



Requirement analysis for **Flip-IT!** Project by involving teachers of VET-schools (Spain and Hungary)

Fields marked with * are mandatory.

Disclaimer

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Dear Colleague!

A team of educational and research institutes in five countries is developing further training programs for VET teachers on the Flipped Classroom methodology in order to support changes to teaching approaches in line with the needs of the 21st century.

The Flip-IT Consortium will elaborate the “Flipped Classroom Methodology” (textbook, curricula, online training) for VET teachers. Before starting with development, it is important to understand the potential for utilizing final results, e.g. are teachers open to an FC model, are they ready to use FC methods in the classroom, do they have necessary IT-skills, does the school have sufficient equipment and IT infrastructure for teachers and students? The aim of the survey is to carry out a comprehensive research and needs-analysis in Hungary and in Spain - the target countries of the project.

The Flipped Classroom (FC) appeared in the early 19th century, but was re-discovered in parallel with the emergence of digital technologies. Flipped Classroom (FC) describes a reversal of traditional teaching where students are first introduced to new knowledge outside of the class, usually via reading or lecture videos at home, allowing time in the classroom to be used more interactively for group projects, discovery activities, collaborative problem-solving, discussion or debates.

We ask you to help us by filling out the following questionnaire. Neither the school nor any personal data are identifiable, and only aggregated data from all questionnaires will be made public.

*** 1. Your country**

- Czech Republic
- Hungary
- Ireland
- Spain
- United Kingdom
- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Sweden

*** 2. Age group**

- 22-28
- 29-35
- 36-44
- 45-54
- 55+

*** 3. Gender**

- Female
- Male

*** 4. Teaching experience (years)**

- 0-5
- 6-15
- 16-25
-

25+

*** 5. Your university level**

- no Uni level
- BSc/BA
- MSc/MA
- PhD
- other

*** 6. Your subject category?**

- Arts
- Computer Sciences
- Economics
- Languages
- Medicine and Health
- Natural sciences
- Physical Education
- Social Sciences
- Technical Engineering
- Other, please specify

*** Please specify your subject category!**

*** 7. Your school type**

- primary school
- grammar school
- lower vocational school
- upper secondary school
- vocational high school
- adult VET
- other, please specify

*** Please specify your school type!**

*** 8. Number of students at your school**

- less than 200
- 201-500
- 501-1000
- 1001-3000
- more than 3001

*** 9. Number of teachers / educators in the school**

- less than 20
- 21-50
- 51-100
- 101-300
- more than 301

10. Conditions for Innovation in Teaching

10/A

	Fully	Partially	Not at all
*Does your curriculum allow you, as a teacher, to innovate with teaching methods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Does your School encourage you to be similarly innovative?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Do you feel any demand from students to change current teaching practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10/B

	a like-minded group within your School will provide mutual support.	you are left to do so on your own.
*If you do innovate, then	<input type="radio"/>	<input type="radio"/>

11. Describe any innovative techniques you use at your School!

*** 12. Does your School provide any online education?**

- yes
- no

13. Do you use the following pedagogical methods in your class?

				Rarely, I have applied this method	
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	Always, in every lesson	Often, almost in every lesson	Sometimes, in some part of some subjects	and I use it for an specific part of one subject	Never
*Project-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Cooperative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Problem-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Inquiry-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Frontal instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Game-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Flipping the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Consider the following description and share your degree of agreement with the following statements:

“Flipping (or inverting) the classroom can be described as moving from a teacher-centered learning environment to a student-centered learning environment. In the classical model the teacher in the classroom delivers the material to the students; in a flipped classroom the material is processed at home, before the lesson takes place in the school. In a flipped scenario, the students read the material (or watch the video) at home (offered or prepared by the teacher), and in the classroom they are involved in collaborative and interactive work. While videos and other technological tools can be effective in a flipped classroom, they are not required in every case to use this method. The true essence of the flip is really to focus on the student.”

