



## NEWSLETTER

## 1. ISSUE

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## WELCOME TO FLIP IT!

Recent literature reveals that the full potential of ICT is often not realized to its potential in formal education, and that “only a few innovative projects manage to survive beyond the early adopter stage and become fully embedded in educational practice.” (S. Bocconi, P. G. Kamylyis, Y. Punie, 2012). It is in this context that the **Flip IT!** project was conceived; a research project with the aim of integrating the “flipped classroom” method into the pedagogical practice of the VET schools and training centres in partner countries across Europe. The long-term aim of the project is to improve the quality of vocational education and to engage a movement towards work-based, collaborative and problem-oriented learning/teaching by utilising the pedagogical potential of ICT tools.

The Institute for Prospective Technological Studies of the European Commission's Joint Research Centre (JRC-IPTS) started the “Creative Classroom Programme” in 2012, in line with the flagship initiatives of the Europa 2020 strategy. This particular initiative aims to provide a better understanding of ICT-enabled innovation in formal and adult education and to promote the effective use of ICT in modernising pedagogical methods.

Within this theme, the “Creative Classroom Lab” was developed by the European Schoolnet in 2013 (<http://creative.eun.org>), using the methodology of “Flipped Classroom - FC”; the project was subsequently piloted across Europe.

Teachers who have experienced the flipped classroom approach have explained how the method increases interaction between students and teachers emphasising how ‘the

teacher is not the sage on the stage, but the guide on the side’. The final conclusion of a five month long pedagogical experiment in the Czech Republic was that the performance of students in mathematics was significantly higher in the student group where FC methods were introduced. [1]

We are convinced that “flipping the classroom” would be particularly beneficial for the vocational education sector, where schools are facing the challenge to meet the needs of the ever-changing labour market. The speed of technological evolution makes it almost impossible to provide vocational schools with up to date traditional textbooks. In preparing learning materials for students, the teachers have to take into account the huge amount of information available on the Internet. How can teachers use this concept of “always being connected” to enhance the student experience and student learning? How can they exceed the limits of Power Point presentations in the classroom? What ICT tools are the most effective for supporting enhancing teaching and learning and in particular the Flipped model of learning?

The **Flip IT!** consortium would like not only to answer these questions, but to also address the teacher’s challenges in a practical way; we believe that teachers are the main actors that can drive the change.

Methodology: The **Flip IT!** Project partners will work with VET schools and centres of adult training on the adaptation of a flipped classroom methodology in VET education. Furthermore, they will create online resources to help teachers and trainers to apply the methodology in their classes. The process will broadly go as follows:

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1. Research the requirements to adapt the methodology to VET education, and define the pedagogical model.
2. Design the Flipped Classroom Competence Framework, the pedagogical model for VET, and finally a syllabus.
3. Design and develop the learning objects for the online FC course.
4. Verify and validate the course contents by carrying out a course pilot involving VET teachers.

Finally, a Flipped Classroom Textbook for VET teachers will be published.

In this newsletter we summarise the conclusions of the national reports, which are available on the project portal.

In Hungarian VET schools, the IT infrastructure is very poor according to the result of the survey. It does not mean, that the teachers are not able to apply FC methodology at all, however the IT tools for content creation are not fully to either teachers or students. In the majority of the schools the respondents only have a basic presentation setup for classroom work and the rate at which internet access is not available is at an extremely high level.

Two out of three teachers surveyed in this study report that 10% of the student population may not have access to computers at home; however, they do have access to computers after the lessons in the school. The situation is not the same in the Czech Republic and in Spain, where most of the students have access to ICT-tools in the school and at home. The tablets, drawing tablets are very rare in the schools, however the vast majority of the students have their own smart phone what can be used for video recording and occasionally editing.

The survey results have underlined, that the teachers have basic IT skills (Q18), but are not

trained in using specific IT tools (e.g. applications for creating & editing video, or Web 2.0 tools) needed for FC methods.

Modern pedagogical methods are known to some teachers, but that the Flipped Classroom methodology is not known, and not widely used among VET teachers in Hungary. Most of the respondents (72,5%) stated that they are supported by the staff and the leadership in their efforts. The FC-methodology has been used by many teachers and instructors in Spain and in the Czech Republic, but they feel they need pedagogical training, above all for: Preparing Flipped Classroom lesson plans, designing class activities and learning strategies (for example to integrate the home activities with the classroom activities. In conclusion, Methodology is a key area of interest underlined by the survey.

Teachers have a positive attitude in all partner countries toward the application of a Flipped Classroom model, and VET schools and students encourage them to innovate.

The survey shows that teachers are motivated to introduce new innovative pedagogical methodologies that include the use of technologies.

Regarding the survey there is a strong need for training covering both the pedagogical and technological aspects of using the Flipped Classroom methodology in the teachers' daily work.

Although teachers consider themselves "advance users of IT", some specific digital training is needed too in areas such as Digital timelines, Animations, Concept maps and videos and Hypertext and blogs.

Overall, one of the most positive aspects picked up by the survey is the fact that innovation is largely accepted and encouraged in Spain.

Finally, from a developmental standpoint, technological training for instructors has had a



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huge push in Spain over the past decade (since 2008 – National Report): Spanish teachers are far more interested in training the pedagogical aspects of Flipped Classroom.

VET has little exposure to the Flipped Classroom approach, in contrast with other educational stages where in some countries it is more common but not widespread. Nevertheless, one important fact emerges from the national reports: in all cases there is evidence that the application of FC in all stages of education equals or improves academic outcomes compared to the traditional method, but more importantly, improve motivation and critical analysis in students.

On the other hand, conclusions drawn from questionnaires shows that the statistical comparative analysis revealed some differences in the state of VET education in the participating

countries of project. Although these differences cannot be ignored in the next phases of the project, they are definitely not counterproductive. On the contrary, these differences can be quite fruitful to the Project.

The main conclusions for the next working phase **FLIP IT!** partners agreed to follow the work without any deviation from the originally designed plans, following with Outcome 2: During the next months the Consortium will design the Flipped Classroom Competence Framework, pedagogical model and syllabus for VET.

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FLIPPED CLASSROOM IN EUROPEAN VOCATIONAL EDUCATION



*Partners on the 1<sup>st</sup> (Kick-off) Project Meeting in Budapest (November 2015)*

PROJECT

TARGET GROUPS

- Primary target group: VET teachers
- Secondary target group: VET students

OBJECTIVES

- Review the theoretical studies and pedagogical experiences on Flipped Classroom method
- Carry out a needs-analysis by involving the teachers of the partner countries
- Elaborate the “Flipped Classroom Methodology” (textbook, curricula, online training for VET teachers)
- Pilot online course in the partner countries by involving VET teachers
- Validate the results in VET schools by involving students

PROJECT BASIC

- Acronym: Flip-IT!
- Grant agreement no.: 2015-1-HU01-KA202-013555
- Title: Flip-IT! - Flipped Classroom in the European Vocational Education
- Duration: 1 September 2015 – 31 August 2018
- Action type:
- Programme: ERASMUS+
- Participating countries: Hungary, Ireland, Spain, United Kingdom, Czech Republic
- Website: flip-it.hu



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- P3 **IFES** – Instituto de Formación y Estudios Sociales (ES)
- P4 **SZAMALK** – SZÁMALK-Szalézi Post-Secondary Vocational School (HU)
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