

RESEARCH ARTICLE

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Employing active learning methods in flipped social studies classes: an action research^{*3}

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Highlights:

- The Flipped Classroom Model in Social Studies encouraged students to prepare before class.
- The Flipped Classroom Model also promoted active engagement in class activities.
- Students maintained a positive attitude throughout the learning process.

Abstract

This study explores how active learning methods can be implemented in Flipped Classroom-based Social Studies lessons. Designed as action research within a qualitative research framework, the study was conducted with 29 sixth-grade students (21 male, 8 female) attending a public school in Zeytinburnu, Istanbul, during the 2021-2022 academic year. Data were gathered using multiple tools, including student worksheets, self-assessment forms, and a researcher-teacher's diary to obtain in-depth insights. These qualitative data sources were analyzed using content analysis techniques. The findings suggest that integrating the Flipped Classroom Model into Social Studies lessons supported students' preparation before class, increased their participation in classroom activities, and improved their motivation and responsibility toward learning. Moreover, the model encouraged peer collaboration, self-reflection, and more meaningful engagement with the course content. Overall, the research highlights that the Flipped Classroom approach is an effective strategy for promoting active learning and sustaining student interest and involvement in Social Studies education.

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1. Introduction

Social Studies is a course based on content from social and human sciences. The primary objectives of this course are to teach students the cultural values of the society they live in and to nurture active citizens. Furthermore, it aims to equip individuals with essential attitudes and skills through various methods to navigate a changing and evolving world. Additionally, the course focuses on identifying daily life problems and developing the ability to make knowledge-based decisions to address these problems (Aktaş, Tokmak & Kara, 2021; Erden, n.d.; Öztürk, 2015; Tokmak et al., 2023). Learning environments are critical in teaching knowledge, skills, and attitudes. Environments where students actively participate in the learning process help diversify learning activities and provide students with different experiences. When students plan the learning process, they become more successful in anticipating each stage of the process, as this approach encourages them to take greater responsibility for their learning journey (Bonwell & Eison, 1991; Göçer, 2019; Ün Açıkgöz, 2014).

A comprehensive literature review has revealed various challenges and issues in teaching Social Studies classes. Alataş (2008) notes that students often approach Social Studies with a rote-learning mindset, primarily due to the lack of practice-oriented activities implemented by teachers. Studies indicate that despite numerous learning outcomes in the Social Studies curriculum, limited class time prevents sufficient opportunities for hands-on activities. Additionally, students' lack of class preparation leads to direct instruction, leaving little room for practical, activity-based learning (Çelikkaya, 2011; Mutluer, 2013; Yılmaz & Tepebaş, 2011). Moreover, several studies frequently highlight that teachers face significant time constraints during lessons and are unable to implement active learning strategies due to the heavy outcome load of the curriculum (Gönenç & Açıkalın, 2017; Karadeniz & Ulusoy, 2015; Koçoğlu & Egüz, 2019; Malkoç & Kaya, 2015; Metin Göksu, 2020; Taşkıran et al., 2016).

Genuine development is achieved through applying theoretical knowledge into practice by learners in teaching and learning processes. Therefore, the need for contemporary learning models and theories is increasingly recognized to help students effectively use their knowledge and skills in everyday life. The influence of the constructivist learning theory in our country has led to the implementation of modern and innovative learning models in educational settings. One such innovation is the method known as the Flipped Classroom Model (FCM).

The FCM is an approach that enriches the learning process through various activities during pre-class, in-class, and post-class phases. In the pre-class phase, the theoretical content prepared by teachers is shared with students in advance, providing them with the fundamental knowledge they need to acquire during the lesson. To encourage active student engagement before class, teachers may also incorporate various preparatory activities into the content. During the in-class phase, teachers focus on activities designed to develop students' higher-order skills. Students create products related to the lesson content, are encouraged to think outside the box, and have the opportunity to apply what they have learned in practice within the classroom. As a modern learning model, the FCM facilitates such activities in school and educational environments. Utilizing this model in Social Studies classes can help address challenges such as the extensive scope of topics and time constraints, allowing more time for students to acquire the knowledge, skills, and attitudes they need. Additionally, sharing lesson content with students beforehand can effectively reduce individual differences (Alharbi, 2015; Alsancak Sarıkaya, 2015; Çibik, 2017; Hamida & Maaloul, 2016; Turan & Göktaş, 2015; Zhang et al., 2015).

In a study on the impact of the FCM regarding students' academic achievement, self-efficacy, readiness, and motivation, Alsancak Sarıkaya (2015) concluded that the students in the experimental group performed better in terms of both their attitudes towards the course and knowledge retention compared to those in the control group. Similarly, Alharbi (2015), who employed the FCM in health sciences courses, discovered that students experienced both in-class and out-of-class learning through social media tools and expressed high levels of satisfaction with this approach. In their study regarding Flipped English teaching, Zhang et al. (2016) observed notable improvements in the experimental group's vocabulary acquisition, attitudes towards the course, and classroom behavior.

