FLIP-IT. SPANISH DATA SUMMARY.

UNIVERSIDAD EUROPEA

Spanish Team:

- Maite Villalba PhD.
- Sara Redondo PhD.
- María Vela PhD.
- Guillermo Castilla MSc.

DATA SUMMARY

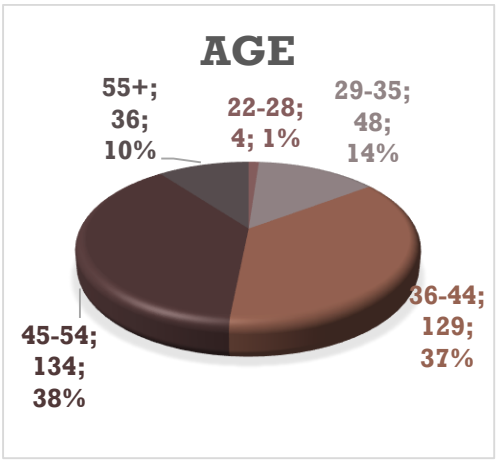
Following up on the Meet-up in Madrid, the Spanish team presents a summary of their countries data collection.

Although data was collected for all school types, it was decided that summaries would only include the info on vocational high schools and adult VET due to them being the most significant and more correlated of the existing categories.

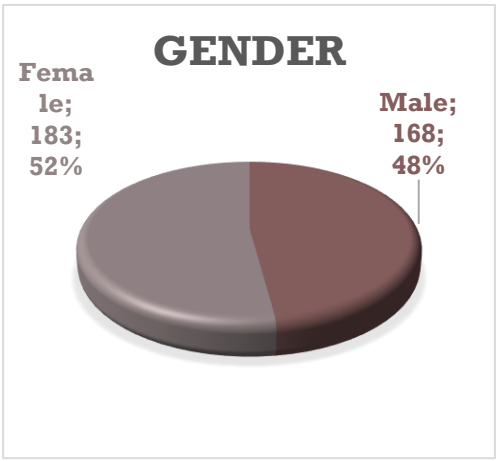
Adult VET mounts up to 277 points of the total data whilst Vocational High School would be the remaining 74 points.

DEMOGRAPHIC SPECIFIC DATA

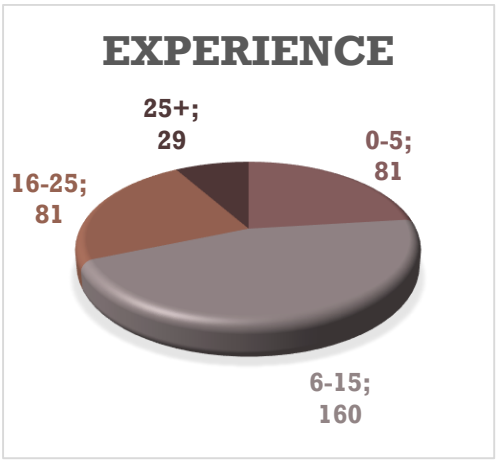
The first data summarized was the demographic data. This would cover aspects such as gender and instructional levels as well as some institutional specific backgrounds such as the size of the schools being analyzed and the number of students an instructors.



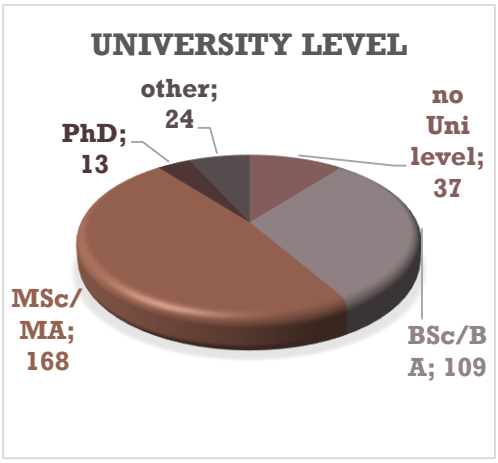
Graphic 1. Age of instructors.



Graphic 2. Gender of instructors

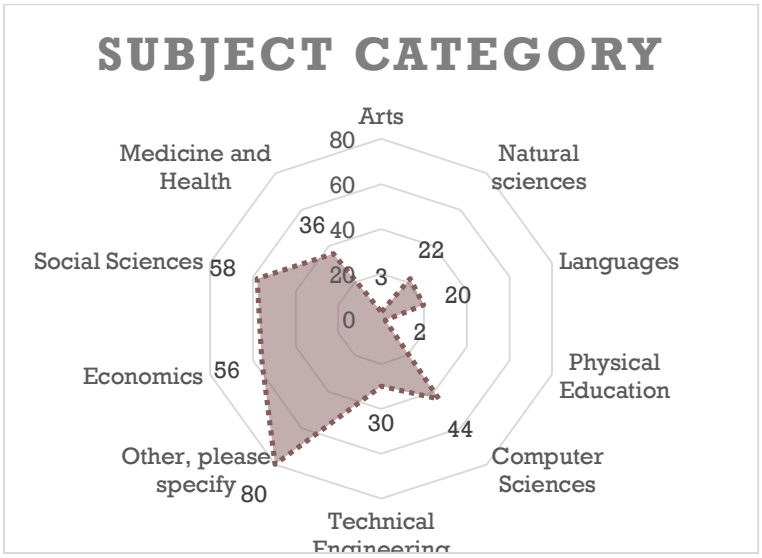


Graphic 3. Experience of instructors.



