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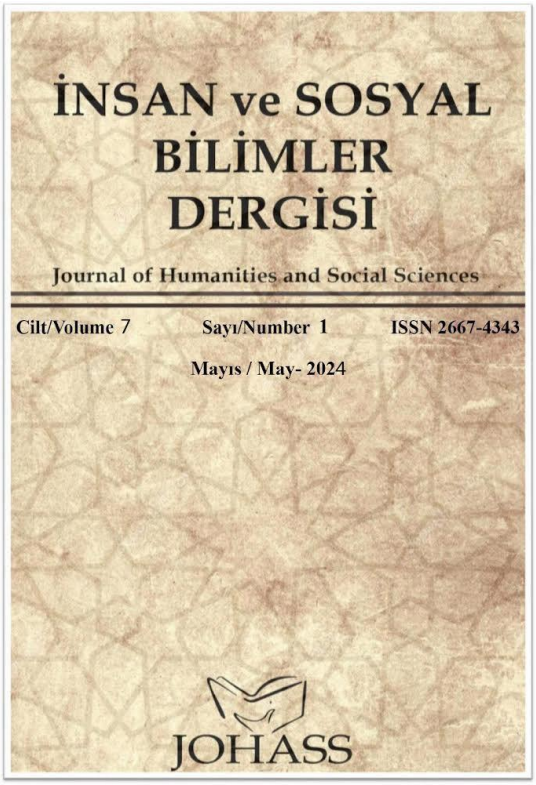

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The Effect of Flipped Classroom Model Applıcation on Academic Achievements and Attitudes of Secondary School Sixth-Grade Students Towards Social Studies Courses*

* *This study is derived from the master's thesis titled " The Effect of Flipped Classroom Model Applıcation on Academic Achievements And Attitudes of Secondary School Sixth-Grade Students Towards Social Studies Courses ".*

İdris ŞAHİN[1]
Social Studies Teacher
sahinidriss@gmail.com
Orcid ID: 0000-0001-7985-8015

Barış ÇİFTÇİ[2]
Assoc. Prof.
ciftcibaris@gmail.com
Orcid ID: 0000-0002-3688-0359

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The Effect of Flipped Classroom Model Applıcation on Academic Achievements and Attitudes of Secondary School Sixth-Grade Students Towards Social Studies Courses

İdris ŞAHİN[1]

Social Studies Teacher

Barış ÇİFTÇİ[2]

Social Studies Teacher

Abstract

With the development of technology in ourage, rapid change and development is observed in thefield of information technology. Thischange is alsoobserved in the field of educational Technologiesand beside this new teaching model sareemerged. One of them is the Flipped Classroom model. This teaching model is defined as a model that provides the opportunity to learn the theoretical information at home and practice it at school via homework. The flipped classroom model is integrated with the technology. The students can study as they want in terms of time duration or rate instead of just listening. They can view courses on their mobile devices when ever they want. This research examines'whether the application of flipped classroom model have an effect on the secondary sixth grade students' academic success in 'Culture and Heritage' unit'and'what is their attitudes to wards social studies lessons? Qualita tivere search approach isused in the research. The method of the research is quasi-Test design with pretest-posttest control groups. The application was carried out in 5 week sand 20 lesson hours. The study group of there search consists of 25 students who are chosen viasimplerandom sampling method. The data collection tools of there search are academic achievement test and attitude scale. The dependent sample t-test and Mann Whitney U Test were used in quantitive ananalysis. According to the findings of the study, the students academic achievement in social studies lesson in creased significantly compared to the pre-test post-test results. There is no signifi cant different cebet weenth e students' attitudes towards social studies lesson.

Keywords: Flipped classroom model, social studies course, academic success.

Research Article

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[1] ***Corresponding author:***
Teacher
sahinidriss@gmail.com
Orcid ID: 0000-0001-7985-8015

[2] *Assoc. Prof.*
ciftcibaris@gmail.com
Orcid ID: 0000-0002-3688-0359

Introduction

Today, the rapid development of science and technology has initiated the process of change and development in many areas. The most important area where this process begins is - undoubtedly - education. Ertürk, (1975) "The process of making voluntary changes in one's behavior through one's life." The benefits of technology are undeniable in achieving permanent learning in education, which he defines as: Technology used in learning and teaching environments also increases the quality of education. In this way, education and training are blended with the developments in the information age.

