



Roadmap for CollaboratiVET

*Implementing the innovative
Flipped Classroom approach in
vocational settings*



Welcome to the Flipped Classroom Roadmap for Vocational Education!

This document serves as your comprehensive guide to implementing the innovative flipped classroom approach in vocational settings. Backed by valuable research findings, this roadmap offers practical strategies, best practices, and resources to enhance student engagement, deep learning, and skill development. Embrace the flipped classroom model to create a dynamic and student-centered learning environment that prepares learners for success in the rapidly evolving professional landscape. We invite you to explore this roadmap, embark on your flipped classroom journey, and transform vocational education for the better. Let's dive in together!



In this roadmap document, we embrace the key principles of vocational education and collaboration, inspired by inclusive education. Our approach aims to strengthen the capacity of the education system to cater to all learners. By integrating vocational education principles and fostering collaboration among educators, we create an inclusive and student-centred learning environment that empowers learners to thrive in their chosen careers.

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01

Overview of the Flipped Classroom



Why is it relevant to Vocational Education and Training?

The traditional classroom model, where teachers deliver lectures during class time and students complete homework independently, has limitations in vocational education. The flipped classroom model flips this dynamic, with students accessing instructional content outside of class and using class time for collaborative activities and hands-on learning. This introduction will explore the potential of the flipped classroom in vocational education, highlighting its benefits and addressing various aspects of its implementation.

Vocational education plays a crucial role in preparing individuals for specific careers and industries. As the demands of the workforce continue to evolve rapidly, there is a growing need for vocational education to adapt and equip learners with the skills and knowledge necessary for success. The flipped classroom model offers an innovative approach that can enhance vocational education by fostering active learning, collaboration and practical application of skills.

Blended teaching and learning, involving the use of technology both within and outside of the classroom, became a part of our lives. This change has brought many exciting opportunities and challenges for educators. At the same time, it has compounded pre-existing educational inequalities.

Our challenge as educators is to seize the opportunities that technology presents and deploy it to reduce learner inequalities and enhance opportunities.

WHY FOCUS ON THE FLIPPED CLASSROOM FOR VOCATIONAL EDUCATION?

The digital transformation is a key technological trend that will change the world of labour in the future. Those with a vocational education will need new skills for new jobs throughout their career. Teachers and trainers will need to integrate learners with diverse backgrounds and needs.

Purpose of the document: exploring the potential of the flipped classroom in vocational education. The purpose of this document is to serve as a roadmap for educators and instructional designers in vocational education who are interested in implementing the flipped classroom approach. It will delve into various aspects of the flipped classroom, such as collaborative learning, differentiation, design ideas, challenges, best practices and the experiences of educators in other contexts. Additionally, it will

outline a framework for implementation, introduce a Massive Open Online Course (MOOC) on the topic and provide a toolbox of apps and resources to support educators in their flipped classroom journey.

By embracing the flipped classroom model, vocational education can be transformed into an engaging, student-centred learning experience that better prepares learners for the demands of the modern workforce. This document aims to provide the necessary guidance and resources for educators to successfully implement and maximize the potential of the flipped classroom in vocational education.



SPOTLIGHT

Understanding the Flipped Classroom

The flipped classroom is an instructional approach where the traditional sequence of learning activities is reversed. Students are first exposed to instructional content, typically through pre-recorded videos, readings, or online modules, outside of the classroom. Class time is then dedicated to interactive and collaborative activities, such as discussions, problem-solving, and hands-on projects, where students apply and deepen their understanding of the content. This reversal of learning activities aims to optimize class time for active learning and provide opportunities for personalized support.

SIX BENEFITS OF THE FLIPPED CLASSROOM FOR VOCATIONAL EDUCATION ARE:

01 ACTIVE LEARNING:

Students actively engage with the content, fostering deeper understanding and retention.

02 INDIVIDUALIZED PACE:

Students can progress through the instructional materials at their own pace, catering to different learning needs and abilities.