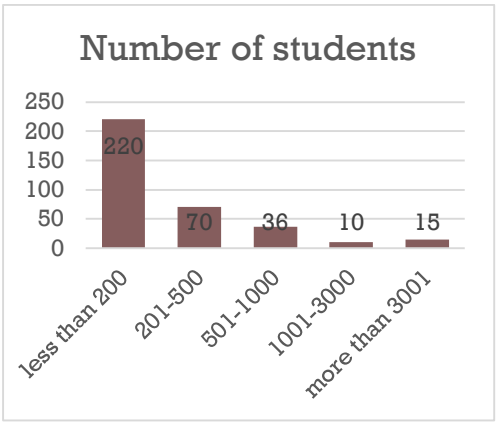
Graphic 4. Academic level of instructors

The body of surveyed instructors was formed mainly (over 70%) of professionals over 35 years old, more than half of instructors would have over 6 years of teaching experience. Instructors genders were evenly distributed and near a 50% held a postgraduate diploma

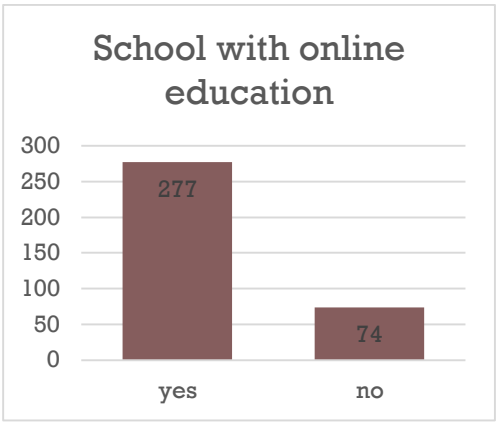


Graphic 5. Web of the main subject categories that were flipped.

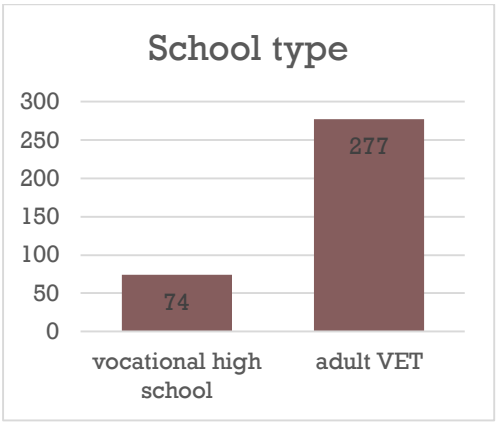
When studying subject categories, no clear bias towards a particular field was found. There was a predominance of technical studies as well as some instances in language training, but the main item selected was the unspecified "*other*" field.



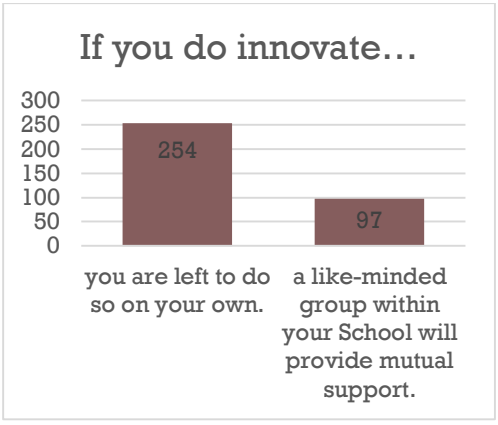
Graphic 6. Number of students in the institution.



Graphic 8. Comparison of surveyed schools with online education vs exclusively offline instruction.



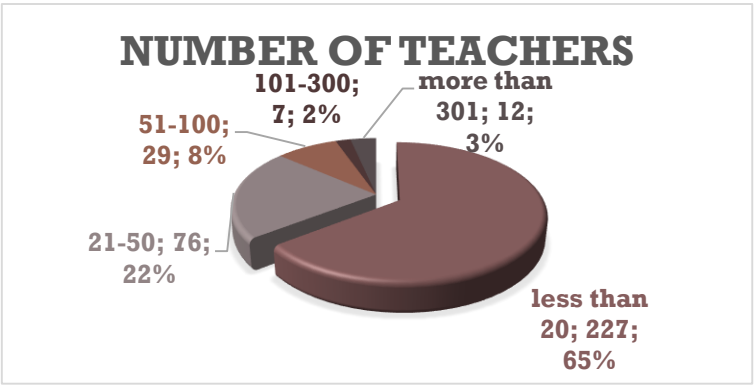
Graphic 7. Proportion of Adult VET and Vocational High school Instructors surveyed.



Graphic 9. Comparison of supported vs individual innovation initiatives surveyed.

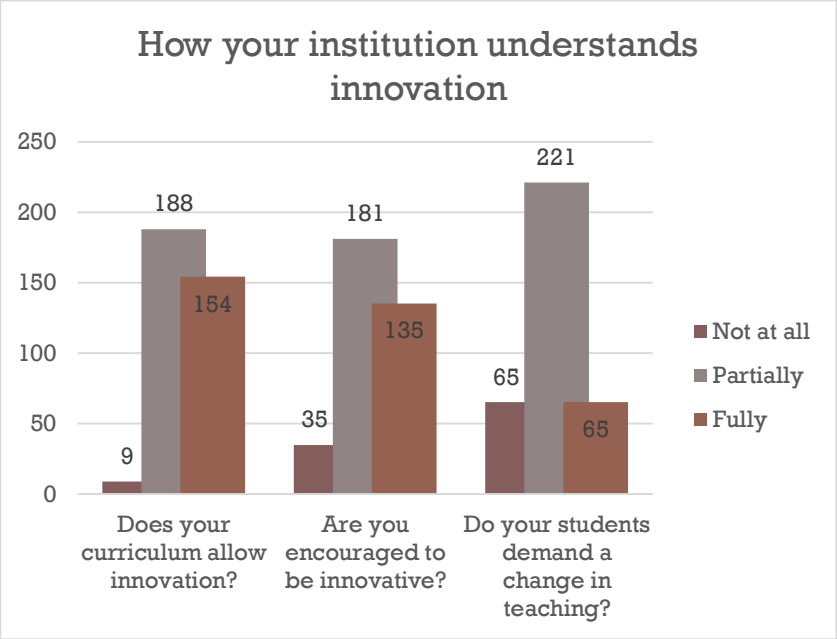
A first overview of the descriptive data showed that the sample was made up of mainly small institutions with under 200 students. Also, the predominant typology would be Adult VET, in schools with online programs.