New research and studies on learning with the developments in technology and science put forward many new techniques and methods in education and training in order to raise people suitable for today's needs. During this process, classical perspectives based on education and training are undergoing changes, paving the way for different models and methods (Erdogan, 2009).

As stated by Karadeniz (2015), traditional perspectives include students being passive and constantly listening in the classroom, the teacher being accepted as the center of education, lessons being continued only with the guidance of the teacher, and one-sided communication; It is replaced by models in which the student is more active. Today, changes in the qualifications of students, ongoing technological innovations and perspectives open to development, and changes in the expectations and needs of both the country and humanity; It ensures the acceptance of student-centered models in education. In new perspectives, the student does not memorize the already existing knowledge by writing it down in his notebook under the supervision of an instructor, but rather acquires the knowledge through research and different learning methods at his own will and acts responsibly. It is an undeniable fact that through education and training, people who are researchers, questioners, better able to understand social events, able to obtain knowledge through Test means and responsible people can be raised.

According to the constructivist approach, which is the most important approach in the education system today; The knowledge entrepreneurship that the student learns as a result improves the relationship between the learner and the teacher and gives the student the opportunity to express himself. In this way, the student's interest in the lessons increases over time with the knowledge he acquires and he acts with more clear determination about what he will do in the future. Thus, the student who actively participates in the learning process constructs knowledge himself. For this reason, it is of great importance to choose the correct

methods and techniques planned to be applied in the course. Correct techniques can produce more productive results both in and out of school.

Education and training methods have separated from their usual structures with the changes they have experienced over time; It has moved beyond its teacher- and classroom-centered structure and become more independent and general (Taşpınar and Tuncer, 2008).

For future learning, educators and students should be guided to embrace technology (Fulton, 2012).

All developments reveal the use of time outside the classroom with technology. With the inclusion of technology in new education models, an education system called flipped was born.

It is envisaged that the Flipped Classroom model, which is a new model, is a new understanding that will contribute to achieving the general objectives of the Social Studies course. The student receiving education in flipped learning learns the subject he wants to learn through virtual technology help and videos before the course starts. The teacher guides the student to better learn the subject he has studied and learned before. In this system, the teacher has the opportunity to adapt the education program face to face according to the students' education levels and aptitude for the subject. Students can also organize their own learning processes. Considering the difficulties encountered in the process of teaching Social Studies, it is understood how useful this learning can be. As a result of the studies conducted, the problems encountered in teaching the Social Studies course are as follows:

- Insufficient course hours despite the intensity of the course content,
- The necessity of imparting certain values in each unit within the course,
- Students' attitudes and perceptions towards the course are not sufficient,
- Having problems with doing homework,
- Having problems in using methods and techniques appropriate to the constructivist approach in the classroom,
- Having problems in completing research assignments,
- Insufficient lesson time due to crowded classes. (Yılmaz and Tepebaş, 2011., Çalışkan 2010, Akşit 2011, Tangülü and Çıdaçı 2014.)

In eliminating these problems and creating an efficient teaching process in accordance with the constructivist approach, flipped learning, which has become an increasingly popular approach to achieve learning, as stated by Phillips and Trainor (2014), comes to the fore. In this study, the effect of the Flipped Classroom application on the students' academic success

and attitudes towards the Social Studies course in the 6th grade Social Studies course unit called "Culture and Heritage" will be revealed.

Today, due to the consequences of the development and widespread use of technology, the way technology is applied in education also varies. With the reflection of these changes and developments on education, communication tools such as the internet and computers have become an indispensable tool that is used extensively from kindergartens to higher education institutions. Technological innovations have made possible many new methods in education. Educators who actively benefit from these create new educational processes so that students can learn more efficiently. There are studies on flipped learning in other fields, including Erdoğan (2018) and Karaman (2018) in the field of social studies teaching in the country (Akdeniz, 2019., Ök, 2019., Yurdagül, 2018., Çavdar, 2018., Bolatlı, 2018., Koçak, 2019.) is gradually increasing. An example of the educational processes in question is (Flipped Classroom). Flipped classrooms and the opportunities provided by technology are among the different types of education that reverse the traditional concept of taking lessons and then reinforcing learning with homework and various exercises. It is important to take students outside the classroom walls in education and training environments and make them active. On the basis of this understanding, the student has the opportunity to study at home with materials prepared using the computer and internet technology he is familiar with, before starting the course he wants to learn or will learn.