Çibik (2017), who employed the FCM in English language teaching, found that this approach enhanced learner autonomy and improved the overall learning process. Similarly, Tekin (2018) demonstrated that using the FCM in Mathematics class positively influenced the students' perceptions of the course, academic achievement, participation, and communication skills. Debbağ and Yıldız (2020), applying the FCM in the Teaching Principles and Methods course, reported positive effects on the students' attitudes towards the course and their self-efficacy beliefs. Orhan (2019) observed that the FCM bettered students' academic achievement in Social Studies classes, while Bursa (2019) highlighted that the FCM in Social Studies lessons enhanced students' knowledge retention and their ability to successfully complete tasks. In a study investigating students' perceptions utilizing the FCM in Social Studies classes, supported by the Education Informatics Network (EBA) under the Fatih Project, Evrensel (2021) noted that students were able to study without time or location constraints and came to class prepared and motivated. Uyanık (2022), in his action research on implementing the FCM in primary school Social Studies course, explored the impact of this model on the course. Implementing the FCM for the active citizenship learning domain in Social Studies, Gedik (2023) emphasized that it improved students' academic achievement, enhanced their motivation, and provided opportunities for diverse classroom activities. Similarly, Seçgin (2024), comparing the FCM and the Argumentation Method, found that the former contributed to the students' development across various areas, fostered learning, and actively engaged them in both in-class and extracurricular activities.

The primary goal of Social Studies is to cultivate active citizens and develop students' knowledge-based decision-making skills by equipping them with the necessary knowledge and skills. Achieving these outcomes requires implementing various activities in the classroom. The FCM is a method through which such activities and practices can be successfully carried out in Social Studies courses. Thus, this research aims to determine how active learning methods can be employed in Flipped Social Studies classrooms. To achieve this, the following questions have been addressed:

1. How do students feel about and perceive the Flipped Classroom Model in which active learning activities are implemented?
2. What is the quality of active learning activities that students engage in when implementing the Flipped Classroom Model?

2. Method

This section provides information about the study's model and design, participants, data collection methods, data analysis, and reliability and validity procedures.

2.1. Research Model

This study evaluates the impact of active learning strategies implemented through the FCM in Social Studies classes. With its basic learning approach, data collection methods, and sample selection, this research was designed in line with qualitative research methodology and carried out within the action research framework. Action research is an important method conducive to developing teachers' scientific research skills as practitioners. It eases solving real-life problems by thoroughly examining their root causes and seeking effective solutions. Recognized as a method led by individuals or groups, it plays a key role in addressing problems and fostering the implementation of innovative practices (Johnson, 2019).

2.1.1. Participants

The study was conducted in a public school in Zeytinburnu district of Istanbul during the 2021-2022 academic year. The participants consisted of 29 sixth-grade students – 21 females and 8 males – from the same school. Since the researcher focused on the development and implementation of a new model, the "active citizenship" learning domain and the skills intended to be cultivated within this domain were specifically chosen. Opting for convenience and purposive sampling method, the researcher

surveyed the classrooms she taught to select the group with the most reliable internet access at home. Two students who did not meet the required criteria were provided with a laptop and internet connection. This study adopted the criterion sampling method, a qualitative sampling technique, which is based on the researcher's knowledge about the research universe or the goal of the research. This method allows for detailed examination of cases that are believed to have rich information (Yıldırım & Şimşek, 2021).

2.1.2. Data Collection and Analysis

This study adopted an approach that incorporates active learning activities within Social Studies classes via the FCM. Before applying this model, the researcher frequently utilized lecturing, questioning, and demonstration techniques in the classroom. To address the research questions, the researcher-teacher's diary, self-assessment forms, and worksheets were employed as data collection tools. Given the fundamental characteristics of these tools and the study's design, the data were analyzed through content analysis, an approach aimed at uncovering the underlying concepts within the data and the relationships among these concepts. This method serves to explain the concepts embedded in the data and their interconnections. The primary goal is to understand and elucidate the key concepts in the data and the relationships among them (Yıldırım & Şimşek, 2021).

Various activities (lectures, intermediate tasks, and main activities) were developed based on the learning outcomes, and corresponding lesson sets were prepared. Each weekly lesson set included activities that could be collected from the teacher's diary, self-assessment forms, and worksheets. Data analysis steps were conducted based on the joint decision of the monitoring committee formed for this research. Accordingly, each week's lesson set was subjected to content analysis. The insights gained from the content analysis determined the adjustments to planned and proposed activities, such as additions or modifications. The analysis process was presented weekly to the validity committee and resumed only after receiving approval. The data collected during the implementation phase were coded according to content analysis principles, and themes were generated based on these codes. To enhance reliability and validity, the notes handwritten by the students during the activities were selected for the findings section. The data were also checked for reliability by a second researcher. The primary researcher shared how she analyzed the self-assessment forms and student works with the second researcher. The analysis was completed based on predefined criteria, with specific criteria tailored to the nature of each activity. The second researcher was also asked to rate the activities according to the same criteria. For instance, the activities of "Practice II", which were assessed using five criteria, were rated as "Highly Qualified (10-9 points)", "Qualified (8-6 points)", "Average (5-3 points)", "Improvable (2 points)", and "Absent" according to the points they received. The following are the criteria employed to rate the activities:

- Articulating the importance of judicial independence with reasoning in an opinion column.
- Including sentences emphasizing the importance of the rule of law in the column.
- Creating a title that reflects judicial independence for the column.
- Answering three or more questions in the True-False activity correctly.

The quality of the students' work was determined by scoring each activity according to the above criteria.

2.1.3. Research Ethics

The ethical compliance of this study was approved by Anadolu University's Social Sciences and Humanities Scientific Research and Publication Ethics Committee under protocol number 44562, dated June 24, 2019. A preliminary application was submitted via ayse.meb.gov.tr to collect data and conduct the study at a middle school affiliated with the Ministry of National Education in Zeytinburnu, İstanbul. Following this application, the relevant permissions were taken from the Provincial Directorate of National Education with document number E-59090411-20-21519408, dated March 2, 2021, allowing the research to be conducted at a public middle school in Zeytinburnu, İstanbul. Furthermore, the names used in the study are not the real names, but the pseudonyms created by the researcher.