Innovation was perceived as an individual effort with less than a third of the surveyed instructors forming part of a team.



Graphic 10. Number of teachers in the institution.

The sample was composed predominantly of schools with small faculties, i.e. with less than 20 teachers per institution. While larger institutions (>100 teachers per institution) made up only 5% of the total.



Graphic 11. Innovation from the school's perspective.

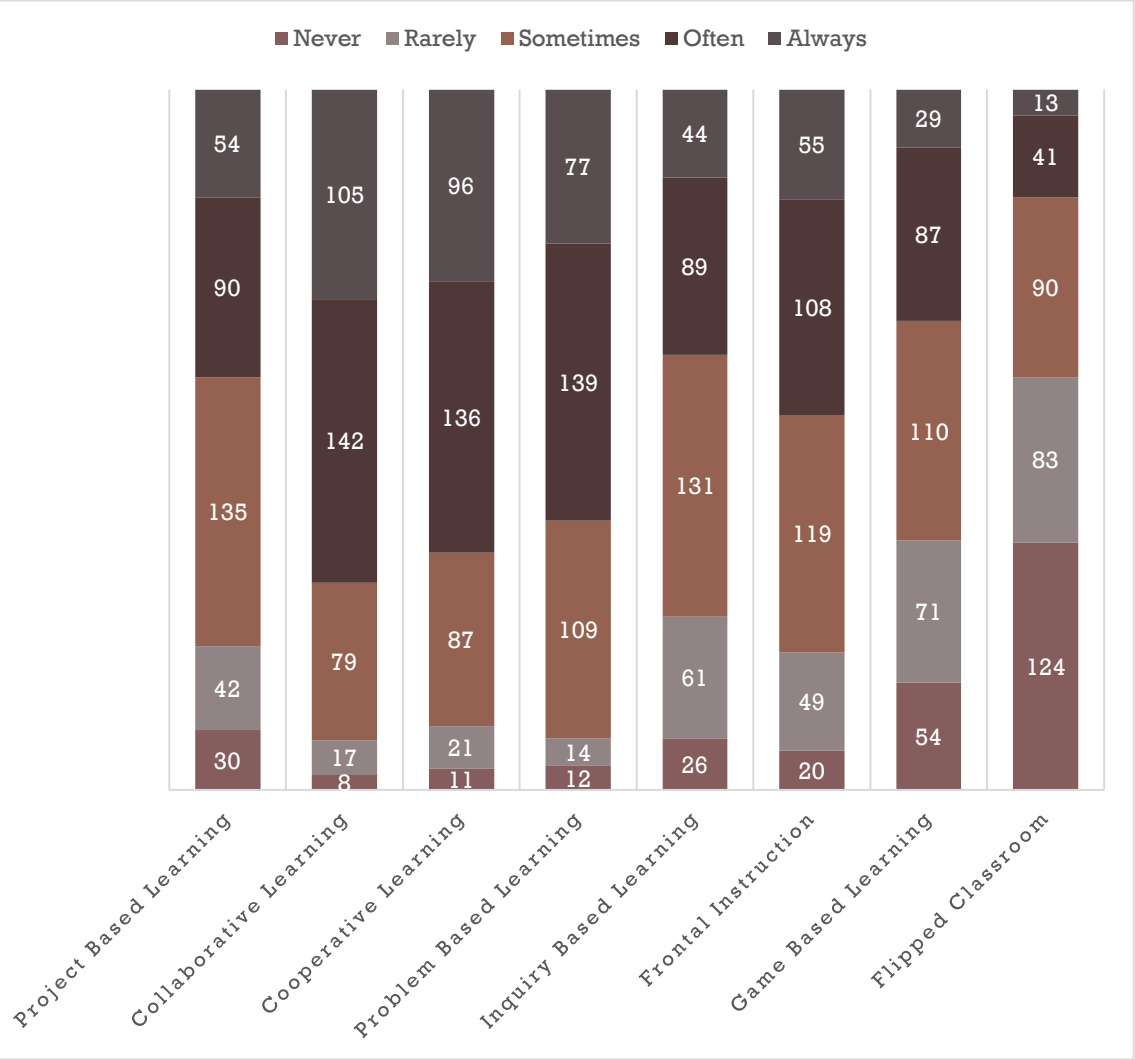
Innovation is majorly accepted and encouraged although there are still many set-backs to consider it predominantly positive.

It would be important to note that all 9 of the answers that said their curriculum didn't allow innovation belong to Adult VET.

Student-wise there is a longing for a change: only 65 (**from 286**) answered no, and of those only 9 from formal education.

