Flipped Learning in Adult Education

Theoretical Context

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Contents

FLIP-IDEAL Project

This publication is one of the results of the Erasmus+ KA2 strategic partnership project in adult education FLIP-IDEAL – Flipped Learning in Adult Education http://www.flipideal.org.
The project will provide open learning material for adult educators on the flipped learning approach, particularly tailored to basic skills learning and for teaching adults who may have few digital skills. By developing these materials, the FLIP-IDEAL project aims to provide adult educators with tools and innovative approaches for use in their daily teaching.
The main emphasis of basic skills education is on improving the employability, vocational learning and community learning of basic skilled adult learners at risk of exclusion. These groups include migrants, early school leavers, the unemployed and people with literacy and numeracy difficulties.

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This theoretical context will explore the pedagogy behind the flipped classroom approach, review existing research and theories of flipped learning in a range of educational contexts and settings, but focus particularly on providing an insight and understanding of the application of the flipped classroom to teaching and learning in the context of adults in basic skills education, who may also have few digital skills.

Context

The world around us is increasingly digital. This is reflected in NALA's current definition of literacy, which identifies "listening, speaking, reading, writing, numeracy *and using everyday technology to communicate and handle information*" as key elements of basic skills required by every citizen.[1] However, presently one out of four adults in Europe lack the necessary digital skills.[2] Literacy skills impact not only people's personal opportunities in education, employment and community, but also society and the economy at large.

IDEAL Project 2015-2017

To address this issue, six partners across Europe came up with the project IDEAL – Integrating Digital Education in Adult Literacy. This project was completed in June of 2017 and focused on improving the digital skills of adult education teachers and trainers who work with disadvantaged groups and basic skilled adult learners. More information on this project is available at https://www.erasmusideal.com/.

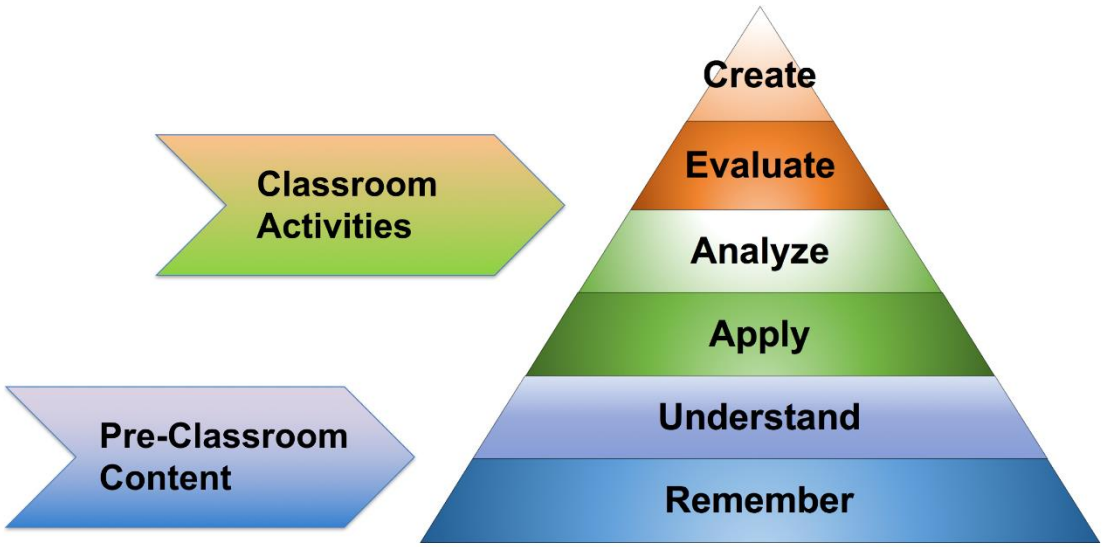
Flip-IDEAL October 2018 - May 2020

This second strategic partnership project aims to build on the knowledge gained in the first project to further develop the overall digital competences and skills of tutors, teachers and trainers working in adult basic skills education. The focus of the second partnership is to develop the use of flipped learning methodologies in an adult basic education context.

What is a Flipped Classroom?

"Education is not the filling of a pail, but the lighting of a fire."
Yeats

In the traditional learning environment new material is introduced in class and out of class activities are to consolidate the learning and deepen understanding of this new content.The flipped classroom reverses this traditional approach to teaching and learning. Although there is no universally agreed definition, the general consensus is that in the flipped classroom approach, learners are introduced to a new topic via instructional materials (often online) independently before class. This frees up class time to focus on ensuring the new material has been understood and to take part in activities to assimilate that knowledge, deepen understanding and embed new content through active learning with peers and guidance from teachers.