The main problem statement of the research is "Does flipped classroom practices have an effect on the academic success and attitudes of 6th grade students in the social studies course?" It constitutes the question.

- Is there a significant difference between academic achievement pretest and posttest scores in terms of the group variable?
- Is there a significant difference between the pre-test and post-test scores of the Social Studies course attitude scale in terms of the group variable?
- Is there a significant difference between the pre-test and post-test scores among the sub-dimensions of the Social Studies course attitude scale in terms of the group variable?

Method

Model

This section includes what needs to be done for the Flipped Classroom model, the research model, the tools used to collect data, the working group, data analysis and the implementation process.

In the experimental design model with pretest-posttest control group, there are two groups formed by unbiased assignment. One of the groups is used as the experimental group and the other as the control group. Measurements are made before and after the experiment in both groups (Karasar, 2009). The pretest-posttest control group design is stated as a two-factor experimental design, one of which shows repeated measurements (pretest-posttest) and the other shows subjects in different categories (experimental-control groups). In this design, a subject is included in only one of the experimental or control groups (Büyüköztürk, 2007).

The research is a quasi-Test design with a pre-test - post-test control group and was carried out with quantitative methods. The main purpose of the research is to determine the effect of the Flipped Classroom application on the students' attitudes towards the course and academic success in the "Culture and Heritage" unit of the Secondary School 6th Grade Social Studies course. Attitude scale and academic achievement tests were used as data collection tools throughout the research.

Sample and Population

The study group of the research consists of 25 6th grade students selected by simple random sampling method. Pre-test - post-test and attitude scale were applied to the mentioned group. Research; It was conducted with 13 students in the control group and 12 students in the Test group, with a total of 25 students.

Data Collection Tools

After determining the method to be used in the research, an academic achievement test was prepared and applied with the guidance of two Social Studies teachers experienced in their field, by taking expert opinion in order to obtain quantitative data. Two groups, named Test and control, were created for the experiment. These two groups were pre-tested and during the following 5 weeks, the Test group was given training using the Flipped Classroom method, while the control group continued to be given training using the constructivist training method prescribed by the curriculum. At the end of the experiment, a posttest was

applied to evaluate whether there was a difference between the Test and control groups. Five weeks after the end of the experiment, a test called "Social Studies Course Attitude Scale" was applied to the Test and control groups in order to evaluate their attitudes towards the Social Studies course. In this way, it was possible to have an idea about the changes in these students' attitudes towards the Social Studies course.

Academic Achievement Test

The academic achievement test used in this study (Appendix-4) was developed for the "Culture and Heritage" unit of the Social Studies course. This test is administered by the researcher to measure their success in the subjects of "Turks in Central Asia", "The Birth of Islam", "Turks Accept Islam", "Anatolia becoming the Turkish Homeland" and "Trade Routes", which are included in the Culture and Heritage Unit. It is a test consisting of multiple choice questions. In the multiple choice test, which is one of the most preferred exams, the correct answer is found among other options. How many options the exam will consist of may vary depending on the grade of the class in which it will be applied. Multiple-choice tests, which have a much greater potential for measuring gains, are also more reliable (Başol, 2016).

The first thing to do in the test plan is to determine exactly what the test targets and measures. In order to determine this, the target behaviors must be determined along with which units the test will cover (Sönmez, 2019). When determining the goals and behaviors of any course, it is necessary to consider a gradual division into three steps. This division is called Bloom's Taxonomy and includes affective, cognitive and psychomotor learning of goals and behaviors (Demirel, 1997).