2.1.4. Conducting the Validity and Reliability Study of the Research

In qualitative research, meeting the criteria of credibility, transferability, dependability, and confirmability is essential to ensure validity and reliability (Yıldırım & Şimşek, 2021). In this study, particular attention was paid to presenting the research process and findings in a detailed and comprehensible manner. To verify the accuracy of the collected data, a validation process was conducted using the formula developed by Miles and Huberman for assessing internal consistency (Miles & Huberman, 1994; Tavşancıl & Aslan, 2001). The data were independently evaluated by a second researcher at a different time. Based on the calculations of agreement and disagreement, the consistency rate for the practices was 77.5%, while the consistency rate for the self-assessment forms was 94.5%. These results led to the conclusion that the obtained data were reliable. Additionally, a validity and reliability committee was formed for the research. Consisting of Expert 1 and Expert 2 with a Ph.D. in social studies education, this committee held nine online meetings. The committee members provided the researcher with essential support for collecting, analyzing, and interpreting the data. Activities and practices were planned, implemented, and restructured in line with their recommendations. The discussions and decisions made during these meetings were recorded in the minutes.

2.1.5. Role of the Researcher

The researcher, a Social Studies teacher at a middle school under the Ministry of National Education in Zeytinburnu, Istanbul, conducted the study at her school and classroom. Planning the process, designing the action plans, and carrying out the implementation were personally undertaken by the researcher. During the process, the researcher administered data collection tools and gathered data. By establishing an empathetic relationship with the participants, the researcher sought to obtain sincere and genuine responses while striving to remain impartial and ensure the data was recorded accurately as it was provided.

Throughout the study, the researcher prioritized the use of diverse strategies for data collection. Data sources, including committee decisions, self-assessment forms, student feedback, and photographs, were analyzed in depth. To maintain objectivity, the researcher made a conscious effort to document personal reflections without bias, avoided incorporating emotional interactions into the study, and remained committed to preserving an impartial perspective. During the implementation phase of the action plans, regular meetings were held with the validity and reliability committee within the predetermined timeframe, and decisions were executed based on unanimous agreement. Aware of the responsibility inherent in conducting a scientific study, the researcher followed the expertise and recommendations of specialists in the field rather than making individual decisions.

2.1.6. Applying the Flipped Classroom Model in Social Studies Classes: Procedure

Image 2.1 illustrates the steps for directing both pre-class and in-class activities based on the information in the action plans. Implementing the Flipped Classroom Model in Social Studies classes followed the sequence outlined in Image 2.1. The findings were systematically aligned with this sequence and utilized at the relevant stages of the research. The process began with preparing lesson videos before the class and concluded with watching the videos and completing the activities. During the lesson, the topic was explored through introductory questions, and the process was finalized by drawing general conclusions. The research was initiated according to the steps outlined in the implementation procedures and action plans developed for the FCM. However, some issues emerged during the implementation process. Specifically, it was discovered that some students had not watched the pre-class content. To address this, actions were taken based on the decisions of the validity committee, which included asking parents to send messages to the WhatsApp group chat after the content was viewed. This intervention successfully resolved the issue in a short time. As a result, it was confirmed that students participating in the class had watched the lesson content and completed the required intermediate activities.