Bloom's Taxonomy

From www.educationaltechnology.net

As Brame (2013) points out,[3] "in terms of Bloom's Revised Taxonomy of Educational Objectives (2001),[4] this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside class, and focusing on the higher forms of cognitive work (application, analysis, evaluation and creation) in class, where they have the support of their peers and instructor."

Origins of Flipped Learning

The flipped classroom model is one of the products of various pedagogical movements seeking to shift the classroom focus from learners passively listening to information presented by their teacher to more active learning activities providing opportunities to embed knowledge and deepen understanding.

In her 1993 publication "From Sage on the Stage to Guide on the Side," King writes that the 'transmittal model' of teaching and learning, where learners are viewed as empty vessels to be filled passively with knowledge by an instructor delivering content, "is outdated and will not be effective in the twenty-first century when individuals will be expected to think for themselves, pose and solve complex problems, and generally produce knowledge rather than reproduce it." [5]

She argues for a move towards the 'constructivist' theory of learning i.e. that knowledge and understanding are actively constructed by a learner processing and making sense of information and therefore more class time should be focused on the 'construction of meaning' rather than 'information transmission.' "While not directly illustrating the concept of 'flipping' a classroom, King's work is often cited as an impetus for an inversion to allow for the educational space for active learning".[6]

Another influential figure in the development of the approach is Eric Mazur who found that his **peer instruction** strategy allowed him to move 'information transfer' out of class time (through pre-class readings) and so gave him more time in class to facilitate learners in deepening their understanding of the new content. [7] [8]

Lage et al's 2000 paper [9] describes the application of an **inverted classroom** approach to college economics courses. They provided new content for learners pre-class in a variety of formats, including reading pieces, instructional videos and Powerpoint slide presentations (which could be printed out), in order to accommodate a range of learning styles. As well as making the learning content more accessible than if it has been presented solely in lecture format, it increased the class time available to embed learning.

The term "flip" to describe this teaching approach appears to have been coined in the late 1990s by J. Wesley Baker who designed a "classroom flip" made possible using web course management tools.[10]

Development of flipped classroom method in practice

As outlined above, the flipped classroom approach evolved from a progression of pedagogical ideas and it was made increasingly possible in practice with advances in technology allowing easy creation and dissemination of pre-recorded video tutorials delivering new learning content which could be digested prior to class.
Probably the most famous exponent of this video tutorial learning method is Sal Khan. Khan started recording videos in 2004 for a younger cousin he was tutoring over the internet so that she could re-watch parts of his tutorials she did not understand.[11] [12] He started publishing his videos on YouTube and his Khan Academy lectures have now received millions of views and are used by many practitioners of the flipped learning approach.

In 2007, the two now most widely known exponents of the flipped classroom method, Jonathan Bergmann and Aaron Sams, started to record their high school chemistry lectures. They added voice-overs and annotations to Powerpoint presentations to enable absent students to catch up online. This led to the development of the "Flipped-Mastery" model which they discuss in their 2012 book 'Flip Your Classroom.'[13]

The Flipped Mastery Classroom

In traditional classroom approaches, every learner spends the same amount of time on a topic. In the flipped mastery approach, each learner works on a topic in their own time and does not move on until they have fully understood or 'mastered' the content. [14] Bloom (1979) found that "with a mastery approach, almost all students who are provided with favourable learning conditions learn well." [15] So although not a new idea,[16] before flipping this approach was too impractical logistically for most classrooms. The flipped classroom approach makes it possible for learners to set their own goals, work through the materials and activities provided and progress at their own pace, supported and facilitated by teachers and their peers.[17]

Flipped Classroom Fundamentals

As Mark Frydenberg of the Huffington Post (2012) notes, the flipped classroom "is not a 'one size fits all' model." [18] Design is influenced by factors such as the subject, nature of learner, class size etc. However Brame (2013) suggests that the key elements are that educators:[19]

Provide an opportunity and easy mechanism for learners to gain first exposure to new conceptual content before class

There is a myth that the flipped classroom approach must always involve learners watching video lessons prior to class.[20] In fact, the method of 'content delivery' should take a variety of forms, from reading materials (eg books, articles, handouts) to instructional videos, podcasts for listening exercises, a Powerpoint slideshow or screen-recording in order to accommodate a range of learning styles and make the content accessible to all. The content can be made by the teacher or found elsewhere eg YouTube, the Khan Academy, TEDEd etc and curated, made accessible and organised via an online learning platform. There may also be student discussion and teacher/student online communication. Video lessons should be short (a maximum of eight to twelve minutes long is recommended in a higher education setting).[21] [22] [23]