A table of specifications was prepared during the preparation of the academic achievement test. The 40-question multiple-choice test, prepared in line with the above objectives that will cover the determined goals and behaviors, has been prepared in its first form. The prepared test was applied to 2 students before the application, and was presented to experts in the subject and some experienced teachers, and based on the feedback, some words were simplified and some words were removed from the test.

A preliminary application was made to 400 students to conduct item analysis to determine the suitability of the prepared test for measurement and evaluation features before the research. Item analyzes of the results were made. By looking at the difficulty and discrimination levels of the questions in the test, 15 questions with a discrimination level below 0.30 were removed from the test. As a result of item analysis, the 40-question achievement test was reduced to 25 questions. The items highlighted in bold in the table

below were removed from the test as a result of the analyzes carried out in the research. Item discrimination and item difficulty values are given below.

In line with the data in the table, the Cronbach Alpha value was found to be 0.78 at the end of the item analysis. If this value is above 0.70, it can be said that the test is reliable.

The difficulty level of a question item is the ratio of the number of correct answers to any question in the exam and the number of people taking the exam. This rate is an indicator of how correctly each item is answered.

As a result, the "Academic Achievement Test" prepared for the 6th Grade "Culture and Heritage Unit" unit consists of 25 questions in its final form. A 25-question test was applied to the Test and control groups as pre-test and post-test.

Social Studies Attitude Scale

In the study, the "Social Studies Course Attitude Scale" developed by Gömleksiz and Kan (2013) was used to measure students' attitudes towards the Social Studies course. (Appendix-3) KMO (.96) and Bartlett's test (8.990) values were calculated for the suitability of the items for factor analysis, and the chi-square value (p = 0.000) was found to be significant. As a result of the analysis, five different elements were revealed: liking (α=.87), benefit (α=.88), interest (α=.77), desire (α=.76) and trust (α=.74). The total variance stated by this five-item scale is 55.95 percent. Additionally, the factor loadings of the items vary between 48 and 78. The scale consists of a total of 29 items, 14 of which measure positive and 15 negative attitudes, and as a result of the analysis, it was revealed that the attitude scale is a valid and safe tool that can be used to measure student attitudes towards the Social Studies course (Gömleksiz, Kan 2013).

Collection of Data and Analysis

Quasi-Test design with pretest-posttest control group, which is a quantitative research, was used in the analysis of the data. The achievement test created for this purpose was applied to the students as a pre-test and post-test in the "Culture and Heritage" unit of the 6th grade Social Studies course. Attitude scale was applied to the students in the "Culture and Heritage" unit of the 6th grade Social Studies course as a pre-test and post-test to measure their attitudes towards the Social Studies course. The results were analyzed with the SPSS program, and whether there was a significant difference between the Test and control groups of male and female students in terms of academic achievement was examined using the Independent Sample t Test and Mann-Whitney U Test.

Ethical Committee Approval

This study was prepared as a master's thesis on "The Effect of Flipped Classroom Model Application on Academic Achievements and Attitudes of Secondary School Sixth-Grade Students Towards Social Studies Courses " at Nevşehir Hacı Bektaş Veli University, Institute of Social Sciences, with the ethics committee decision numbered 2018.13.156.

Findings

Findings Regarding the Problem Comparing the Pre-Test and Post-Test Data of the Students in the Test and Control Groups

Is there a significant difference between academic achievement pretest and posttest scores in terms of the group variable? For your problem;

Pre-test results were analyzed to understand whether there was a significant difference between the Test and control student groups in terms of academic achievement levels in the Social Studies 6th grade Culture and Heritage unit and are given in the table below.

Table 1

Mann-Whitney U Test Results for Academic Achievement Pretest Scores of Test and Control Group Students

	N	SO	ST	U	P
Test	13	11,73	152,50	61,500	,366
Control	12	14,38	172,50		

According to the results of the Mann Whitney U test, which was conducted to reveal whether there is a significant difference between the achievement pre-test scores of the Test group where the flipped learning method was applied and the control group, the achievement pre-test scores of the Test group (Median = 11.73) and the achievement pre-test scores of the control group. No statistically significant difference was observed between (Median = 14.38). (U= 61.500 p>.05) According to this result, it is seen that there is no difference in success level between the groups.