14/A

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	strongly agree	agree	neither agree, neither disagree	disagree	strongly disagree
*It is not about technology, it is mainly about pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It helps me to cooperate more intensively with my students (e.g. the students can give me technical support, like video recording)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It changes my role from “the sage on the stage” to “guide on the side”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I can facilitate the parents to discuss the learning content with the students at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Using technology (like video on a working process) could be very motivating in practice-oriented vocational subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It makes the teaching process more enjoyable not only for the students but for me as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*FC gives me a chance for professional development - to compose easy to understand, highly motivating learning packets is a challenge what I like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I will be able to reuse and improve the learning materials year on year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*With FC I have a chance to involve, and make students responsible for their own learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*FC may support a work-based approach in teaching vocational subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It helps to develop 21st century skills in the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14/B

	strongly agree	agree	neither agree, neither disagree	disagree	strongly disagree
*It needs a lot of work to gather and prepare the necessary learning content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It takes much more class time than traditional teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Not all of the students have tools for watching videos or reading online text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*It makes it difficult to ensure accountability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*The teachers have to be trained to use FC both from a pedagogy and technology viewpoint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Teachers have to do a lot of extra work to create very precise lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14/C

Opinions, ideas:

15. The basic aspects of class work haven't changed. In which of the following is it important to apply innovative methods, including the use of technology?

	highly important	moderately important	somewhat important	slightly important	not important at all
*Mediate new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Demonstrate phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Clarify new concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Attract student attention and to motivate them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Improve self-study abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Deeping knowledge and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Assessment of students' performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. With your impressions of the advantages and disadvantages of an FC methodology, rate the following

	strongly agree	agree	neither agree, neither disagree	disagree	strongly disagree
*It helps to address the needs of 21st century students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I need training on the pedagogical background of FC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I need training on ICT tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I believe that preparing for FC will contribute to my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*The leadership of the school appreciates efforts to introduce new methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I am not convinced about FC's pedagogical value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*My students are not comfortable with change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I do not agree with technological pushes in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Parents are sceptical about methods unknown to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Not interested, I'm overloaded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If you were to take part in an FC training course, what are the most important competences to be developed?

	highly important	moderately important	somewhat important	slightly important	not important at all
*Preparing FC lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Designing class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To learn strategies to integrate in home phase with the activities in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Assessment of students' work in FC lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Assessment of students' processing new information at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Managing the collaboration of students in class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To understand a range of methods to support problem-solving team-work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Creating, editing storing attractive learning content, and publishing them on the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To find quality, free educational applications (offline & online) for learning, practice, creating, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Designing interesting and attractive digital presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. What level of IT skills do you think you have?

- Beginner Level – I know how to use a computer for basic tasks (start up and shutdown, storage files, work with folders, windows, etc.), connection to Internet) and surfing the Internet
- Advanced Level
- Basic Level – I know how to use the basic of office suits (word processing, spreadsheets, e-mail), a computer in a user level, surfing the Internet, watch images and videos
- Advanced Level – I know how to use office suites generally, manage a computer as advanced user, online collaboration tools, social media sites, edit images and web sites
- IT pro, teacher/trainer – I know how to do administrative tasks in a computer, use office suite packages, online collaboration tools, create videos and images, use social media sites, everything in professional level

19. Are you trained on how to create, edit and publish the following digital media?

1 = Not at all: No training, no experience

2 = At basic level: I am self-taught or have some experience at non-professional level knowing how to use basic functionalities

3 = At advanced level: I have received training about it or have some experience at professional level knowing how to use some advanced functionalities.

4 = At professional level: I have professional training or I am a trainer knowing how to use well advanced functionalities.

	1	2	3	4
*Digital pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Concept maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Digital timelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Hypertext, embedding different media elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Social networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Does your school provide the following tools?

	Yes, always, for all teachers	Yes, but difficult to get it	Not at all	I have my own
*Computer with Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Digital camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Drawing tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify

21. Do you have access to the following IT tools/features for your classroom work?

	For every lesson	Only for IT lessons	Occasionally	Not at all

*Presentation set (computer +projector)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Interactive board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*High speed internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Poor internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. If using computers in the classroom, how many students works on every single computer?

	with internet	without internet
1	<input type="radio"/>	<input type="radio"/>
2-3	<input type="radio"/>	<input type="radio"/>
4-7	<input type="radio"/>	<input type="radio"/>
8 or more	<input type="radio"/>	<input type="radio"/>

23. Are the following tools available for students in the school after official lessons?

	Yes, at any time	Yes, occasionally	Not at all
*Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Digital camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Drawing tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Do your students have the following tools at home?

	A few of them (less than 50%)	More than 50%	More than 70%	Almost all of them (more than 90%)	Don't know
*Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Digital camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Smart phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. In the Flip-IT project, we will develop an online FC course for teachers in early 2017. If you are interested in taking part, please provide your e-mail address.