METHODOLOGIC SPECIFIC DATA

DO YOU USE THE FOLLOWING PEDAGOGICAL METHODS IN YOUR CLASS?



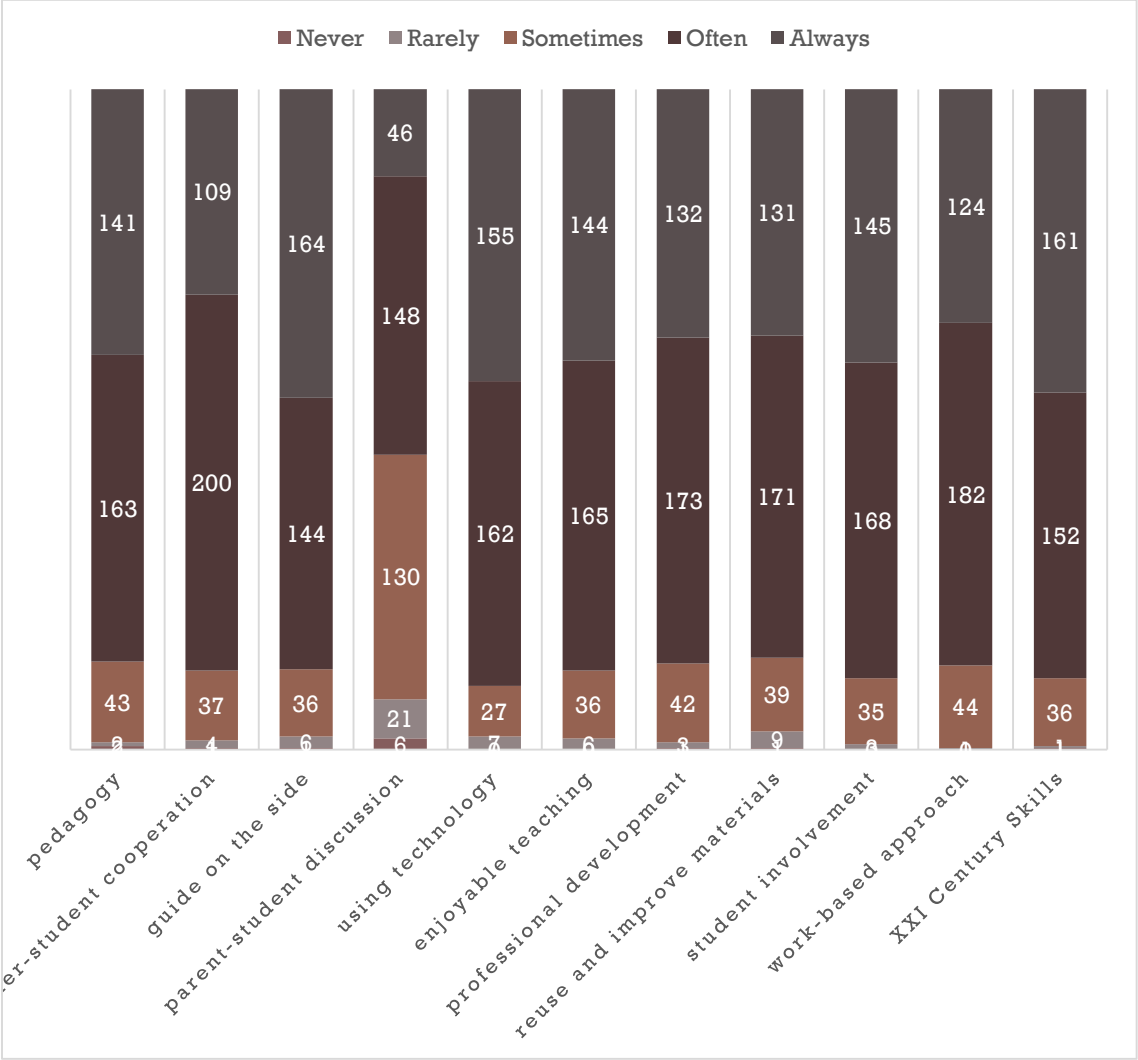
Graphic 12. Results to item 13. Do you use the following pedagogical methods in your class?: Project-based learning?

From a pedagogical standpoint, Collaborative and Cooperative Learning would be the two primary methodologies (followed closely by Problem Based Learning).

Frontal instruction still remains relevant, while Flipped Classroom takes up last position among the proposed methodologies.

Around 38% used Inquiry Based Learning, Project Based Learning and Frontal Instruction from time to time, still, they are rarely the main methodology.

