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IN SCHOOL!

FLIPPED CLASSROOM METHOD IN VOCATIONAL SCHOOLS

The classic FC delivers instruction outside of the classroom with participant engagement taking place in the classroom through various learning activities. The deliberate shift of instruction to a learner-centered approach can only be effective if students have all the content they need to study from and to be able to prepare for meaningful engagement in class. Classroom time is valuable, and it should be dedicated to exploring topics in greater depth and creating rich learning opportunities. Content therefore has to be rich, holistic, flexibly delivered, engaging, and integrated & interactive within a shared learning environment.

In this newsletter we summarise the conclusions of the national reports, and of the online survey in three countries (in Hungary, in Spain and in the Czech Republic) by involving secondary vocational educational teachers.

The main objective of the research was to reveal opinions of teachers related to the use of ICT in teaching and learning processes, the dominant topic was the implementation of the Flipped Classroom model.

The total number of respondents was 534; Czech Republic: 54 Hungary: 120, Spain: 360.



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, 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.

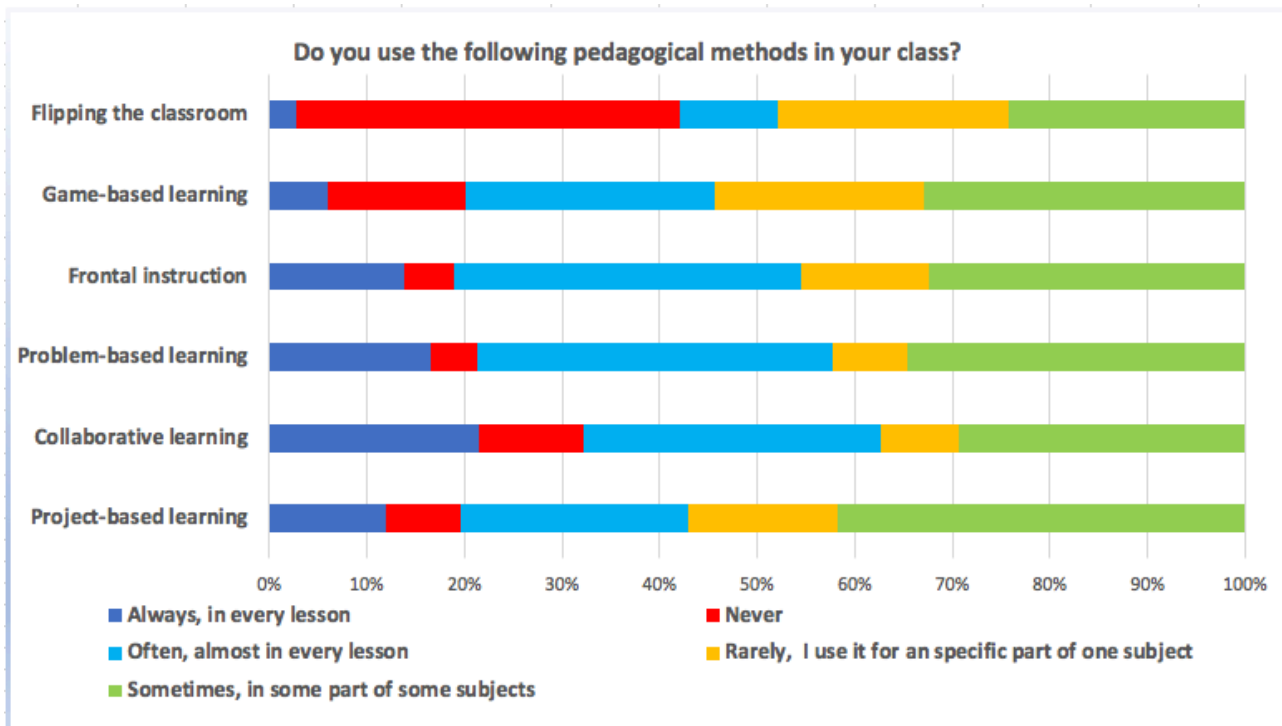
In Hungarian VET schools, the IT infrastructure is very poor according to the result of the survey. It does not mean, that the teachers are not able to apply FC methodology at all, however the IT tools for content creation are not fully to either teachers or students. In the majority of the schools the 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.

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.

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.



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 by the teachers.

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

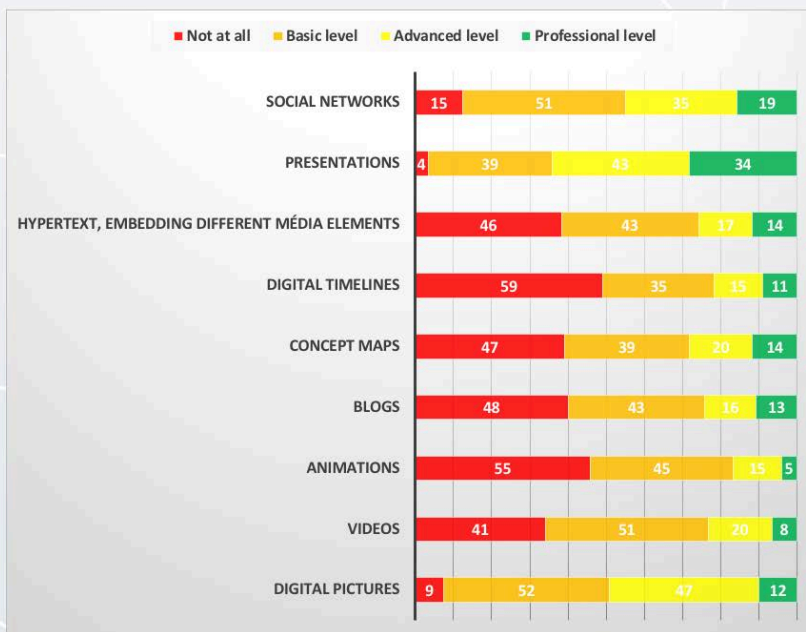
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THE IT SKILLS AND COMPETENCIES OF VET TEACHERS in HUNGARY

Do you know how to create, edit and publish the following media?



Most of the responding teachers do not have enough experience in the creation and application of digital media tools yet, apart from the presentations and digital pictures.

PROJECT INFORMATION

Experiments are being run all over the world about how best to introduce new, innovative teaching, learning methods that meet the requirements of the 21st century. One of these methods is the ‘Flipped Classroom’.

The aim of the project is to integrate the “flipped classroom” method into the pedagogical practice of the VET schools and training centers in the partner countries. The long-term aim of the project is to improve the quality of the vocational education and to engage a movement towards the work-based, collaborative and problem-oriented learning/teaching by utilizing the pedagogical potential of ICT tools.

PROJECT 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

TARGET GROUPS

Primary target group: VET teachers

Secondary target group: VET students

PROJECT BASICS

Acronym: Flip-IT!

Grant agreement number: 2015-1-HU01-KA202-013555

Title: Flip-IT! - Flipped Classroom in the European Vocational Education

Duration: 1 September 2015 – 31 August 2018

Program: ERASMUS+

Participating countries: Hungary, Ireland, Spain, United Kingdom, Czech Republic

Website: flip-it.hu

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