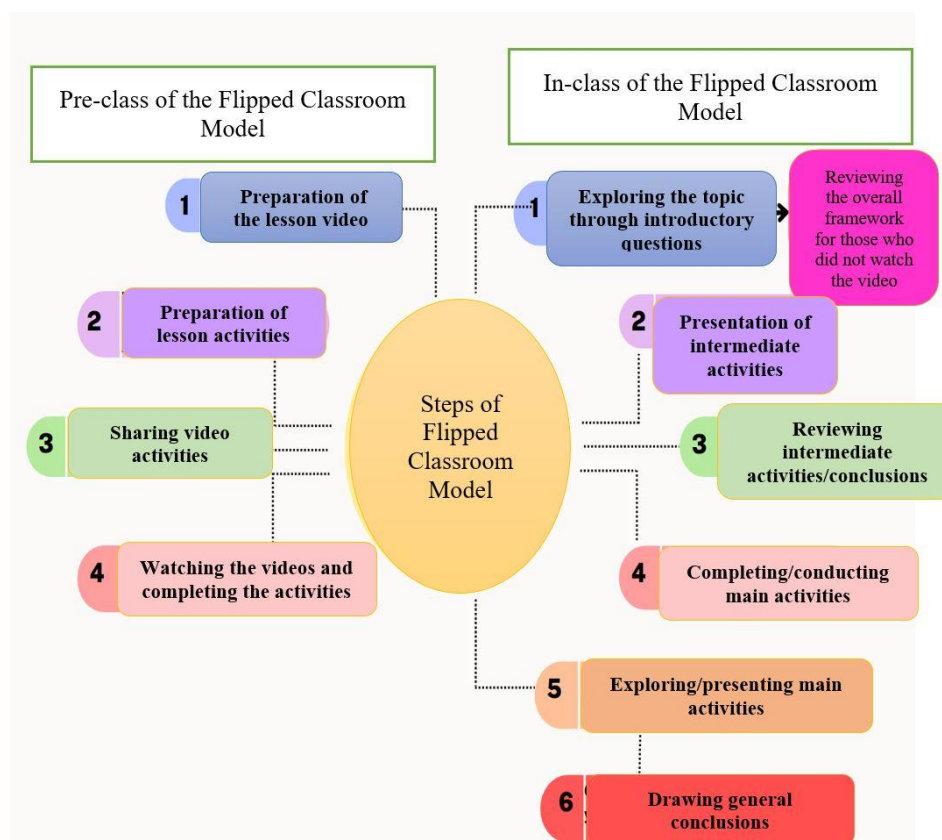


Image 2.1. Steps of the Flipped Classroom Model

Table 2. 1. Outcomes, methods, and techniques specified in the action plans

Action Plans	Outcomes	Methods and Techniques
1.	SS.6.2.5. Explains the role of historical trade routes in political, cultural, and economic relations among societies.	Game-based learning (Activity-based) / FCM
2.	SS.6.6.1. Compares different forms of governing regarding the fundamental principles of democracy.	Game-based learning (Activity-based) / FCM Question & Answer technique
3.	SS.6.6.2. Explains the relationship between the Republic of Turkey's legislative, executive, and judicial powers.	Collaborative learning method / FCM Question & Answer technique
4.	SS.6.6.3. Analyzes the factors affecting the administration's decision-making process.	Active learning method / FCM Question & Answer technique
5.	SS.6.6.4. Explains the importance of democracy in our social life.	Station method/ FCM Question & Answer technique
6.	SS.6.6.5. Explains that their rights and responsibilities as an active citizen of the Republic of Turkey are protected by the constitution.	Case study method / FCM Question & Answer technique
7.	SS.6.6.6. Recognizes women's value in social life by referencing examples from Turkish history and contemporary society.	Multiple intelligence theory / FCM Question & Answer technique

Table 2.1 presents the methods and techniques used in the teaching and learning process to achieve the outcomes in the Citizenship learning domain. The selection of methods and techniques was guided by the literature on the effectiveness of specific methods and techniques in achieving particular outcomes, with careful consideration given to students' interests and developmental characteristics.

Table 2.1 demonstrates seven action plans followed during the implementation, specifying the methods and techniques chosen for each learning outcome. The implementation process was carried out in accordance with the action plans' content, and assessment and evaluation procedures were conducted at the end of each session. When issues were identified, necessary adjustments were made during the process. Clearly defining and categorizing the tasks in the action plans provided valuable support to the researcher throughout the implementation process.

3. Results

The findings are categorized based on the research questions. The current research provides a detailed explanation of how the pre- and post-lesson activities were conducted, the students' and teachers' perspectives regarding these activities, and the criteria used to assess the activities prepared by the students.

3.1. How do students feel about and perceive the Flipped Classroom Model in which active learning activities are implemented?

A self-assessment form (SAF) designed in tandem with the FCM standards was used to determine the students' feelings and thoughts about social studies classes. As part of the form, students were asked, "How did you feel during the activities?" The detailed responses to this question are presented in Table 3.1.

Table 3. 1. Responses to "How did you feel during the activities?"

Theme	Code	SAF1	SAF2	SAF3	SAF4	SAF5	SAF6	Total
		f	f	f	f	f	f	
Positive Feelings	Happy/Amused	26	21	23	26	23	27	146
	Excited/Curious	8	11	27	24	13	16	99
	Active/ Successful	5	-	-	4	-	3	12
Negative Feelings	Sad	-	-	1	-	-	-	1
	Standard	-	-	1	1	2	-	4
	Stressed	-	-	-	-	3	-	3
								257
								8

Table 3.1 illustrates that the students most frequently reported feeling "Happy/Amused" (146 times) and "Excited/Curious" (99 times) during the activities. Additionally, in some activities, the students felt "Standard" (4 times), "Stressed" (3 times), and "Sad" (1 time). Selected responses from the forms are provided below.

Ayşe's emotional reflections in response to the question, "How did you feel before, during, and after the lesson?" from the self-assessment form administered at the final stage of the lesson are presented in Image 3.1. Ayşe expressed that the lesson was exciting, and she felt happy during and after the lesson.

Ders Öncesi: Heyecanlı ve iyi.

Ders İçi: İyi ve mutlu.

Ders Sonrası: İyi ve mutlu.

Image 3.1. Ayşe's Reflections on the Lesson

Mehmet stated that he felt excited before the lesson, happy during the lesson, and good at the end. His responses are given in Image 3.2.

Ders Öncesi: ... yapacağın çalışmalar için heyecanlıydım.....

Ders İçi: Kendimi iyi hissediyordum.....

Ders Sonrası: Kendimi mutlu hissediyordum çünkü bu çalışmaların bana
anması demek beni mutlu ediyor.

Image 3.2. Mehmet's Reflections on the Lesson

Ders Öncesi: ... heyecanlıydım.....

Ders İçi: ... mutlu idim.....

Ders Sonrası: ... güzel hissettim.....

Image 3.3. Sami's Reflections on the Lesson

Sami mentioned that he felt excited about the upcoming activities before the lesson, felt good throughout the lesson, and was happy at the end of the lesson for completing the activities. His responses are shown in Image 3.3.

Below are the statements expressed by other students:

- Ahmet: "...The activity was very enjoyable..."
- Yağmur: "...I felt extremely happy..."
- Veysi: "... I felt energetic and successful..."
- Ebru: "... The lessons became even more fun..."

Based on the self-assessment forms, the researcher-teacher's diary, and photographs captured during the process, the students found the FCM-based Social Studies classes enjoyable, they felt happy, and the lessons became more engaging.

The findings highlight the impact of the FCM on students' feelings in Social Studies classes. Students were happy and energetic, and the FCM made the lessons more enjoyable.