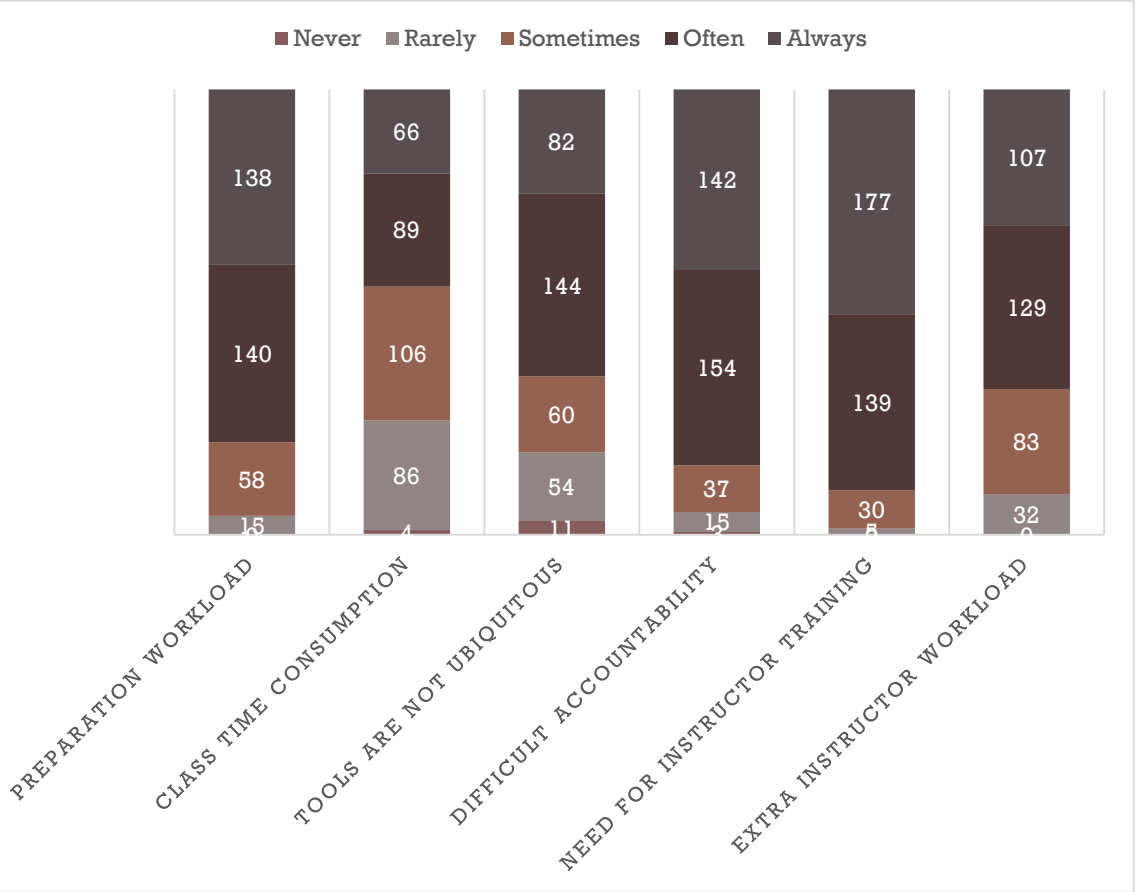
ANALYZING FLIPPED CLASSROOM: PART A - THE ESSENCE OF FLIPPED CLASSROOM



Graphic 13. Results to item 14. Analyzing Flipped Classroom: Part A - The Essence of Flipped Classroom.

When analyzing the survey to determine the essence of the Flipped Learning methodology, all considered items were found relevant. The only notable fact would be that the item *"I can facilitate the parents to discuss the learning content with the students at home"* is prominently the least relevant.

ANALYZING FLIPPED CLASSROOM: PART B - THE DRAWBACKS OF FLIPPED CLASSROOM

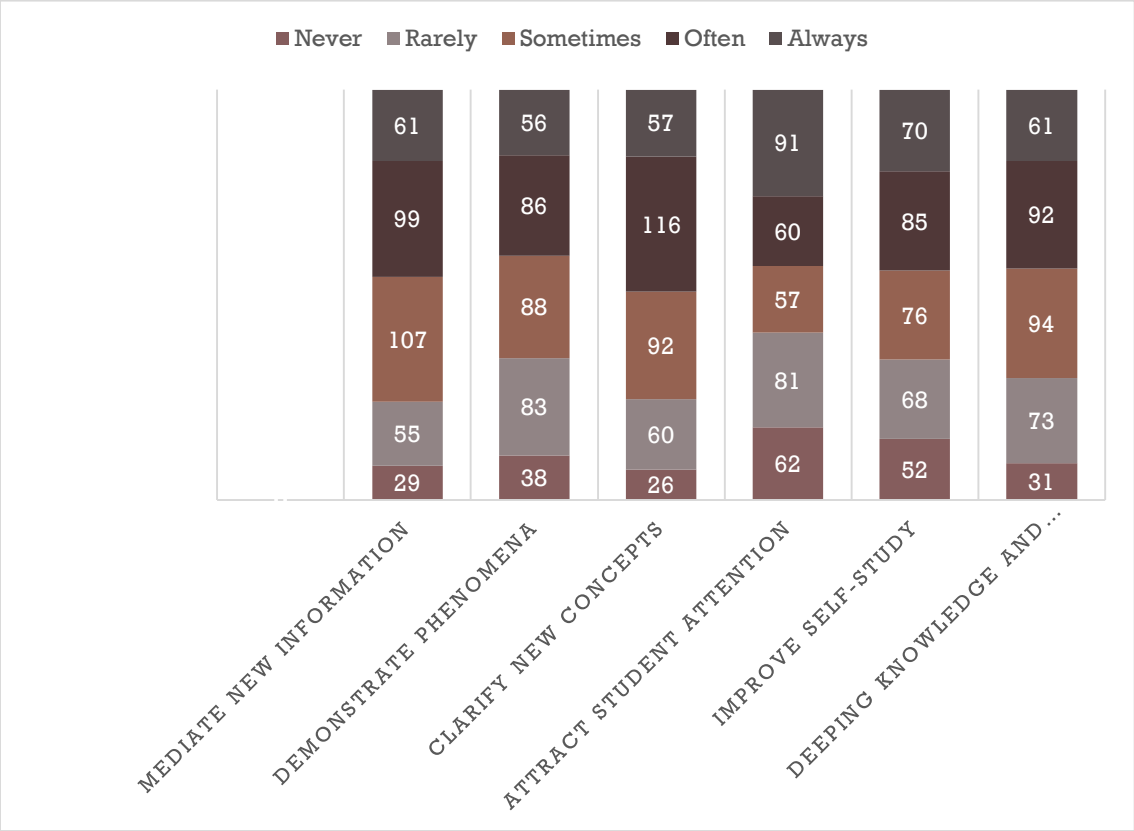


Graphic 14.Results to item 14. Analyzing Flipped Classroom: Part B - The Drawbacks of Flipped Classroom.