03 COLLABORATION:

Class time is dedicated to collaborative activities, promoting teamwork, problem-solving, and communication skills essential for vocational settings.

04 APPLICATION OF SKILLS:

Students have more opportunities to practice and apply learned skills during hands-on activities, simulations, or real-world projects.

05 PERSONALIZED SUPPORT:

With class time focused on student interaction, educators can provide individualized guidance and support based on students' specific needs.

06 FLEXIBILITY AND ACCESSIBILITY:

Flipped classroom resources can be accessed remotely, allowing for flexibility in learning and accommodating diverse schedules and learning preferences.

Technology plays a pivotal role in facilitating the implementation of the flipped classroom. It enables educators to create and share multimedia resources, such as video lectures, online tutorials, and interactive simulations, which students can access anytime and anywhere. Learning management systems (LMS) or online platforms provide a centralized space for organizing and distributing instructional materials. Additionally, technology allows for student engagement and assessment through online discussions, quizzes, and collaborative tools.

Collaboration is a crucial skill in vocational settings, where teamwork and effective communication are often essential. The flipped classroom provides an ideal environment for fostering collaboration among students. By utilizing class time for interactive activities, students can work together, share ideas, solve problems and engage in discussions, mirroring real-world vocational scenarios.

STRATEGIES FOR PROMOTING COLLABORATIVE LEARNING IN THE FLIPPED CLASSROOM

01 GROUP PROJECTS AND ACTIVITIES:

Assigning group projects and skills subjects or activities that require students to collaborate and collectively apply their knowledge. This could involve problem-solving exercises, case studies or simulations that mimic workplace scenarios.

02 PEER LEARNING:

Encourage students to teach and learn from each other by assigning roles such as "expert of the day" or organizing peer tutoring sessions. This promotes knowledge sharing and reinforces understanding.

03 COLLABORATIVE DISCUSSIONS:

Facilitate structured discussions and debates on relevant topics to encourage critical thinking and the exchange of diverse perspectives. This can be done through in-class discussions, online forums or video conferencing tools.

04 JIGSAW ACTIVITIES:

Divide students into small groups, each responsible for mastering a specific topic or concept. Then, rearrange groups so that each new group has one member from each original group, creating a collaborative learning environment where students share their expertise.

05 PROBLEM-SOLVING TASKS:

Present students with authentic problems or challenges related to their vocational field. Encourage them to work collaboratively to analyse the problem, propose solutions and evaluate their effectiveness.

A person with long blonde hair, wearing a light-colored button-down shirt, is holding a colorful geometric puzzle made of triangles. The background is a soft-focus indoor setting. The image is overlaid with a large orange triangle on the right side and a blue triangle on the bottom left, separated by white diagonal lines. The number '02' is written in white on the orange triangle.

02

Our Research into the Experience of Vocational Educators



We aimed to provide a holistic identification of the challenges, preferred methods, and needs that VET teachers, trainers, and mentors faced in terms of collaboration and understanding the level of awareness of the Flipped Approach.

Specifically, VET educators, teachers, staff, and management/department heads were asked to provide information on the following:

- Existing practices and preferred methods of teaching, with an emphasis on collaborative teaching methods.
- Challenges they faced with the existing methods.
- Awareness of the flipped approach and how it could be implemented in their classrooms, both traditional and virtual.
- VET fields where the flipped approach and innovative collaborative methods could be implemented.
- The target groups included VET educators, teachers, staff and management/department heads.

ONLINE QUESTIONNAIRE

An online questionnaire was created for participants to provide information on various aspects, such as their background, specific knowledge, current teaching practices (in both traditional and virtual classrooms), challenges they face, awareness of the Flipped Approach, and how the Flipped Approach and collaborative methods can be implemented. Participants were asked for their consent to share their personal data for the

research. The questionnaire included different types of questions, like multiple choice and open-ended questions. The purpose of this questionnaire was to gather information about existing collaborative practices in VET education from educators, teachers, staff, and management/department heads. Each partner collected the answers and created a national report, which is included in this overall report.

