

5 COUNTRIES, 2 YEARS, 1 AIM



WORKING TOGETHER TO REDUCE EARLY SCHOOL LEAVING

# THE INNOVATION, WE, HAVE IMPORTED

**PARTNER IPA SA, ROMANIA**

June 15 – 16, 2015

# THE INNOVATION, WE, PARTNER IPA SA, HAVE IMPORTED



## Organisational Innovation



## (1) INTRODUCTION - WHO WE ARE

Established in **1960**,

we IPA SA,


are Research and Development Entity with the major focus on Education and Training.



We have trained **thousands** of people in different fields,  
and based on the delivery of :



the approved by the government licences and

 also, separate, by the granting of the local Acknowledgements.



## **(2) GOOD PRACTICE IMPORTED**

**The imported good practice is referred to the important innovative learning technologies, compliant with the part of the ESLs:**

# FLIPPED

Learning Procedures or  
FLIPPED Learning Technology  
named also:

*„ school work at home*



*home work at school „*



respective **FLIPPED** learning technology.

## **DEFINITION OF FLIPPED LEARNING**

**Flipped Learning is a pedagogical approach in  
which direct instruction**

**moves**

**<1> from the group learning space**

**to <2> the individual learning space,**

**and**

**<1> the resulting group space is transformed into**

**<2> a dynamic, interactive learning environment**

**where**

**the educator guides students as they apply concepts**

**and**

**engage creatively in the subject matter.**

(after <http://www.aaace.org/assets/2014/Conference-Presenter-Materials/marshal%20helain.b.pdf>)



# THE 4 PILLARS OF FLIP

< after <http://www.aaace.org/assets/2014/Conference-Presenter-Materials/marshal%20helain.b.pdf>>

**F**

**FLEXIBLE ENVIRONMENT**  
„The creation of flexible space  
in which students choose  
when and where they learn”

The complies with  
the ESLs GAIN  
accomplishment:  
The left indicated faci-  
lities comply with the  
ESLs desires.

**L**

**LEARNING CULTURE**  
**FLEXIBLE ENVIRONMENT**  
**FLIPPED** „shifts instruction to  
a learner-centered approach  
...” and creating opportunities.

These may to comply  
with the ESLs GAIN  
accomplishment:  
The learning process  
may to be accessible  
for all students. The  
ESLs may to discuss  
with teachers.

**I**

**INTENTIONAL CONTENT**  
„... to maximize classroom time  
... <and> active learning  
strategies, depending on grade  
level... .

These comply with  
with the ESLs GAIN  
accomplishment:  
The learning process  
may to be accessible  
for part of ESLs  
students.

**P**

**PROFESSIONAL  
EDUCATOR.** The educators  
deliver personalized, in small  
grups, feed-backs to the  
learner's question.

These comply with  
ies with the ESLs  
GAIN  
accomplishment:  
The learning process  
may to be accessible  
for part of ESLs  
students.



© „The idea is that students learn new content outside the classroom (usually online) and then tackle assignments in lessons, **giving teachers more time to help students with aspects they don't understand.**”

<http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/30/flipped-learning-benefits-challenges-best-practice-live-chat>

© „What's interesting is that instead of assigning students tasks based on their ability, **students can choose the problems they'd like work on depending on the level they believe they're at.**”

<http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/30/flipped-learning-benefits-challenges-best-practice-live-chat>

This aspect is complying with the potential ESLs tendencies combating. The FLIPPED procedure is focused on the combating misunderstanding and misconception and helping students to understand phenomena and causalities.

„“Flipped” or “blended” learning is where pupils undertake some of their learning outside of the classroom (e.g. watching videos the night before that explain a new concept). This frees up the teacher’s time to focus on more useful classroom activities, such as providing formative feedback and giving more personalised support to pupils who are struggling. It also gives pupils more control over their own learning, leading to the development of better general learning skills.”

<https://educationendowmentfoundation.org.uk/projects/flipped-learning-shireland-collegiate-academy/>

**The above presented aspects comply with the potential ESLs tendencies combating.**

**The FLIPPED procedure is focused on the combating misunderstanding and misconception and helping students to understand phenomena and causalities.**

**The FLIPPED may to add contributions at the integration of the potential ESLs in the trend of combating ESLs tendencies.**

### (3) HOW WE APPLIED IT

We have applied FLIPPED learning technologies through the training in the FLIPPED learning technologies, exactly as in the FLIPPED procedures.

With other words, we have applied FLIPPED exactly through FLIPPED using.