Motivate learners to prepare for class

It is important that learners complete a task associated with this new learning content such as an online quiz, worksheet or a short writing assignment. Teachers could also provide a list of questions that will be considered in class or students can write down any questions they may have. As the learner must engage with the new material in order to complete the task, it provides an incentive to come to class prepared. Where extra motivation is required, some studies have shown that this can be provided by awarding points simply for completing pre-class tasks

Provide a method of monitoring and assessing learners' understanding of the new content

In addition to motivating learners to prepare for class, pre-class tasks (eg online quizzes, worksheets) also help both teacher and learner to assess the learner's understanding of

the topic. This enables the teacher to tailor class activities to focus on the areas of the new content which learners are finding difficult. As Brame points out [24] .."pre-class writing assignments help students clarify their thinking about a subject, thereby producing richer in-class discussions". Learners are able to pinpoint areas of the new content which are causing them difficulty and receive feedback in class which reduces the need for extensive written correction of homework.[25]

Provide in-class activities that focus on higher level cognitive skills, promote interaction and provide opportunities for feedback

This is the main challenge when flipping the classroom as a flipped classroom also redefines in-class activities. As Tucker (2012) noted, the most meaningful learning in a flipped classroom occurs as a result of efficient use of the extra class time[26].

If learners have gained basic knowledge of a topic outside class, then they can use class time in active learning to interact and reflect on their learning to promote deeper understanding. As Bright (2015) points out,[27] learners should be given "opportunities to engage in meaningful activities without the teacher being central". The teacher should "scaffold these activities to make them accessible to all through differentiation and feedback."

The class activities will vary depending on the classroom setting, the subject and the context. Learners should be given a choice or variety of activities to perfect and demonstrate their understanding of a topic, supported by the teacher and their peers. They may include debate or speech presentation, research or design assignments, discussions, questions and answers, problem solving activities, projects or group work. [28] Learners could produce their own videos or written exams could be replaced by videos. [29]

"Showing video lectures alone
is not flipping your classroom –
you also need to increase
active learning experiences."
A Flipped Classroom in Action (2013)[30]

Does it work?

A number of studies suggest that using interactive engagement learning methods such as the flipped classroom approach can be more effective than traditional classroom approaches.[31] [32] It has also been found to improve communication between teachers and learners and to improve and increase critical thinking.[33]

Strayer's study (2008) [34]in a college setting found that learners preferred the flipped classroom method and displayed higher levels of creative problem solving and ability to engage in cooperative learning than learners in a traditional classroom setting.

Mehtälä (2016) [35] found that a number of Finnish upper secondary school teachers using the flipped classroom method reported that it improved learner and teacher satisfaction and shifted the teacher's role from teaching towards guiding. Although the production of videos was time-consuming, learner feedback was positive.

Van den Broeck's Master's thesis [36] examined the influence of the flipped classroom on a Dutch language class. Interestingly, it found that only the female participants completed the pre-class preparatory work sufficiently. The use of the flipped classroom approach not only improved learners' results but also made them learn more efficiently. On the other hand, learners had a rather neutral attitude towards its implementation. This in contrast to the teacher, who appreciated the teaching method on many levels.

Grudnik and Razgoršek's 2016 paper[37] analyses "flipped learning" in the field of Business Mathematics with the support of information and communications technology (ICT). The analysis is based on a study that surveyed students in their first year at the Higher Vocational College in Slovenj Gradec in 2014/15.

The students were in favour of flipped learning saying that it provided an option to adjust the pace of studying or work to their individual needs and their differing existing prior knowledge of mathematics. However, to introduce these improvements efficiently, it was felt that flipped learning should be implemented in conjunction with an interdisciplinary collaboration of ICT lecturers and Business Mathematics lecturers.