FIELD INTERVIEWS

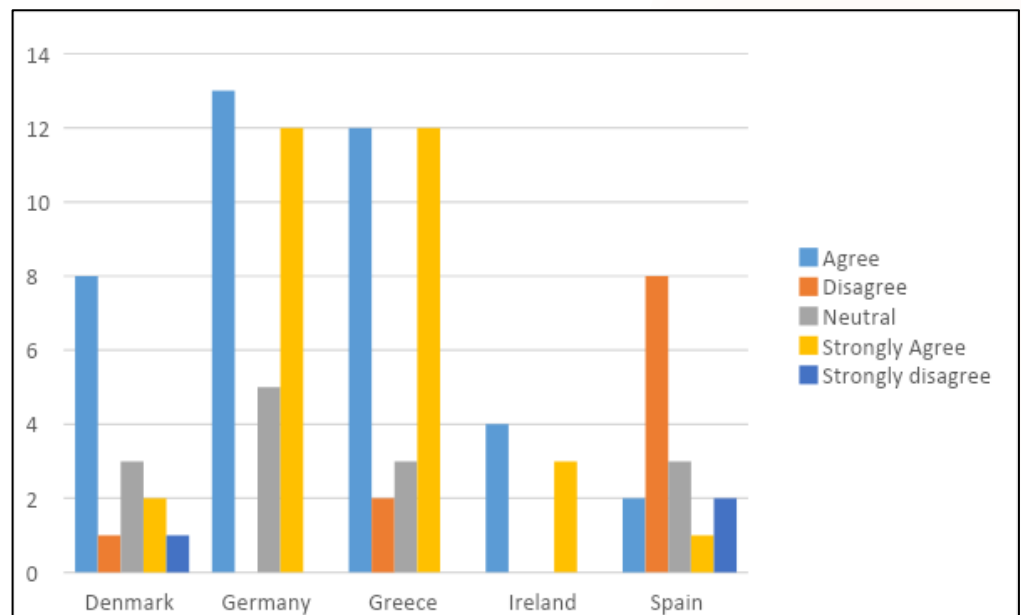
The partners conducted individual interviews, with 12 interviews for most partners and 6 interviews for the Greek and German partners. These interviews aimed to collect primary data on the current collaborative approaches used by VET teachers, instructors, and mentors in classrooms and vocational education and training institutions. The interview questionnaires were semi-structured and included key questions about current practices, preferred teaching methods, challenges faced by VET

teachers, awareness of the Flipped Approach, and how it can be applied in both traditional and virtual classrooms. Participants were able to express their views and opinions on these topics. The interviews were conducted in the national languages of the partners to ensure that participants could fully understand and participate.

Online Questionnaires

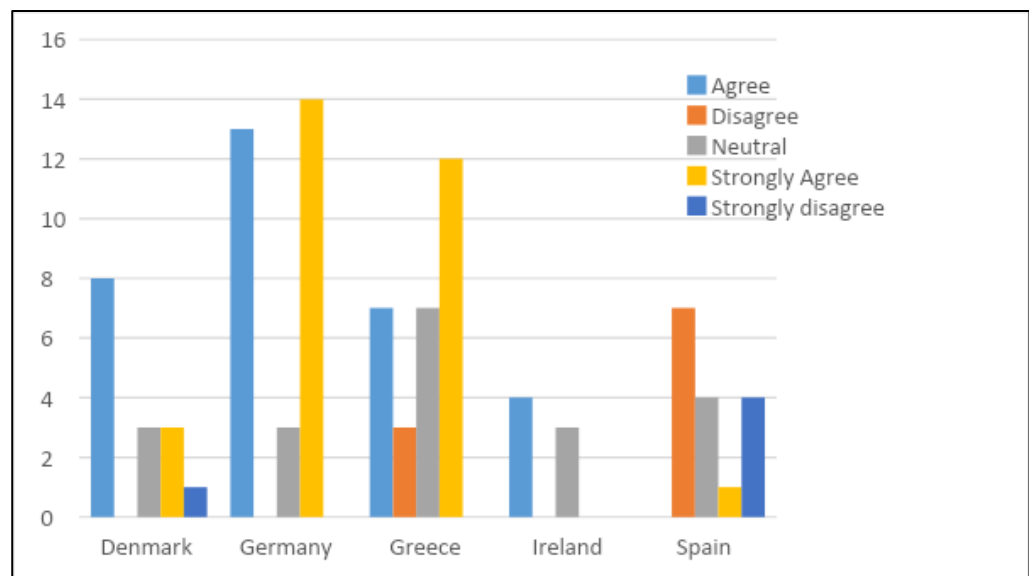
GRAPH ONE: Familiarity with Blended Learning