The action was achieved, in time and efforts, in 3 parts:

#### A. THE FIRST PHASE.

In the first part we have understand the materials received from ERIFO, respective

*„Flipped Classroom in the Lifelong Learning Supporting and adults' participation to Innovative educational courses FLIPPED.*

*Course for training in service for personnel of the school in Europe IT-2013-978-004. Handouts ”.*

Regarding the courses benefits, as said the above material:

*„This course aim is to support trainers in their continuous educational process transferring them that methodologies useful*

to stimulate trainees' for training , making more efficient courses... . ,,

„ Trainers are challenged to modify teaching methodologies as the web can offers content in more complete, holistic, updated, simple and economic way.

Flipped training can take advantage of the potential of: online content (to be studied at home and at work); class activities and laboratories to be customized and socialized ,,.



**We have emphasized, inside the previous materials, that the ESLs conceptions and sub-conscious**

has migrated toward the mature people behaviour which:

**No action or work, including learning, is not made or will not be executed without immediate GAIN.**

The FLIPPED procedures creates advantages, GAIN, for the potential ESLs, inclusive because they benefit of the own time of training and, as consequence of:

- ⊗ the learning activities become really pleasant or quit pleasant,
- ⊗ the learners may to benefit of the time opportunities, or of opportunities in time).



## **B.- THE SECOND PHASE. THE SELF-TRAINING**

In the second phase, the teachers and trainers from IPA SA (2 trainers) have, first of all, self trained himself in FLIPPED procedures and technologies.

**The self training was very instructive and pleasant.**

It was pleasant because the IPA SA's teachers have identified and discovered one consistent world's trend in the field of the FLIPPED technologies integration and exploitation.

This trend is powerful , especially in USA and UK.

Many resurces and documents were consulted.

They have permitted the creation of the real conception about FLIPPED and, also, the identification of the applying procedures.

### C.- THE THIRD PHASE.

#### **THE TRAINING OF OTHER TRAINERS & THE DISSEMINATION.**

After this productive self-training, the teachers of IPA SA have presented courses in FLIPPED technologies and procedures to IPA SA trainees.

The trainees belonging of the people activating today or in future inside training projects, as IPA SA trains today, in different fields, more than hundreds of trainees.

The presentation of courses was achieved exactly in the spirit, mode of actions and practice of the advanced FLIPPED technologies.

With other words, the FLIPPED procedures were transferred, to the IPA SA learners, practically, exactly as in the mode and procedures own to FLIPPED technology.

Respective, the training in FLIPPED practical procedures, is achieved through the essential 2 FLIPPED phases:

- ② (a) first of all, the training material in FLIPPED is transferred on-line to the learners, for self-study, and
- ② (b.) in the second phase, the discussions, clarifications, helps, responses to feedbacks, comments are achieved with the teachers, facilitators and mediators.

It is important to be emphasized that in the training, in the FLIPPED procedures, it has been adopted exactly FLIPPED practical technology:

- 🍌 the learners benefit of the practice, elements and the chain of knowledge transfer of the FLIPPED learning, by doing procedures, at own home,
- 🍌 the learners benefit of personalized consultation at school, and in direct working with the teachers.

The course is focused on the practical aspects: How to apply and how to benefit from FLIPPED learning technologies?

The courses includes consistent elements of learning by doing.

The course is addressed to the existent trainers and to the emerging trainers.

The learners have activated, (a) initially, individually, and (b) after the training completion in sequences of learning, in strong cooperation with the teachers, facilitators, mediators.

## **(4) HOW WE EVALUATED**

**Process evaluation.**

**The skill assessment activity supports the outcomes of the training activity.**

**The skill assessment was made by:**

- (a.) questionnaires,**
- (b.) an individual interview.**

**Therefore the main tools used for monitoring and evaluating the training processes involve:**

- Questionnaire of evaluation of course attributes from the point of view of the each trained people, respective, at the end of the course:**

**Questionnaire of each trained people satisfaction.**

**Each of the trainee have developed the questionnaire about the course quality.**

**The questionnaires' results were consistent favourable and emphasize the moment of the development of the new way in training and learning.**

### **EVALUATION OF LEARNING OUTCOMES**

**The trained teachers, the trained people and the facilitators consider that the knowledge accomplished will be usefully for the new courses for training, in different fields, and which, potentially will be contracted.**

**Very interesting and important, the learners consider that the FLIPPED practice will be, potentially used inside the proposals for the new EU projects and developments.**



## **(5) OUTCOME AND IMPACT**

- (A.) 8 + 2 people were trained in the FLIPPED learning procedures. All 10 people have a very high level of multiplication, as they achieve or contribute also at courses to other people.**
- (B.) The evaluation of the results as the level of training, is achieved, based on questionnaires and, also, based on direct discussion is achieved.**
- (C.) The formation of the opinion about the power of FLIPPED in learning and about the power of FLIPPED in flipping the way of the potential ESLs.**
- (D.) The interpretation of the FLIPPED as the real tools for adding contributions at the changing, in positive direction, the way of the potential ESLs.**
- (E.) The demonstration of the FLIPPED potential contributions in the ESLs problem treatment.**
- (F.) The identification of the possible drawbacks of FLIPPED and of the methods for their treatment.**