3.2. What is the Nature of Active Learning Activities the Students Engage in During the Implementation Process of the Flipped Classroom Model?

Focusing on the "Active Citizenship" learning domain in the 6th-grade Social Studies curriculum, six different learning outcomes were targeted in the research process. These outcomes were addressed through various pre-class and in-class tasks, worksheets, and activities. The findings regarding the design and assessment of these activities were obtained throughout the research process. Due to page limitations, the endeavours for adapting the FCM to the social studies course are presented in detail for only one practice, while the results of the other practices are summarized below.

3.2.1. Using the FCM in Social Studies Course: Practice I

The learning outcomes, duration, methods, and techniques used for the first FCM approach applied in the Social Studies course are outlined in detail below.

- *Course:* Social Studies, 6th Grade
- *Learning Outcome:* SS.6.6.1. Compares different forms of governing in terms of the fundamental principles of democracy.
- *Duration:* 40 +40+40

Pre-Class Activities

The lesson content covered the evolution of democracy from past to present in detail and was supported by various audio and visual materials. After reviewing the lesson content, the students were tasked with assessing the presented information and completing exercises such as matching, grouping related concepts, and designing a poster highlighting the importance of democracy.

In-class Activities

At the beginning of the first lesson, the researcher-teacher introduced the topic through questions regarding the learning outcome. After ensuring that the students watched the lesson content, the class proceeded with activities related to the topic. The main activity (creating a puzzle) was successfully carried out following the intermediate activities. After this stage, students were allowed to evaluate the entire process by completing a self-assessment form.

Initially, the topic was addressed with introductory questions, and the presentation of intermediate activities was recorded using various data collection methods. One of the data collection tools, the researcher's diary notes, include the following:

At the beginning, the teacher asked the students whether they had watched the lesson content, to which all the students responded affirmatively, stating that they had completed the given practice examples. The teacher then asked questions related to the topic, such as "What are the different forms of governing?", "Which form of government do you think is the most democratic?", and "What comes to mind when you think of democracy?" Many students participated by answering these questions, raising their hands, and sharing their thoughts and feelings about the questions. Subsequently, the students finalized one of the intermediate activities they had prepared on the topic, namely "creating posters and developing mind maps," and presented their work to their classmates.