“Blended Learning is a vital part of my educational process.”



GRAPH TWO: Familiarity with Collaborative Methods

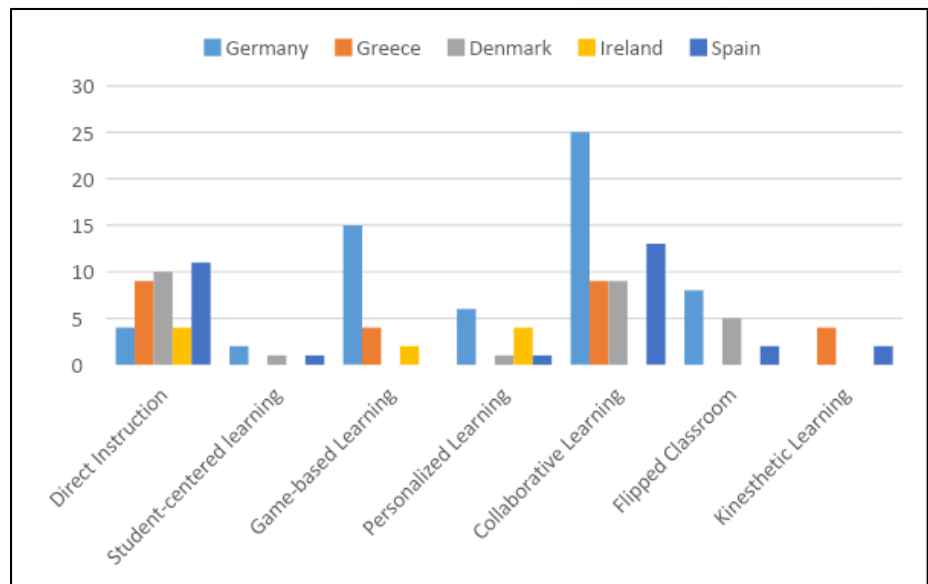
“I am familiar with numerous collaborative teaching methods.”



Teaching Methods (Traditional and Virtual Classroom)

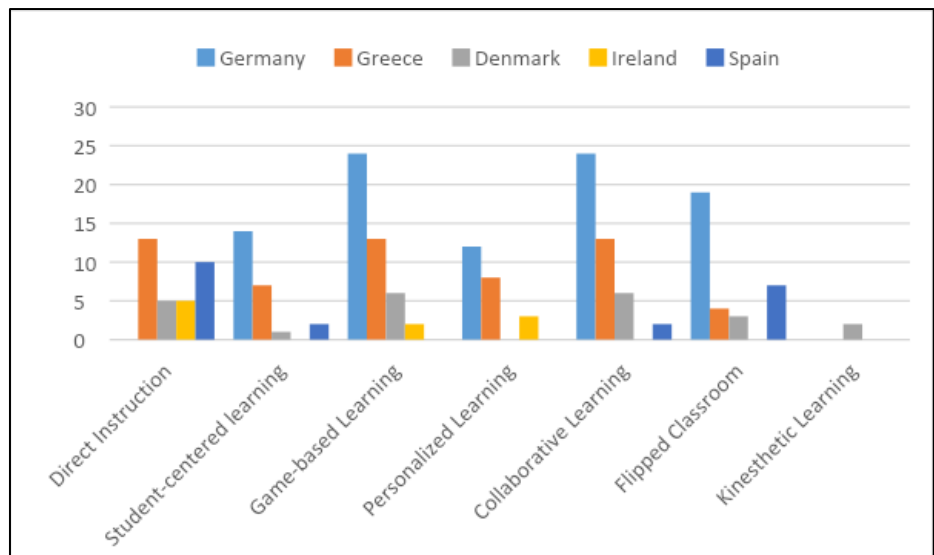
GRAPH ONE: Frequent teaching methods in the traditional classroom