When analyzing the drawbacks of the Flipped Classroom methodology, the main issues recorded were the time consumption in content preparation, the difficulty to ensure accountability and the need for both technological and pedagogical training for teachers.

On the other hand, class time consumption was not observed as an issue.

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?

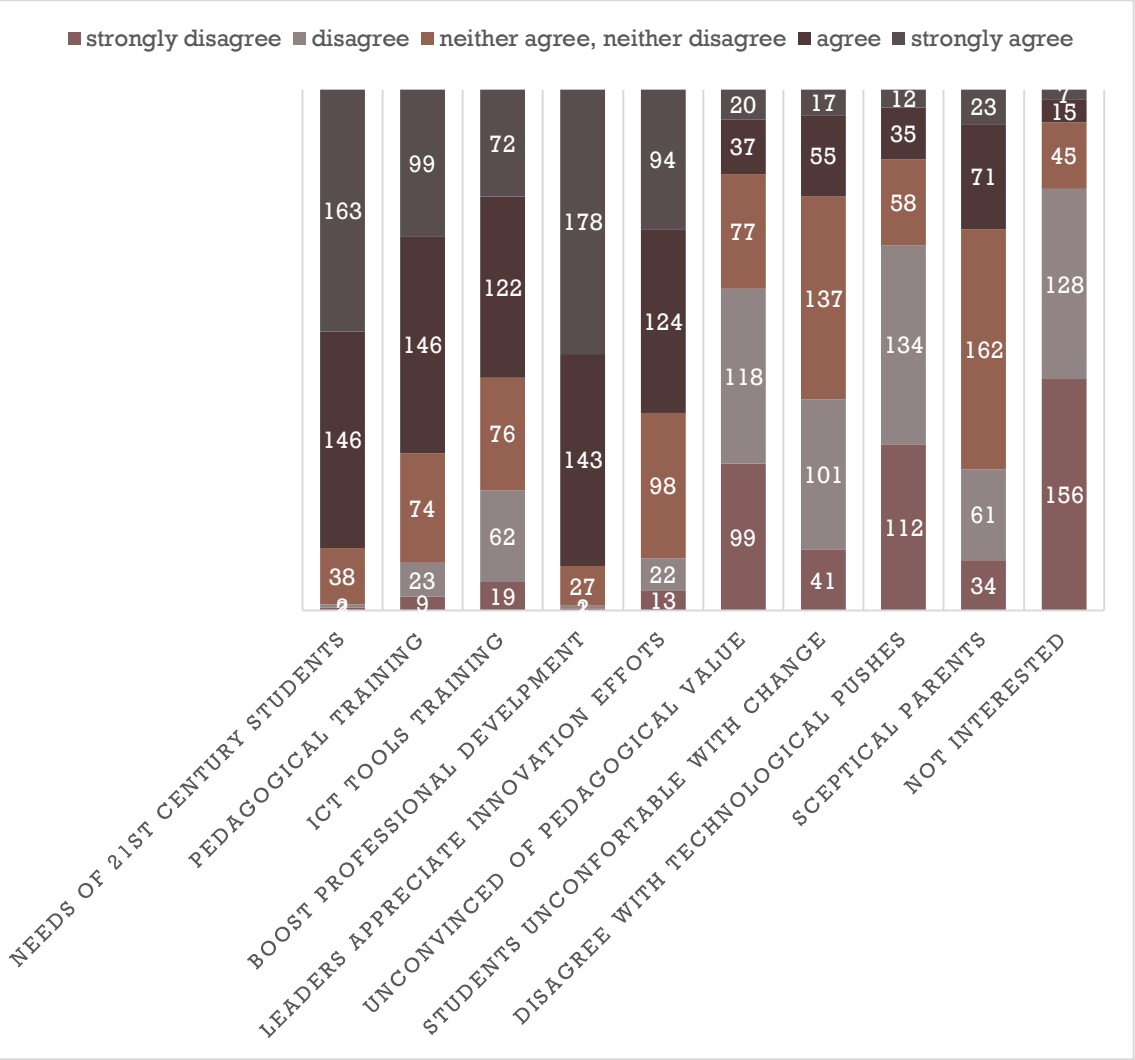


Graphic 15. Results to item 15. The basic aspects of class work haven't changed. In which of the following is it important to apply innovative methods, including the use of technology?

Regarding those aspects of class instructors saw important to innovate on, perceived importance was evenly spread throughout all enquired items. Drawing conclusions was complicated due to the only marginal differences the data presented.