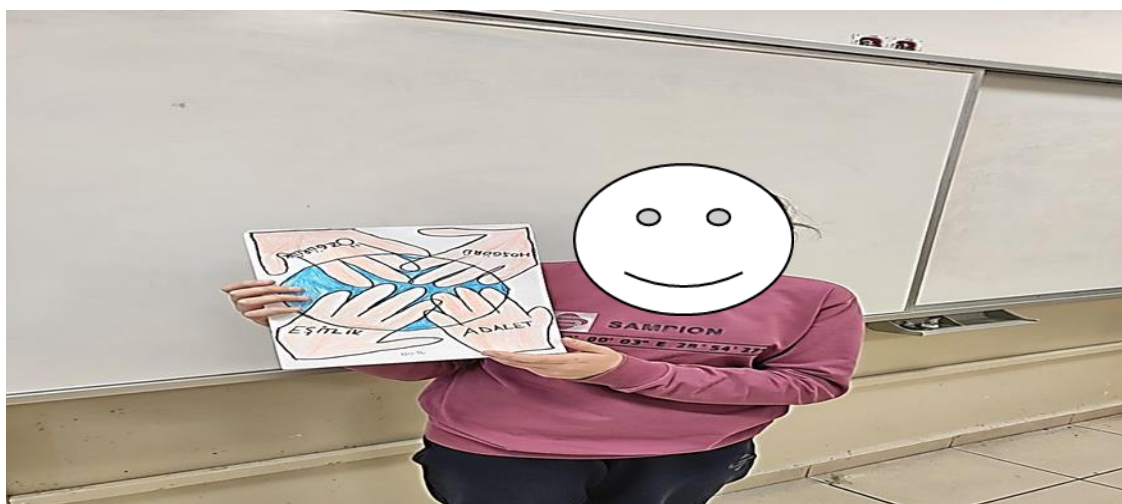


Image 3.4. Arzu Presenting an Intermediate Activity to the Class

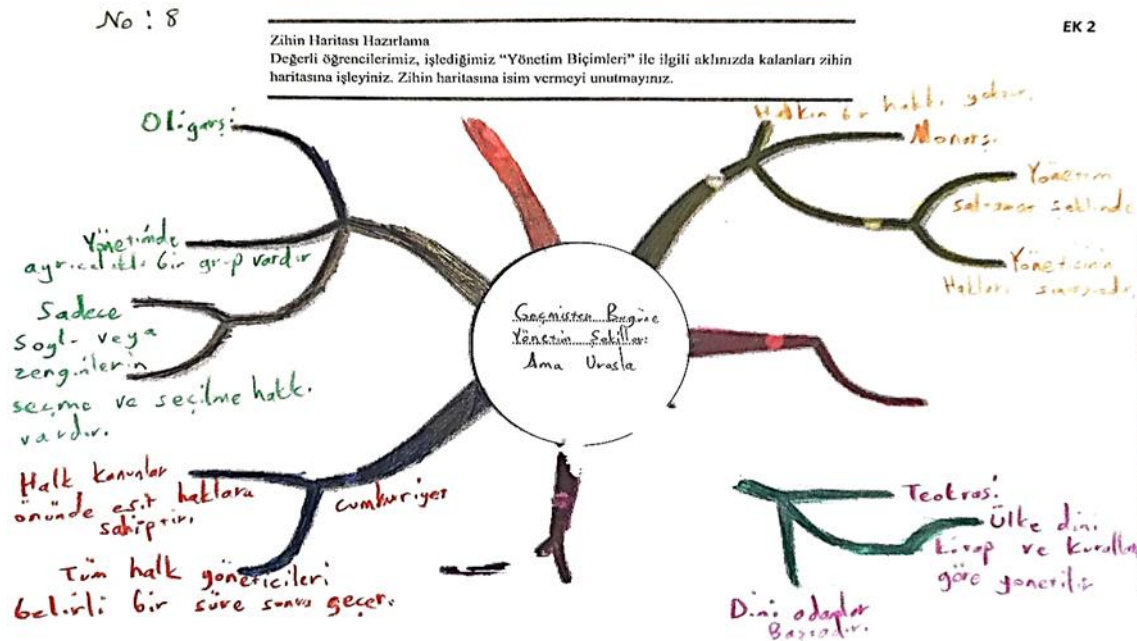


Image 3.5. Buse's Mind Map

Based on the lesson content she watched prior to the class, Buse prepared a mind map including information about the forms of governing such as oligarchy, republic, monarchy, and theocracy. The mind map prepared by Buse is important in that it shows she was able to visualize key concepts related to the topic and she retained the information.

In the first practice, the main activity was creating a puzzle. Students were asked to write questions about the topic and write the answers into the puzzle they created. The puzzle prepared by Murat and Nihat includes questions related to democracy and forms of government.



Visual 3.6. Students Working to Complete the Main Activity

The main activities completed by the students were presented to the rest of the class, and based on the information included in these activities, everyone tried reflecting on and drawing conclusions about the topic. The puzzle prepared by Murat and Nihat is shown in Image 3.7.

No: 28-13

Bulmaca Hazırlama Yönergesi

Sevgili öğrenciler, "Geçmişten Günümüze Yönetim Biçimleri" konusunu hep beraber çeşitli etkinliklerle işledik. Şimdiki uygulamamız ise öğrendiğiniz konularla ilgili bulmaca hazırlamanız gerekmektedir. Bulmacada sorular aşağıda sorulara ayrılan bölüme yazılırken cevaplar büyük harfle sağdan-sola, aşağıdan-yukarıya doğru işaretlemeniz yeterli olacaktır. Bulmacanızı sıra arkadaşınızla ortak hazırlayabileceğiniz gibi bireysel de hazırlama özgürlüğünüze sahipsiniz. Bulmacanız toplam 20 sorudan oluşmalıdır. Hazırladığınız bulmacaya isim vermeyi unutmayınız.

.....SABİH..... BULMACASI

Ö	Z	G	Ü	R	L	Ü	K	A	C	S	K	O	P	H
M	M	G	C	L	T	S	Ü	R	O	S	T	M	U	
T	İ	K	U	E	S	İ	T	L	İ	K	İ	O	S	K
A	E	L	M	Ü	P	R	Z	S	T	K	L	M	A	V
S	U	S	H	A	B	S	M	Y	C	N	L	P	S	K
M	M	S	U	C	E	A	W	N	İ	A	O	H	E	Ü
O	K	U	R	K	U	E	R	N	Z	T	M	Y	R	S
N	P	D	İ	N	İ	K	İ	T	A	P	L	A	R	T
A	K	L	Y	M	C	B	T	K	Z	R	T	O	K	U
R	U	O	E	S	R	L	A	N	P	O	A	R	T	U
S	T	P	T	T	E	O	K	R	A	S	İ	Z	O	L
İ	L	O	Z	O	R	T	R	H	P	R	T	S	O	Ü
E	A	M	B	Ü	C	L	A	Z	A	L	E	A	L	Ü
B	E	R	V	G	B	U	L	İ	R	E	İ	R	M	Ü
D	E	M	O	K	R	A	S	İ	H	M	V	K	A	

SORULAR

1. Din kitaplarıyla yönetilen yönetim biçimi nedir?
2. Babadan oğula geçen yönetim biçimi nedir?
3. Halkın eşit haklara sahip yönetim biçimi nedir?
4. Yönetimde eşitlikli, bir grup olan yönetim biçimi nedir?
5. Kişinin başkalarına zarar vermeden dilediği gibi yapabilmesi demokrasinin hangi ilkesidir?

Image 3.7. The Puzzle Prepared by Murat and Nihat

The content of the puzzle displayed in Image 3.7 shows that the students created questions about the topic at hand, and the relevant answers were included within the puzzle.

The students recorded the activities they conducted during the implementation process in detail on the self-assessment form, which is one of the data collection tools.

- Ramazan: "... I prepared a poster, conducted an activity, and created a puzzle..."
- Özge: "... In class, we had the opportunity to work in groups, and I felt happy because I got to spend time with my friends..."
- Hüseyin: "...While working on this activity, I felt happy and successful. I learned new information and used it to create a puzzle. I felt proud for accomplishing these tasks..."
- Doruk: "... I had fun while doing these activities. I created a puzzle for the first time, and I enjoyed doing something in Social Studies class that I had not done before. With this method, I learned how to prepare a puzzle..."
- Yasin: "...We had the opportunity to listen to the Social Studies class with more interest. Although I thought the activities in class might be difficult, I felt they were enjoyable..."
- Şevin: "...Thanks to this practice, I believe I took on a more active role..."

The students' responses to the self-assessment forms reflect that with the new model, they engaged in both individual and group work activities, enjoyed themselves before and during the lessons, expressed their thoughts more effectively, and, therefore, took on a more active and self-confident role in the lessons.

