interview lasted:

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Introductory Question Objectives (5-7 minutes). Build rapport, describe the study, answer any questions (an informed consent form would be reviewed and signed here).

Interviewer: You have been selected to speak with us today because you have been identified as someone who has a great deal to share about being a student in a flipped classroom. Our research project focuses on 21st century learning methods and Black and Latino students with a particular interest in understanding how they make-sense of the role of learner in the flipped classroom model.

Because your responses are important and I want to make sure to capture everything you say, I would like to audio tape our conversation today. Do I have your permission to record this interview?

Interviewer: I will also be taking written notes during the interview. I can assure you that all responses will be confidential and only a pseudonym will be used when quoting from the transcripts. I will be the only one privy to the tapes which will be eventually destroyed after they are transcribed. To meet our human subjects’ requirements at the university, you must sign the form I have with me [Appendix E] which, essentially states that(1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Do you have any questions about the interview process or the informed consent?

Interviewer: We have planned this interview to last about 45 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Do you have any questions at this time?
Interviewer: I would like to learn a little bit about your background and how long have you been a student in the flipped classroom program?

Interviewer: I would like to hear about your time in the flipped classroom in your own words. To do this, I am going to ask you some questions about the key experiences that you encountered during the class. Your responses may include both in-class and out-of-class academic and non-academic elements as appropriate.

Interviewer: The first question that I would like to ask you is what do you believe is the role of videos for instruction?

Interviewer: How many classes have you had that used videos for instruction?

Interviewer: How were they effective, if at all?

Interviewer: Did the use of videos for instruction help you to understand the topics?

Interviewer: When you went to class, before the teacher’s lessons, did you have a clear understanding of the topics you were asked to learn?

Interviewer: When you came into class and information was not clear in the video, or you were confused about something the next day in class, did it ever become better? Did you ever understand what you were lacking?

Interviewer: In your opinion, what is the difference between lectures in class and instruction from videos?

Interviewer: Did you feel that you were supported in class? If you had questions, were they answered? Were you given answers? Or were you guided to the correct logic?

Interviewer: Reflecting on your learning in the flipped class to date, what, do you feel, is the difference between the way you learned before instruction from videos and the way you learned using instruction from video?

Interviewer: In a traditional classroom the accountability is in the student themselves, they either want to do it or they don't want to be there, and they willingly have to try to get an F. * And in a flipped classroom, where does the accountability fall?

Interviewer: Did the flipped classroom reveal insights into how you learn? What did it reveal?

Interviewer: Did you feel more responsible for your work than in a lecture-based class? Why or why not?
**Interviewer:** Did you ever feel like you were behind in your work? How were you able to catch up? Is this different than other classes? How so?

**Interviewer:** Would you rather take a class using the flipped classroom or the traditional method from now on? Why?

**Interviewer:** What kinds of topics are best for video instruction?

**Interviewer:** In future classes, would you rather have traditional or flipped instruction? Why?

**Interviewer:** Do you think along the way there have been any changes in your beliefs based on the experiences you have had in flipped classroom, you know coming in with one sense of how instruction should be delivered – do you think there are changes that occurred in your thinking along the way?

**Interviewer:** Do you have any questions for me?

**Interviewer:** *I want to thank you for participating in this interview. It was great having the conversation and definitely listening to your insights regarding your time as a student in the flipped classroom. At this time, I am going to close out the interview. Thank you again for participating; I will be turning off the recorder at this time.*

*Note that these are the types of questions planned. Literature on IPA suggests that researchers be flexible and that interviews may vary and drift into other avenues, as the purpose of the questioning is for exploration. Any of these questions may be followed with prompts such as “Can you tell me more about that?”, and/or “Can you describe that more?” etc.*