“Please choose the teaching methods that you use more frequently in your traditional classroom.”



GRAPH TWO: Frequently used methods in the virtual classroom

“Please choose the teaching methods that you use more frequently in your virtual classroom.”



Resources for the Flipped Classroom

03

- 01 Getting Started: Video Introductions
- 02 Videos for Design Ideas
- 03 Overcoming Barriers
- 04 The Experience of Educators
- 05 Articles



01

Getting Started: Video Introductions

Videos: Introduction to the Flipped Classroom

Every day, thousands of teachers deliver the exact same lesson in class to millions of students. Every night, millions of students sit over the exact same homework, trying to figure out how to solve it. The Flipped Classroom is turning this upside down.



Learn from author/teacher and Flipped Learning Pioneer Jon Bergmann as he briefly explains the basics of Flipped Learning.

Videos: Designing the Flipped Classroom

How to design a flipped a lesson using the before, during and after technique



Thinking about flipping your classroom? Flipped learning pioneers Aaron Sams and Jon Bergmann walk you through the first step: reimagining your instructional time and classroom layout to support students on challenging material.

Videos: Challenges for the Flipped Classroom

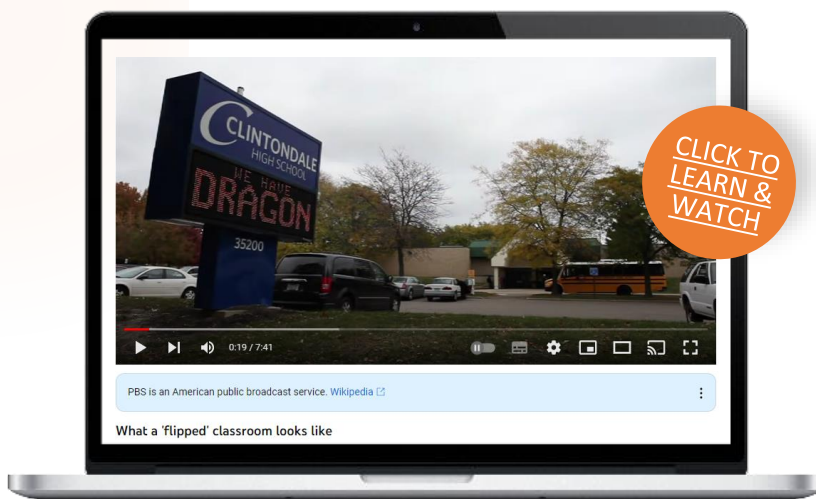
Flipped learning videos must encourage students to interact as well as watch. Here are seven low- and high-tech strategies to make sure this happens.



The transition towards flipped learning requires self-reflection and iterative improvement over a number of offerings. Many challenges will occur during this time. In this video 6 main challenges are identified, with solutions to overcome them.

Videos: Experiencing the Flipped Classroom

Russell Stannard: What I have learnt from 11 years of delivering flipped learning. In this video I go through some of the key observations from teaching with the flipped classroom as well as running teacher training courses on the flipped classroom. I first started to flip my learning in 2008.



Clintondale High, just outside of Detroit, is the nation's first completely flipped school, meaning teachers record lectures for students to watch online outside of class; and what was once considered homework is now done in class, allowing students to work through assignments together and ask teachers for help if they run into questions.