MOTIVATIONAL SPECIFIC DATA

WITH YOUR IMPRESSIONS OF THE ADVANTAGES AND DISADVANTAGES OF AN FC METHODOLOGY

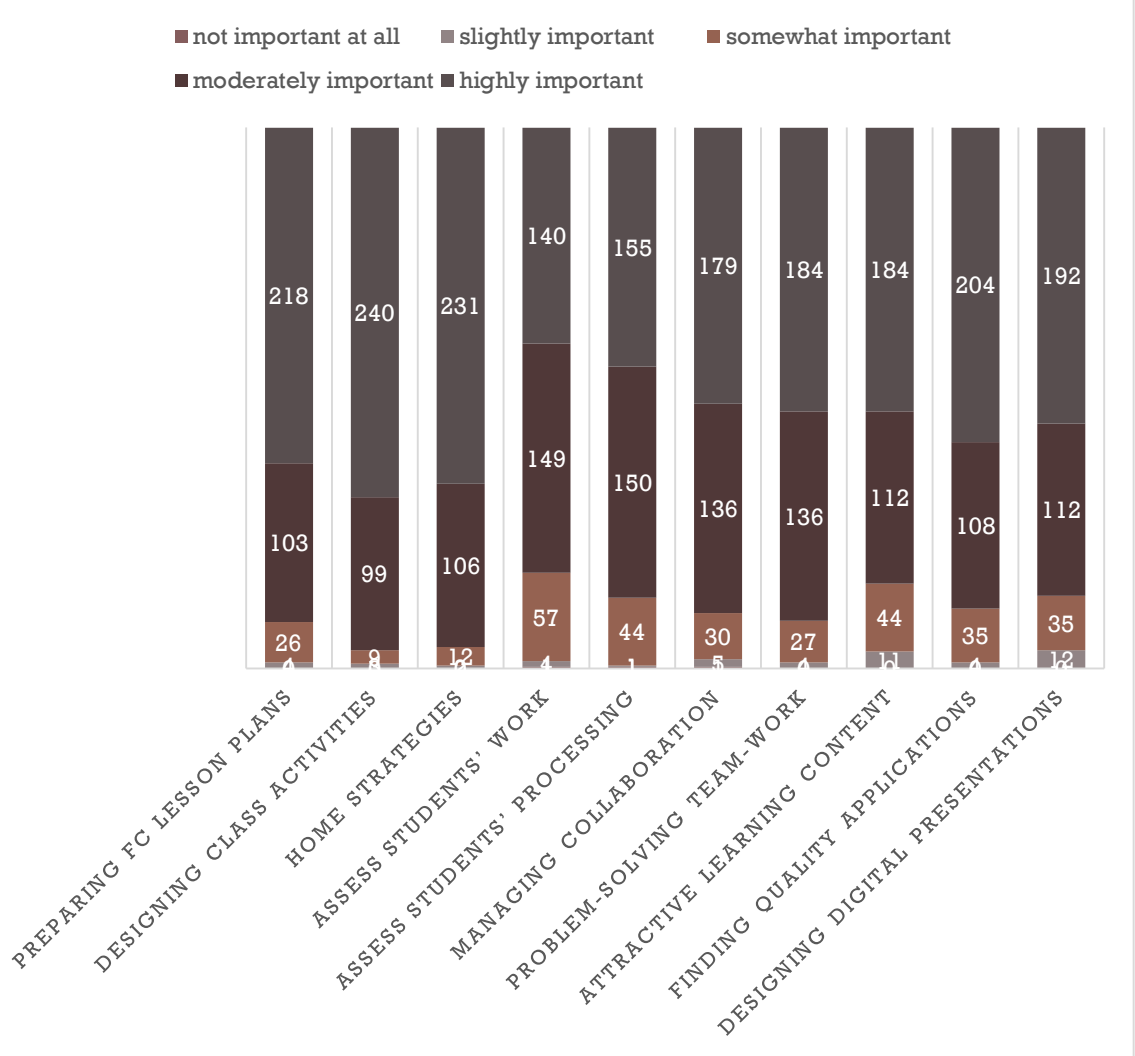


Graphic 16. Results for item 16. With your impressions of the advantages and disadvantages of an FC methodology.

When addressing the advantages and disadvantages of the Flipped Classroom methodology, there was a unanimous perception of the positive bias towards 21st century student needs. Faculty perceived Flipped Classroom as a professional development opportunity.

Most of the negative items were scarcely backed except for those that considered the perceptions of students and parents towards the innovation.

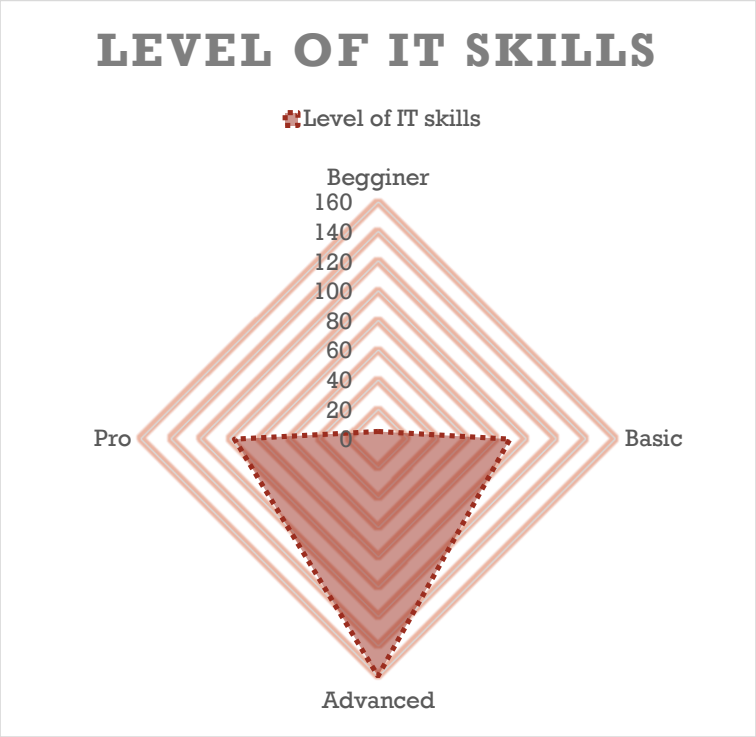
IF YOU WERE TO TAKE PART IN AN FC TRAINING COURSE, WHAT ARE THE MOST IMPORTANT COMPETENCES TO BE DEVELOPED?