Within the framework of conducting a Social Studies lesson with the FCM, several activities were developed for each practice, and they were assessed according to various criteria. The activities for "Practice I" included a mind map, a poster, and a puzzle. These activities were assessed based on 10 different criteria, and as a result, the students' works were categorized into "Highly Qualified (16-20 points)," "Qualified (15-10 points)," "Average (9-5 points)," "Improvable (4 points)," and "Absent ". The assessment results of "Practice I" activities are presented in detail in Table 3.1.

Table 3. 1. Practice I Assessment Results

Practice I	Quality of the Activity	f
Mind Map Poster Puzzle	Highly Qualified	11
	Qualified	8
	Average	5
	Improvable	2
	Absent	3
Total		29

Table 3.1 shows that 11 students' outputs for "Practice I" were "Highly Qualified," while 8 works were found "Qualified." Two students' activities were "Improvable", and 3 students were "Absent" due to various reasons.

The "Practice II" activities consisted of a True-False exercise and writing an opinion column about the outcome, and these were assessed based on 5 different criteria. As a result, 10 students' works were categorized as "Highly Qualified (10 points)," 7 activities were "Qualified (6-8 points)," 2 were "Average (4 points)," 5 were "Improvable (2 points)," and 3 students were "Absent ". The assessment results of "Practice II" activities are provided in detail in Table 3.2.

Table 3. 2. Practice II Assessment Results

Practice II	Quality of the Activity	f
T-F Matching Writing a Column	Highly Qualified	12
	Qualified	7
	Average	2
	Improvable	5
	Absent	3
Total		29

Table 3.2, demonstrates that 12 of the "Practice II" activities were classified as "Highly Qualified," whereas 7 were evaluated as "Qualified." The number of activities deemed "Improvable" was 5, and the number of "Absent Students" was determined to be 3 due to various reasons.

Several intermediate activities were prepared for "Practice III." These activities were designed in a way that would direct students to search about the non-governmental organizations (NGOs) in Türkiye and that would increase their participation in these organizations' efforts. The assessment results for the students' works in "Creating a Non-Governmental Organization" activity are given in detail in Table 3.3.

Table 3. 3. Practice III Assessment Results

Practice III	Quality of the Activity	f
Creating a Non-Governmental Organization	Highly Qualified	9
	Qualified	8
	Average	3
	Improvable	4
	Absent	5
Total		29

Table 3.3. illustrates that 9 works within "Practice III" were classified as "Highly Qualified," and 8 were rated as "Qualified." 4 outputs were found "Improvable", and 5 students were "Absent" due to various reasons.

Practice IV activities included conducting an "interview" with a family member regarding the role of democracy in social life, and participating in "Virtual Museum" tours focused on the importance of democracy. The assessment results of Practice IV are given in Table 3.4.

Table 3. 4. Practice IV Assessment Results

Practice IV	Quality of the Activity	f
Interview Virtual Museum	Highly Qualified	10
	Qualified	8
	Average	4
	Improvable	4
	Absent	3
Total		29

Table 3.4 indicates that 10 of the "Practice IV" activities were rated as "Highly Qualified," while 8 were classified as "Qualified." The number of activities categorized as "Improvable" was 4, and the number of missing ("Absent") activities was 3.

For Practice V, the students were to produce a "Collage" and "Multiple Intelligence Worksheets" about the rights and freedoms learned during the lesson. The works were analyzed according to 5 pre-determined criteria, and Table 3.5 presents the assessment results.

Table 3. 5. Practice V Assessment Results

Practice V	Quality of the Activity	f
Collage Preparation Multiple Intelligence Worksheets	Highly Qualified	10
	Qualified	11
	Average	4
	Improvable	2
	Absent	2
Total		29

According to Table 3.5, 10 of the "Practice V" activities were classified as "Highly Qualified," while 11 were rated as "Qualified." The number of activities categorized as "Improvable" was 2, and the number of "Absent" works was 2.

In Practice VI, "Creating a Poem" and "Writing a Composition" activities were carried out to emphasize the importance of Turkish women in the society. The works were analyzed based on 5 pre-established criteria. Table 3.6. displays the assessment results for Practice VI.

Table 3. 6. Practice VI Assessment Results

Practice VI	Quality of the Activity	f
Creating a Poem Writing a Composition	Highly Qualified	10
	Qualified	10
	Average	4
	Improvable	4
	Absent Students	1
Total		29

Table 3.6 indicates that 10 of the "Practice VI" activities were classified as "Highly Qualified," while 10 were found "Qualified." The number of activities categorized as "Improvable" was 4, and the number of "Absent" activities was 1.

The findings regarding the activities developed in line with the learning domain of "active citizenship" indicate that the students played an active role in participating in the activities and completing the tasks. Additionally, the products created by the students varied in quality depending on the type of the activity. Overall, the number of "Highly Qualified" and "Qualified" works was significantly higher than the others.

4. Discussion

Designed as action research, this study aimed to explore students' feelings and thoughts about the Flipped Classroom Model (FCM) implemented through active learning activities and assess the quality of these activities. Various studies' findings regarding adapting the FCM to social studies were discussed in terms of their similarities and differences from the current findings. The study revealed the following findings regarding the quality of the active learning activities students engaged in during the FCM learning process and their feelings and thoughts about the FCM.