Is there a significant difference between academic achievement posttest scores in terms of the group variable? For your problem;

Post-test results were analyzed to understand whether there was a significant difference between the Test and control student groups in terms of academic achievement levels in the Social Studies 6th grade Culture and Heritage unit and are given in the table below.

Table 2

Mann-Whitney U Test Results for Academic Achievement Post-Test Scores of Test and Control Group Students

	N	S. O.	S. T.	U	P
Test	13	15,77	205,00	42,000	,049
Control	12	10,00	120,00		

According to the results of the Mann Whitney U test, which was conducted to reveal whether there is a significant difference between the achievement post-test scores of the Test group where the flipped learning method was applied and the control group, the achievement post-test scores of the Test group (Median = 15.77) and the achievement post-test scores of the control group. A statistically significant difference was observed between (Median = 10.00). (U= 42.000 p<.05) According to this result, it is seen that there is a difference in the success level between the groups in favor of the Test group.

Findings for the Second Sub-Problem

Is there a significant difference between the pre-test and post-test scores of the Social Studies course attitude scale in terms of the group variable? For your problem;

In order to understand whether there was a significant difference between the Test and control groups in the Social Studies 6th grade Culture and Heritage unit in terms of their attitudes towards the Social Studies course, the pre-test results were analyzed and given in the table below.

Table 3

Mann-Whitney U Test Results Regarding the Social Studies Course Attitude Scale Pre-Test Scores of the Students in the Test and Control Group

	N	S. O.	S. T.	U	p

Test	13	13,04	169,50	77,500	,978
Control	12	12,96	155,50		

According to the results of the Mann Whitney U test, which was conducted to reveal whether there is a significant difference between the total pre-test scores of the Test group where the flipped learning method was applied and the control group's Attitude Scale, the attitude scale of the Test group was compared to the total pre-test scores (Median = 13.04). No statistically significant difference was observed between the group attitude scale total pretest scores (Median = 12.96). (U= 77.500, p>.05) According to this result, it is seen that there is no difference between the groups at the total pre-test level of the Attitude Scale.

Is there a significant difference between the posttest scores of the Social Studies course attitude scale in terms of the group variable? For your problem;

In order to understand whether there was a significant difference between the Test and control groups in the Social Studies 6th grade Culture and Heritage unit in terms of their attitudes towards the Social Studies course, the post-test results were analyzed and given in the table below.

Table 4

Mann-Whitney U Test Results for Social Studies Course Attitude Scale Post-Test Scores of Students in the Test and Control Groups

	N	**S. O.**	**S. T.**	**U**	**p**
Test	13	14,27	185,50	61,500	,369
Control	12	11,63	139,50		

According to the results of the Mann Whitney U test, which was conducted to reveal whether there was a significant difference between the total post-test scores of the Test group in which the flipped learning method was applied and the control group Attitude Scale, the attitude scale of the Test group was compared with the total post-test scores (Median = 14.27) and the control group. No statistically significant difference was observed between the group attitude scale total posttest scores (Median=11.63) (U= 61.500, p>.05). According to this result, it is seen that there is no difference between the groups at the total post-test level of the Attitude Scale.

Findings for the Third Sub-Problem

Is there a significant difference between the pre-test and post-test scores among the sub-dimensions of the Social Studies course attitude scale in terms of the group variable? For your problem;

Pre-test and post-test results were analyzed to understand whether there was a significant difference between the Test and control groups in the sub-dimensions of the attitude scale towards the Social Studies course in the Social Studies 6th grade Culture and Heritage unit and are given in the table below.

Table 5

Results of the Answers Given by the Test and Control Group Students to the Social Studies Course Attitude Scale in terms of sub-factors

