Flip IT!

Flipped Classroom
in the European Vocational Education

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O1-A2

Questionnaire for online survey

Flip-IT! Consortium

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FlipIT! questionnaire

Context

Flipped Classroom method

The Flipped Classroom describes a **reversal of traditional teaching** where students first gain exposure to new materials outside of the class (usually by reading books or viewing lecture videos or other tools) and where class time is used to assimilate that knowledge through strategies such as discovery-based activities, collaborative problem-solving and discussion or debates. (Vanderbilt University, Center for Teaching).

The aim of the survey

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.

Target group

Flip-IT will survey VET teachers and trainers in Hungary and Spain, with the planned sample size of 60-100 per country.

Questions to answer: hypotheses

The questions grouped are around the following hypotheses:

- H1 - Infrastructure: Schools have the requisite IT infrastructure to apply an FC model, and students have access to this equivalent infrastructure to do their homework, while studying at home.
- H2 - IT skills of teachers: The teachers have basic IT skills, but are not trained in using specific IT tools (e.g. applications for creating & editing video, or Web 2.0 tools) needed for FC methods.
- H3 - Methodology: modern pedagogical methods are known to some teachers, but that the Flipped Classroom methodology is not known, and not widely used among VET teachers in the target countries (Hungary, Spain).
- H4 – Motivation: teachers are motivated to introduce new innovative pedagogical methodologies that include the use of technologies.

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- H5 – Training needs: there is a need for training covering both the pedagogical and technological aspects of using the Flipped Classroom methodology in the teachers' daily work.

Type of survey

The proposed analysis is a mix of qualitative and quantitative questions.

Background

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.

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.

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.

Questions

The first two groups of questions (personal details, working environment) provide a filtering feature by different categories.

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Personal details

1. **Your country** (Hungary / Spain / all European countries)
2. **Age group** (22-28; 29-35; 36-44; 45-54; 55+)
3. **Gender** (Male, Female)
4. **Teaching experience (years)** (0-5; 6-15; 16-25; 25+)
5. **Your university level** (no Uni level, BSc/BA, MSc/MA, PhD, higher, other)

Implementation: Questions 1-5: drop-down lists

6. **Your subject category**?
   - Arts
   - Computer Sciences
   - Economics
   - Languages
   - Medicine and Health
   - Natural sciences
   - Physical Education
   - Social Sciences
   - Technical Engineering

   Other, please specify: ……

Implementation: drop-down list and input box for free text

Working environment

7. **Your school type**
   - primary school
   - grammar school
   - lower vocational school
   - upper secondary school
   - vocational high school
   - adult VET

   Other, please specify: ……

Implementation: drop-down list and input box for free text

8. **Number of students at your school**
   - less than 200
   - 201-500
   - 501-1000
   - 1001-3000
   - more than 3001

Implementation: drop-down list

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9. Number of teachers / educators in the school

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

Implementation: drop-down list

10. Conditions for Innovation in Teaching

	Fully	Partially	Not at all
Does your curriculum allow you, as a teacher, to innovate with teaching methods?			
Does your School encourage you to be similarly innovative?			
Do you feel any demand from students to change current teaching practices?			

Implementation: radio buttons, one choice per lines

	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		

Implementation: radio button, one choice per line

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

Implementation: input box for free text

12. Does your School provide any online education?

Implementation: (“yes” or “no”)

Methodology

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

	Always, in every lesson	Often, almost in every lesson	Sometimes, in some part of some subjects	Rarely, I have applied this method and I use it for an specific part of one subject	Never

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Project-based learning					
Collaborative learning					
Cooperative learning					
Problem-based learning					
Inquiry-based learning					
Frontal instruction					
Game-based learning					
Flipping the classroom					

Implementation: radio buttons, one choice per lines

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."

	strongly agree	agree	neither agree, neither disagree	disagree	strongly disagree
It is not about technology, it is mainly about pedagogy					
It helps me to cooperate more intensively with my students (e.g. the students can give me technical support, like video recording)					
It changes my role from "the sage on the stage" to "guide on the side"					
I can facilitate the parents to discuss the learning content with the students at home					
Using technology (like video on a working process)could be very motivating in practice-oriented vocational subjects					

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It makes the teaching process more enjoyable not only for the students but for me as well					
FC gives me a chance for professional development - to compose easy to understand, highly motivating learning packets is a challenge what I like					
I will be able to reuse and improve the learning materials year on year					
With FC I have a chance to involve, and make students responsible for their own learning process					
FC may support a work-based approach in teaching vocational subjects					
It helps to develop 21st century skills in the students					

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

My opinions, ideas: ……..

Implementation: radio buttons, one choice per lines – plus free text box for 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?
Rank: 5=highly important, 4=moderately important, 3= somewhat important, 2= slightly important, 1 =not important at all

	5	4	3	2	1
Mediate new information					
Demonstrate phenomena					
Clarify new concepts					
Attract student attention and to motivate them.					

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Improve self-study abilities.					
Deeping knowledge and practice.					
Assessment of students' performance.					

Implementation: radio buttons, one choice per lines

Motivation

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.					
I need training on the pedagogical background of FC.					
I need training on ICT tools.					
I believe that preparing for FC will contribute to my professional development.					
The leadership of the school appreciates efforts to introduce new methods.					
I am not convinced about FC's pedagogical value.					
My students are not comfortable with change.					
I do not agree with technological pushes in the classroom.					
Parents are sceptical about methods unknown to them.					
Not interested, I'm overloaded.					

Implementation: radio buttons, one choice per lines

17. If you were to take part in an FC training course, what are the most important competences to be developed?
Rank: 5=highly important, 4=moderately important, 3= somewhat important, 2=slightly important, 1 =not important at all

	5	4	3	2	1
Preparing FC lesson plans					
Designing class activities					
To learn strategies to integrate in home phase with the activities in the classroom.					
Assessment of students' work in FC lessons.					
Assessment of students' processing new information at home.					

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Managing the collaboration of students in class time.					
To understand a range of methods to support problem-solving team-work.					
Creating, editing storing attractive learning content, and publishing them on the web.					
To find quality, free educational applications (offline & online) for learning, practice, creating, etc.					
Designing interesting and attractive digital presentations.					

Implementation: radio buttons, one choice per lines

IT skills

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*
- 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 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*

Implementation: drop-down list

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-taugh 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				
Videos				
Animations				
Blogs				
Concept maps				
Digital timelines				

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Hypertext, embedding different media elements				
Presentations				
Social networks				

Implementation: radio buttons, one choice per lines

IT infrastructure

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				
Digital camera				
Drawing tablet				
Tablet				

Other, please specify: ……

Implementation: check boxes, more choices per lines – plus input box for free text

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)				
Interactive board				
High speed internet access				
Poor internet access				

Implementation: radio buttons, one choice per lines

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

	Yes, at any time	Yes, occasionally	Not at all
Computer			
Digital camera			
Drawing tablet			
Tablet			
Internet access			

Implementation: radio buttons, one choice per lines

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23. 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					
Digital camera					
Tablet					
Smart phone					
Internet access					

Implementation: radio buttons, one choice per lines

24. 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.

Implementation: input box for entering valid e-mail address.

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