### **WHAT DIFFERENCE HAS THIS MADE TO EARLY SCHOOL LEAVING?**

**(How did the import made a difference to ESL/retention/attitudes?)**

**The course running and the course results have demonstrated the following attributes, of the FLIPPED procedures and of the Tol transfer in**

the potential ESLs advantage (as contributions at the potential ESLs GAIN):

- (a.) **Improving the speed of understanding,**
- (b.) improving the level of persistence of knowledge,
- (c.) reducing the efforts of trainees people,
- (d.) creating of comfortable condition of learning,
- (e.) creation of the conditions that the potential ESL to be the sovereign of the own time ( the lack of the time sovereignty generates ESLs),
- (f.) creating, for the potential ESLs of the real impression of the time saving and benefits, respective of the GAIN,
- (g.) the improving of pleasure and passion for learning,
- (h.) the trainees do not get as frustrated,
- (i.) other advantages for the potential ESLs, such as economic advantages **(because the potential ESLs may to to adapt the learning time to the working time for money times).**

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## LESSONS LEARNED THROUGH IMPLEMENTATION

STRENGTHS	WEAKNESSES
Enthusiastic approaching	Lack of supervising of the time allocated for learning by the trainee people
A higher degree of satisfaction of teachers and learners, and generated inclusive by the advanced procedures, strong connected with Edutainment.	The satisfaction is real only in the case of the good final training results.
Growth of the awareness of roles and tasks	The self responsibility of the learner is consistently growing

Time saving. Creation of the time advantages, for potential ESLs and not only for these people.	In the free time the learner has the possibilities to move away from the training trajectory
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## THE ADVANTAGES CREATED BY THE FLIPPED TECHNOLOGY FOR THE POTENTIAL ESLs

- (A.) Because the FLIPPED learning technology may to offer **GAIN (i.e. practical advantages)** to the potential ESLs, the courses demonstrate that FLIPPED procedures may to become one tool for the positive influencing of the potential ESLs.
- (B.) Time flexibilities. Possible time dilatation and time compression in creation of advantage, **GAIN** , form the potential ESLs.
- (C.) The direct and in detail working with teachers.
- (D.) Interactive and collaborative works with teacher and with other learners.
- (E.) Potential ESLs learner become centrum of learning and not the teacher.
- (F.) Intensive using of media, video, 3D in learning.



NAME OF STAFF:  
ANDREEA MODORAN

IPA SA / BUSINESS  
COMMUNICATIONS

COUNTRY: ROMANIA

## HOW HAS THE INSCHOOL PROJECT HELPED YOU?

Hello. My name is Andreea. I have one master in Public Communication. I am happy to have been instructed in IPA SA, in FLIPPED learning technologies, procedures transferred free, to IPA SA, inside the InSchool project. It was enthusiastic that the training process for this course was developed exactly as inside the FLIPPED processing procedures: first of all I have received the ERIFO FLIPPED Handouts, which was consulted by me. In the second phase I have consolidated my knowledge in FLIPPED, by the training with the IPA SA teachers in the field. The FLIPPED training procedures will be usefully, for both, the trained people, for trainers, for the potentially ESLs and, sure, for me. Thanks of this approach are waited the deep absorbing of the knowledge and , also, the possibilities to insists on the really necessary and interesting knowledge and skills. I also look to possible application of these pro-cedures as components of the new projects and for the new training possibilities.



NAME OF STAFF:  
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IPA SA / TRAINING  
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COUNTRY: ROMANIA

## (6) PLANS FOR FUTURE DEVELOPMENT

(a.) The future developments are focused, toward the potentially FLIPPED using and application, as contributions in the possible new EU Commission projects, inside the new possible contractual training projects.

**(b.) Also the FLIPPED procedures it is better to be disseminate, inclusive on the time and also after the project ending.**

**The dissemination will be achieved inclusive by important paper design and presentation at the 16 th Edition of the yearly, traditional European Conference: E\_COMM\_LINE 2015.**

**(c.) One important idea is referring to the activities of the continuation of the FLIPPED technology development, inclusive in cooperation with other important and complementary fields: the Edutainment and eEdutainment.**

**(d.) The possible application inside the new training projects.**

**(e.) The dissemination to other potential users, and with the occasion of other training projects achieved by IPA SA.**

**(f.) The connection with the video, media, Edutainment and eEdutainment actions and activities of eLearning implementation.**



# RESOURCES

- [1.] <http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/30/flipped-learning-benefits-challenges-best-practice-live-chat>
- [2.] <https://educationendowmentfoundation.org.uk/projects/flipped-learning-shireland-collegiate-academy/>

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