Faktörler		N	S. O.	S. T.	u	p
Liking Pretest	Test	13	13,12	170,50	76,500	,935
	Control	12	12,88	154,50		
		N	**S. O.**	**S. T.**	**u**	**p**
Liking Posttest	Test	13	14,81	192,50	54,500	,200
	Control	12	11,04	132,50		
		N	**S. O.**	**S. T.**	**u**	**p**
BenefitPretest	Test	13	13,19	171,50	75,500	,889
	Control	12	12,79	153,50		
		N	**S. O.**	**S. T.**	**u**	**p**
Benefit Posttest	Test	13	12,96	168,50	77,500	,977
	Control	12	13,04	156,50		
		N	**S. O.**	**S. T.**	**u**	**p**
Interest Pretest	Test	13	14,54	189,00	58,000	,264
	Control	12	11,33	136,00		
		N	**S. O.**	**S. T.**	**u**	**p**
Interest Posttest	Test	13	14,54	189,00	58,000	,267
	Control	12	11,33	136,00		
		N	**S. O.**	**S. T.**	**u**	**p**

Request Pretest	Test	13	12,12	157,500	66,500	,526
	Control	12	13,96	167,500		
		N	**S. O.**	**S. T.**	**u**	**p**
Request Posttest	Test	13	13,27	172,500	74,500	,847
	Control	12	12,71	152,500		
		N	**S. O.**	**S. T.**	**u**	**p**
Trust Pretest	Test	13	12,42	161,50	70,500	,680
	Control	12	13,63	163,50		
		N	**S. O.**	**S. T.**	**u**	**p**
Trust Posttest	Test	13	13,38	174,00	73,000	,784
	Control	12	12,58	151,00		

As seen in the table, according to the results of the Mann Whitney U test, which was conducted to reveal whether there is a significant difference between the pre-test and post-test scores of the Attitude Scale sub-dimensions of the Test group where the Flipped Learning method was applied and the control group, the attitude scale of the Test and control group students towards the Social Studies course There was no significant difference between the pre-test and post-test scores in the sub-dimensions. ($p>0.05$).

Results and Discussion

The results of this research, which was conducted to determine the effect of the Flipped Learning model for the "Culture and Heritage" unit of the Secondary School 6th Grade Social Studies Course, on students' attitudes towards the course and academic success, are explained below:

According to the findings obtained in the research, before the Test process for the students, a pre-test was first applied for academic achievement and analyzes were made with the independent samples t test and Mann and Whitney U test. Looking at the result scores in terms of gender variable and Test control group, no significant change or difference was found between them. This can be interpreted as the Test control groups and their prior knowledge in terms of gender variable are equivalent to each other in terms of academic success before the Test procedure.

The students' attitudes towards the Social Studies course were investigated and no significant difference was found in the pre-test and post-test results of the Social Studies course between male and female, Test and control groups. Güç (2017), who reached the same result as our research, did not find a significant difference between the students' attitudes towards the social studies course, and could not find a significant difference in the students' attitudes towards the course according to the Flipped Classroom model in his research on operations with rational numbers in the 7th grade mathematics course.

In his research, Perçin (2019) investigated the effect of students' academic achievements and attitudes towards technology and stated that at the end of the research, there was no statistically significant difference between the attitudes towards technology in both groups.

In addition, considering the attitude scale results of our research, there are studies in the literature that support the data obtained as a result of this study, as well as studies that do not support the data obtained as a result of this study and see a significant difference in their attitudes towards the course. Among the factors affecting these results: Considering the technological readiness levels of students and the results may differ in different classes and branches, it is natural that the results may yield different results in the literature.

Şahin (2020) researched the effect of flipped applications as a classroom model on the academic success and attitudes of 7th grade students in secondary school towards the Social Studies course and concluded that the FLIPPED CLASSROOM model has a positive effect on the academic level of the students and develops attitudes towards the course.

Özdemir (2019) investigated the effect of flipped classroom practices in flipped geometry teaching on the attitudes of prospective mathematics teachers towards geometry and revealed that the participating students developed positive attitudes towards the Flipped Classroom model. When the literature is examined, it does not coincide 100% with the results of our research. This situation is quite normal, but there are some factors that affect it. These; Students' predisposition and ownership of technology, students, teachers, parents and school administration may have perspectives on the FLIPPED CLASSROOM model, and the difference in these perspectives is reflected in the results of the research.

In terms of the results obtained by the Test group in the academic achievement posttest with the Flipped Classroom model, there is a significant difference between the control group that studied with the traditional classroom method. This difference was in favor of the Test group. It shows that the Flipped Classroom model has a positive impact on students' academic success.

