Abstract

The purpose of this Q-study is to identify and categorize learners' perception of the use of clickers implemented via a BYOD model in a flipped classroom at a university in Taiwan. Q-methodology was conducted for this study because it is a quantitative analysis of subjective data. Twenty-one trainees was surveyed and asked to rank-order 30 statements about their reflections on using the clickers via the model of BYOD in inverted classroom. Factor analysis was used to identify the number of factors and the correlations study attempts to identify the individuals who are highly correlated with one another in each specific factor. The data was processed and analyzed following the usual steps of Q-methodology by using the PQ Method software. The operant factors that represent participants with similar perceptions was identified. The results of the study indicated that all the students had brought smartphones into the classroom rather than laptops or tablets and the analysis of their Q-sorts yielded three distinctive factors. The value of Q-methodology in this research is to uncover the opinion types and perception differences through in-depth study. The results of this Q-methodology research can be used to design various hypothesis-testing researches for future studies.

Keyword: BYOD; Clickers; Flipped Classroom; Formative Assessment; Q-methodology