

## FLIPPED CLASSROOM CURRICULUM FOR VET TEACHERS



The Flip-IT curriculum development started with summarizing the conclusions of the literature research, the country reports and the survey, carried out in three countries, in Hungary, in Spain and in the Czech Republic.

Based on the results the document of “Flipped Classroom Pedagogical Model for VET was developed what includes a draft version of the competence map for FC curriculum as well. The 1st part of the document (Chapter 2.-5.) – based on a desk research led by the experts of Cork Institute of Technology – includes information about the history, the innovative features of the flipped classroom model, and the challenges the teachers might face with when starting to use it in the classroom. The 2nd part (Chapter 6.) – a collaborative work of the partners – summarizes the factors making FC especially usable in the vocational education. In the 3rd part is an introduction to the competence map for teachers developed by Ken Currie (OpusLearn).

In the last part there are some lesson plan examples for using flipped method – provided by the Spanish and Czech professors (Maria Teresa Villalba, Guillermo Castilla, Martina Manenova, Vera Tauchmanova), as in these countries there are already practical examples on how to use the method.

### PEDAGOGICAL MODEL

As a key idea for the curriculum development we used the formal definition and four pillars of FC Model published by the key leaders of Flipped Learning Network (<https://flippedlearning.org/>).

*“Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.” (Citation: Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™)*

<b>F</b>	<b>L</b>	<b>I</b>	<b>P</b>
<b>Flexible environment</b>	<b>Learning Culture</b>	<b>Intentional Content</b>	<b>Professional Educator</b>

From the frameworks suggested by Ken Currie, the consortium selected the model of e-Competence Framework, and followed its concept for structuring the competence map around the activities: PLAN, BUILD, OPERATE, ENABLE and MANAGE:

- PLAN: Pedagogical planning based on FC model;
- BUILD: Building or developing digital content for the lessons;
- OPERATE: Operating, that is conducting the lesson, analyzing and evaluating the results;

## FLIPPED CLASSROOM CURRICULUM FOR VET TEACHERS

- ENABLE: Planning required training, promoting self-development;
- MANAGE: Creating institutional-level conditions and workgroups involving teachers.

Flipit Competence Framework maps the knowledge, skills and competences to flip the classroom towards learning-by-doing, involving, activating, motivating, collaborating. While one of the goals was to develop teachers' advanced digital skills, the learning outcomes in using ICT were focused to the pedagogical aims targeted by the flipped classroom methodology.

After relatively long period of WORK the consortium decided to include only the first three components into the curriculum: PLAN, BUILD, OPERATE, while the final two modules can be an option for further development after the end of the project.

## FLIPPED CLASSROOM CURRICULUM

### MODULE 1: PLAN - PEDAGOGICAL PLANNING BASED ON FC MODEL

**The aim** of the first module is to provide theoretical background on flipped classroom method. It helps teachers to identify the pedagogical concept and the innovative features of flipped classroom, and to evaluate its value against the traditional, frontal teaching methods. This module enables them to develop the first idea to apply FC in their teaching environment.

#### LEARNING OUTCOMES:

After completing this module, the participating teachers will be able:

- to analyse the possibility of applying flipped classroom method in your own teaching context;
- to select the field, topic of the subject relevant for teaching with FC and aligning with the needs and learning attitudes of your students, and
- to describe the technical and pedagogical learning environment of an FC lesson and develop a draft idea of your 1st flipped classroom lesson

#### TOPICS:

1. Brief history of the Flipped Classroom model
2. Main features of the method
3. Theoretical background, and other applicable methods within the framework of the FC
4. Benefits and possible challenges associated with FC
5. Special relevance of FC to vocational education
6. Related case studies.

### MODULE 2: BUILD - BUILDING OR DEVELOPING DIGITAL CONTENT FOR THE LESSONS

**The second module** is about collecting and developing motivating digital content for the students to learn as homework before the classroom. The participants will be able to find and select open educational resources (OERs) relevant to their special subject and didactic aims. They will learn and practice how to work with freely available applications and web 2.0 tools and to create motivating multimedia contents, presentations, videos, animations and publishing them online by using Creative Common licenses.

## FLIPPED CLASSROOM CURRICULUM FOR VET TEACHERS

### LEARNING OUTCOMES

After completing this section, you will be able:

- to compile the resources (digital tools and learning materials) for the flipped lesson,
- to collect, design and create source materials for a selected topic of your subject,
- to share them with your students online before the lesson.

### TOPICS:

1. Open Educational Resources, Creative Commons
2. Designing and editing attractive video, animation, effective presentation
3. Web 2.0 applications for flipped classroom
4. Publishing content (hypertext and hypermedia)

### MODULE 3: OPERATE: OPERATING, THAT IS CONDUCTING THE LESSON, ANALYZING AND EVALUATING THE RESULTS

The aim of this module is to prepare the participants for utilizing the potential of flipped classroom method in a practice-oriented approach, starting with lesson planning and closing with self-reflection after conducting the classroom work. The most important goal of this module is to make clear, that the focus of the flipped classroom method is not the technology but the pedagogy.

Based on the outcomes of the first two modules (the essay on draft idea about using FC, compiling digital materials for the selected topic), the participants elaborate a lesson plan with defining the didactic aims, designing parts of the lessons, the students' activities and working forms and the assessment of the students' performance.

### LEARNING OUTCOMES

At the end of the module the participants will be able

- to create a detailed plan for flipped classroom method, with effective classroom management and motivation strategy,
- to define the goals of the lessons, the special skills and competences the lesson intend to develop,
- to describe the performance assessment methods, they will use,
- to make pedagogical evaluation (collecting feedback from parties involved: learners, parents, other staff members), and self-reflection about. the first experiences using flipped classroom method

### TOPICS

- Basic concept and rules of lesson planning.
- Assessing learners' performance in flipped classroom.
- Pedagogical assessment, self-reflection.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

## FLIPPED CLASSROOM CURRICULUM FOR VET TEACHERS

### 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](http://flip-it.hu)

### COORDINATOR

iTStudy Hungary Educational and Research Centre for Information Technology

Contact: Mária Hartyányi

e-mail: [maria.hartyanyi@itstudy.hu](mailto:maria.hartyanyi@itstudy.hu)

### PARTNERS

Cork Institute of Technology, Ireland

SZÁMALK Szalézi Post-Secondary Vocational School, Hungary

Neumann János Post-Secondary Vocational School, Hungary

Universidad Europea de Madrid, Spain

Opus Learning Ltd., United Kingdom

University of Hradec Kralove, Czech Republic

Magyar Gyula Post-Secondary Vocational School, Hungary

Bercsényi Miklós Post-Secondary Vocational School, Hungary