The findings regarding the students' feelings and thoughts about the FCM were derived from the data collected through worksheets, teacher's diaries, and self-assessment forms. According to the findings from the analyses conducted at the end of the implementation, the students reported feeling excited before attending the lessons and felt happy, lively, entertained, creative, and confident during them. The participants expressed that, by assuming different roles in pre-class activities, they perceived themselves as knowledgeable and inquisitive individuals. The presentation of activities they prepared during the lessons and the quality of the products shared at the end made them proud and more enthusiastic. The variety of activities enhanced the students' experiences through individual and group work, helping them feel free to express their emotions and thoughts. The findings indicated that the students actively participated in the Social Studies lessons with the FCM, took on different responsibilities, approached the activities with curiosity and excitement, and felt happy and lively during the lessons. Additionally, the students were pleased with their easy access to lessons and activities whenever they wanted. These results demonstrated that the FCM positively influenced the students' attitudes and motivation toward the lessons. Previous research has also shown that lessons with the FCM facilitate knowledge recall and retention (İşçi, 2024; Gedik, 2023; Seçgin, 2024; Özcan, 2024). Furthermore, in a study on the use of the FCM in Social Studies classes, the participating teachers noted that the lessons were more productive and that the students were more active, benefiting from adequate time to engage in activities and complete tasks (Arslan, 2024).

Alsancak Sarıkaya (2015) highlights that the FCM helps students address their individual shortcomings and develop higher-order skills. Additionally, several studies have shown that students' access to materials prior to class enhances their participation during in-class activities (Herreid & Schiller, 2013; Hsin & Cigas, 2013). Similarly, Öztürk and Alper (2019) note that the FCM offers middle school students the opportunity to access course content not only during class hours but also at any time they wish. They also conclude that the model increases students' communication with each other and with their teachers, and the integration of multimedia content in the FCM motivates students to engage more with this blended system. Özbay and Sarıca (2019) underline that research on the FCM indicates an increase in student motivation and participation in lessons. Şahin (2020) reports that the FCM implementation process is welcomed by students as they express positive emotions and thoughts regarding the model. Consistent with the results of this study, it has been concluded that the FCM positively influences students' attitudes toward Social Studies courses. In another study, Nayci (2017) stated that the students' interest in the lessons increased, and they came prepared for the lessons thanks to the FCM's extracurricular learning activities. He also concluded that being prepared for the lesson motivated the students. Dursunlar (2018) reported that the FCM helped students feel more comfortable and happier during lessons and noted positive changes in their interest and enthusiasm for the topics. Kaptanoğlu (2018) and Tekin (2018) observed that access to content related to in-class topics before the lesson increased the students' participation during class. Bursa (2019) concluded that the students actively participated in the lessons and came prepared. Evrensel (2021) and Şengün (2021) found that

the FCM encouraged the students' active participation in Social Studies class and made them more enthusiastic about the class. Uyanık (2022) stated that students enjoyed and had fun in the Social Studies lesson with the FCM, underlining that this model allowed the students to review lessons and progress at their individual pace. Gedik (2023) noted that the students were happy in the Social Studies class with the FCM and that students who had been indifferent to the course displayed positive attitudinal and behavioral changes. Similarly, Seçgin (2024) concluded that the students showed positive attitudes and behaviors towards Social Studies lessons. Özcan (2024) also found that the FCM in Social Studies classes was effective on students' academic achievement and knowledge retention. These studies, consistent with the results of the current research, indicate that the FCM can be effectively used in Social Studies classes, contributing particularly to students' affective development.

The assessment results for the students' works indicated that "Highly Qualified" and "Qualified" products were high both numerically and proportionally. These results show that the implementation of the FCM increased students' active participation, ensured they prepared better before class, gave teachers more time to conduct active learning activities during class, and created space for students to express their feelings and thoughts. Additionally, there are no studies in the literature focusing on the assessment of students' activities. Other research has found that the FCM offers students opportunities for individual work, increases both in-class and extracurricular learning, helps students apply various activities more effectively, generates curiosity about the lessons, makes students eager and excited about the lessons, facilitates enjoyable learning during the lessons, and contributes to students' enjoyment of the lessons (Albert & Beatty, 2014; Alsancak Sarıkaya, 2015; Bursa, 2019; Debbağ & Yıldız, 2020; Gedik, 2023; Herreid & Schiller, 2013; Hsin & Cigas, 2013; Kaptanoğlu, 2018; Karaman, 2018; Seçgin, 2024; Tekin, 2018). This research concludes that Social Studies classes with the FCM make students more active before and during the lesson, increase their interest and enthusiasm for social studies, furnish them with a positive and curious attitude towards learning, and stimulate their creativity while designing new products. Based on the study's results, several suggestions can be made for future practice and research. Firstly, students expressed that similar practices in other subjects could also yield positive results, indicating that active learning techniques utilized in the Flipped Classroom Model (FCM) should be extended to other disciplines. Additionally, it was observed that students were inclined to engage in behaviors that support the development of key skills emphasized in the Social Studies curriculum, such as self-regulation, observation, creativity, and critical thinking. This suggests that future implementations of the FCM can be designed to foster the acquisition of a wider range of skills within the curriculum. Furthermore, conducting comparative studies examining the strengths and limitations of the FCM in relation to other teaching methods and learning techniques may provide a deeper understanding of its overall effectiveness. Finally, considering the time constraints frequently mentioned by teachers in both public and private schools, it is recommended that educators be introduced to the FCM through various workshops and in-service training programs, enabling them to apply the model more effectively within the limited instructional time available.

Statement of Researchers

Researchers' contribution rate statement:

First author: contributed to the literature review, data collection and analysis process.

Second author: contributed to the planning of the process, data analysis and results discussion sections

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