When the literature was examined, Sağlam (2016), who reached the same conclusion as our study, concluded that flipped learning applied in English lessons increased the academic success of students.

Şerefli (2020) concluded that flipped learning in the field of Social Studies increased students' academic success compared to the traditional method. In terms of success, it has been observed that the students who take lessons with the Flipped Classroom application are more successful than the students who use traditional lesson teaching methods.

When the literature is examined, it is seen that there are many studies that support the results of this research. Boyraz (2014), in his research with the flipped classroom model he applied in English education, concluded that the academic achievement levels of the students increased more than the traditional education method to which the Flipped Classroom model was compared.

Söğüt (2019) examined the field of active citizenship with the Flipped Classroom model in the 5th Grade Social Studies course and its effect on the academic success of the students. It was concluded that the FLIPPED CLASSROOM model increased the academic success of the students according to the learning style prescribed by the National Education.

Another study supporting the FLIPPED CLASSROOM model was conducted by Uzun (2019), who examined the effect of the production, distribution and consumption unit application with the Flipped Classroom model in the 7th Grade Social Studies course on the academic success of the students, and as a result of the research, production, distribution and consumption with the Flipped Classroom model It has been determined that the teaching of the unit has a positive effect on the academic success of students.

Bursa (2019) examined the effect of Flipped Classroom applications on students' academic success and responsibility levels in the Social Studies course, and the result was observed to increase academic success in favor of the FLIPPED CLASSROOM model. Dursunlar (2018) investigated the effect of the Flipped Classroom applications model of the living democracy unit of the 7th Grade Social Studies course on the academic success of students. As a result; It has been revealed that the FLIPPED CLASSROOM model has positive results in terms of usefulness, efficiency and making the student more active in the lesson. Nayci (2017) examined the evaluation of the Flipped Classroom model application in Social Studies teaching and stated that the FLIPPED CLASSROOM model increased the readiness of students and at the same time, the model gave them time and space flexibility in terms of studying, reviewing or following lessons.

McLaughlin et al. (2014) in this research conducted on nursing students, they used Flipped Classroom applications in their courses. As a result of their research, they found that the applications increased students' academic success and students' interest in the course.

Mason, Shuman, Cook (2013) investigated the effectiveness of the Flipped Classroom model in engineering education in their study on engineering students and stated that the Flipped Classroom applications method increased student success and more content could be accessed during the course.

Wiginton (2013) conducted his research on 9th grade students for a mathematics course. In his research, he investigated the effect of using the Flipped Classroom model in mathematics lessons on course success. The research was conducted in three groups: traditional education area, flipped active learning area, and flipped mastery learning model. As a result of the research, a significant difference was found between students educated in the flipped model compared to students educated in the traditional environment. It has been observed that students who receive education with the Flipped Classroom model in mathematics lessons are more successful than other students.

As a result of the research conducted by Touchton (2015), Strayer (2012), and Stone (2012), we see that the Flipped Classroom model obtains results that support this study. See and Conry (2014) aimed to reveal a development program in their studies on clinical pharmacy practices. They carried out their studies in collaboration with 34 faculties. In their studies, 20 faculties stated that assignments, 23 faculties in-class workshops, and 28 faculties stated that flipped learning model and assignments and workshops positively affected academic success. Prefume (2015) concluded that the students participating in the research developed positive attitudes towards the course with the FLIPPED CLASSROOM model.

It can be said that the increase in students' academic success with the FLIPPED CLASSROOM model increases the success in the FLIPPED CLASSROOM model, where students need the teacher more, there is more student-teacher interaction during the process of doing homework, and high-level cognitive skills are realized during the process of doing homework and activities. It is thought that students being in touch with technology and having the opportunity to listen to the lesson at their own learning pace and in the time period they want, and having more teacher-student interaction, are another factor that increases success in the FLIPPED CLASSROOM model.

Ethical Committee Approval

This study was prepared as a master's thesis on " The Effect of Flipped Classroom Model Application on Academic Achievements and Attitudes of Secondary School Sixth-Grade Students Towards Social Studies Courses " at Nevşehir Hacı Bektaş Veli University, Institute of Social Sciences, with the ethics committee decision numbered 2018.13.156.

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