Graphic 17. Results to item 17. If you were to take part in an FC training course, what are the most important competences to be developed?: Assessment of students' work in FC lessons.

Regarding Flipped Classroom related competences, all competences included in the survey were seen as relevant. Those most dominant would be: Preparing FC lesson plans, Designing class activities and Learning strategies to integrate in home phase with the activities in the classroom.

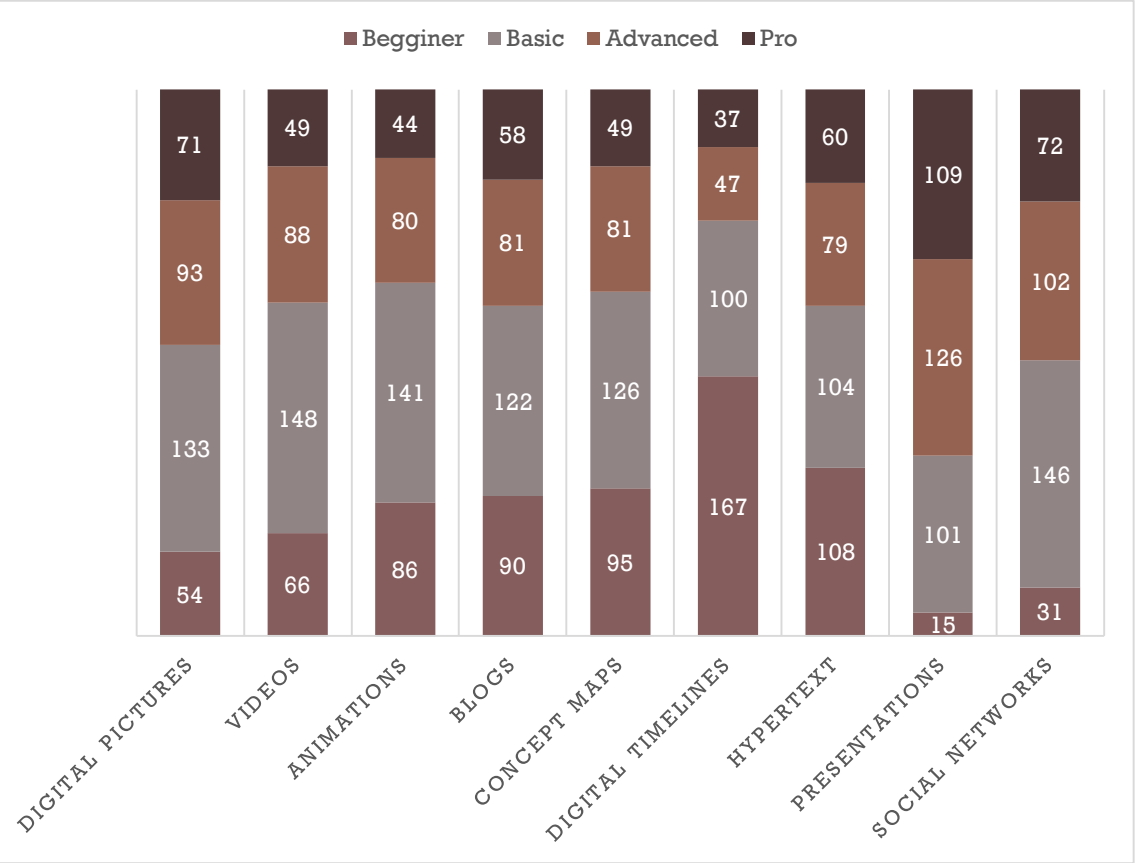
WHAT LEVEL OF IT-SKILLS DO YOU THINK YOU HAVE?



Graphic 18. Perceived level of IT-Skills of the instructors.

None of the inquired teachers considered him/herself a beginner, being "*Advanced*" the most prominent IT-skill level in the Spanish sample.

ARE YOU TRAINED ON HOW TO CREATE, EDIT AND PUBLISH THE FOLLOWING DIGITAL MEDIA?



Graphic 19. Summary of percieved digital dexterity by tools.

Regarding the creation of content and the specific training they had towards it, Creating Presentations was by far the media the inquired faculty felt better prepared to work with. **Social Networks** and **Digital Image**s follow (at closer terms with the rest).

Still, less than 60% of teachers percieved themselves as basic users or beginners. And the worst rated level of digital dexterity was assigned to **Digital-timelines** alone.

CONCLUSIONS

There is a positive teachers' attitude toward the application of Flipped Classroom model, and VET schools and students encourage them to innovate.

Flipped Classroom has been used for many teachers and instructors in Spain, but they feel they need pedagogical training, above all for: Preparing Flipped Classroom lesson plans, Designing class activities and learning strategies to integrate in home phase with the activities in the classroom

Although teachers consider themselves "*advance users of IT*", some specific digital training is needed too, from the most to the less: Digital timelines, Animations, Concept maps and videos and Hypertext and blogs.

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

Finally, from a developmental standpoint, technological training for instructors has had a huge push in Spain along the past decade (since 2008 – National Report): **Spanish teachers are far more interested in training the pedagogical aspects of Flipped Classroom**.