Several key themes and areas of exploration in academic research on the flipped classroom include:

01 Learning Outcomes:

Researchers have examined the impact of the flipped classroom on students' academic performance and knowledge retention. Studies have compared the flipped model with traditional lecture-based instruction and found that students in flipped classrooms tend to achieve better learning outcomes and improved mastery of course material.

02 Student Engagement:

The flipped classroom has been associated with increased student engagement and active participation. Studies have reported higher levels of student motivation and interest in learning when students have control over their pre-class preparation and engage in interactive activities during face-to-face sessions.

03 Student Satisfaction:

Researchers have explored students' perceptions and attitudes toward the flipped classroom. Overall, many students have expressed positive feedback about the flipped approach, appreciating the opportunities for active learning, personalized instruction, and collaborative experiences.

04 Faculty Perspectives:

Academics have investigated instructors' experiences and perceptions of implementing the flipped classroom. Studies have examined the challenges, benefits, and strategies for successful implementation, shedding light on the factors that facilitate or hinder instructors' adoption of this approach.

05 Technology Integration:

Research has explored the role of technology in supporting the flipped classroom, examining various digital tools and platforms used to deliver pre-class content and facilitate collaborative activities.

06 Subject and Context Specificity:

Researchers have investigated how the flipped classroom works in different academic disciplines and educational settings. The effectiveness of the flipped model may vary based on subject matter, student demographics, and institutional context.

07 Equity and Inclusivity:

Some studies have examined the impact of the flipped classroom on equity and inclusivity, investigating whether the approach benefits all students regardless of their background or learning preferences.

08 Flipped Approach Variations:

Academics have explored variations of the flipped classroom, such as the inverted classroom, blended learning, and hybrid models, to understand how different implementations affect learning outcomes.

Reference Articles on the Flipped Classroom:

- <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-016-0032-z>
- <https://www.brookings.edu/articles/flipped-learning-what-is-it-and-when-is-it-effective/>
- <https://www.frontiersin.org/articles/10.3389/feduc.2020.601593/full>
- <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-016-0032-z>
- <https://www.jstor.org/stable/26915403>
- <https://www.frontiersin.org/articles/10.3389/feduc.2020.601593/full>
- <https://peer.asee.org/the-flipped-classroom-a-survey-of-the-research>



04

Roadmap for CollaboratiVET



04

Roadmap for CollaboratiVET

CollaboratiVET is designed around a roadmap consisting of four pivotal stages, each contributing to the overarching goal of seamlessly integrating the Flipped Approach into VET education.

Initially, comprehensive research and needs assessment sheds light on challenges and educator requirements. Subsequently, the development of a practical guide and collaboration framework will equip educators with the tools and strategies needed for effective implementation. Finally, the project will focus on executing the Flipped Approach across VET institutions while continuously evaluating and refining the process, ultimately enhancing student learning outcomes and preparing them for the demands of the modern workforce.



STEP

01

Research and Needs Assessment

The in-depth research findings highlight the positive impact of the flipped classroom on student engagement, deep learning and the development of vocational skills. A degree of awareness of the Flipped Approach exists, specific needs have been identified, as well as implementation areas and obstacles.

STEP

02

Roadmap Development

Based on our research, this practical roadmap for implementing the Flipped Approach in VET institutions has been produced. This guide, derived from benchmarking, case studies and educator input, specifies teaching activities, subjects and strategies for incorporating the Flipped Approach.

STEP

03

Framework for Collaboration

The project will establish a collaboration framework for VET using the Flipped Approach, defining objectives, common practices and practical guidance. It covers content creation, in-class activities, differentiation, and technology integration to empower educators.

STEP

04

Implementation and Evaluation

Once the roadmap and framework are set, the project supports VET institutions and educators in implementing the Flipped Approach, providing professional development, training and support networks. Continuous evaluation ensures effectiveness and adaptability, aiming to make the Flipped Approach integral to VET education and improve student outcomes.

CONTRIBUTORS TO THIS ROADMAP

05

momentum
[educate + innovate]

 **European
E-Learning
Institute**

 **EVBB**
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