Learners sometimes initially have reservations about the flipped classroom approach, for example, whether they will have less support from their teacher and end up having to teach themselves. These reservations often diminish once they have actually experienced learning using this method.[38] [39]

Clintondale High School experience

In 2011 every classroom in Michigan's Clintondale High School was flipped. The principal, Greg Green, facilitated teachers to develop plans for flipped classrooms. The social studies teacher, Andy Scheel, ran two classes with identical material and assignments, one flipped and one conventional.
The flipped class had many students who had already failed the class—some multiple times. After 20 weeks, students in the flipped classroom were outperforming students in the traditional classroom. In addition, no students in the flipped classrooms scored lower than a C+, while the previous semester 13% had failed. The traditional classroom showed no change. Before this, Clintondale had been designated as among the state's worst 5%. The next year when teachers used a flipped model in the 9th grade, the failure rates in English, Mathematics, Science, and Social Studies dropped significantly, with the now-flipped school's failure rate dropping from 30 to 10% in 2011.
(From Wikipedia https://en.wikipedia.org/wiki/Clintondale_High_School)

Why does it work?

As Brame (2013) explains,[40] Bransford and his colleagues' key findings on the science of learning in How People Learn (2000)[41] help explain the success of the flipped classroom. They assert that "to develop competence in an area of inquiry, students must: a) have a deep foundation of factual knowledge, b) understand facts and ideas in the context of a conceptual framework, and c) organize knowledge in ways that facilitate retrieval and application." (p 16).

In the flipped classroom learners can practise a new topic in class where they are supported by the teacher and their peers. Learners can address any gaps in their knowledge or misinterpretations and consolidate their knowledge so that they are more able to apply it in the future.

They receive immediate in-class feedback which "can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them" (p 18).

"It's not about the videos — it's about the powerful class time we regain for higher-order thinking activities. Students appreciate the increased assistance and collaboration they receive with this model."

Michelle Rinehart, Mathematics and Science teacher at Rankin High School, Rankin, Texas

Limitations of the Flipped Classroom Approach

- Additional teacher preparation time and energy (at least initially).[42] Sonck (2018) found that creating online material takes 3-4 times more time than preparing traditional teaching. It is important that teaching videos will stand the test of time and can be re-used several times. [43] De Witte and Cachet (2013) [44] suggest that because educators are putting their materials online, it could be useful to add a Creative Commons license to their work.
- Teacher and student access to and confidence in using technology (additional funding for technologies and training.)
- Learners might not have access to technology required.
- Cooperation of learners required – learners understanding the rationale behind this approach and assuming personal responsibility for pre-class preparation.[45]
- Increased use of digital devices.
- May not be suitable for all courses.
- Time for teachers and learners to adjust to an unfamiliar classroom setup.

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The role of the teacher in the flipped classroom

In the traditional classroom model, the teacher is the ***central focus*** *and the* ***primary disseminator*** *of information content. The teacher responds to questions while students defer directly to the teacher for guidance and feedback.*

Student engagement in the traditional model may be limited to activities in which students work independently or in small groups on an application task designed by the teacher. Class discussions are typically centred on the teacher, who controls the flow of the conversation.

Although there is often concern that they will be irrelevant, teachers are in fact ***more valuable*** *when they teach using a flipped approach because it* ***changes the dynamic*** *of the classroom. No longer is content delivery the focus of the class, nor is the teacher's main 'in-class' responsibility the dissemination of knowledge. Instead, in class the teacher takes on the role of a* ***facilitator*** *of learning. The simple act of removing the direct instruction from the whole group allows the teacher more time to* ***personalise and individualise*** *the learning for each student. They can be available to all students for individual, small-group and class feedback as needed. They have time to conduct formative assessments during class time through observation etc and adjust future instruction accordingly.*

Each student gets his/her own education tailored to their individual needs and ***students are actively involved*** *in knowledge acquisition and construction as they participate in and evaluate their learning.*

From Bergmann, J., 23rd October 2016 Blog 'Why Teachers Matter More in the Flipped Classroom' [46]

Is the flipped classroom approach suitable for Adult Basic Skills Education?

The flipped classroom approach:

- Accommodates a **broad range of learning preferences** [47] as it incorporates a range of learning styles.
- This variation in image, sound, media and text can provide a meaningful linguistic context in an adult language learning setting.[48]
- Uses a **learner-centred model** which allows learners to process information at their own pace and therefore accommodates **differentiated learning**. Students can review content they missed or did not fully master in their own time. [49] [50] Learning can be adjusted by teachers to be individually-paced and tailored by specific, measurable learning outcomes.
- As Rossi says [51], for too many years cooperative learning has been considered a "complex solution to a complex problem". The flipped classroom approach facilitates **cooperative learning** - allows more time to be spent on collaboration, problem-solving, group work and consolidating knowledge with the support and feedback of teacher and peers. Cooperative or collaborative learning can create more motivated learners, engaged and invested in their learning.
- Provides a more **active learning** approach for students in class. [52] [53]
- Provides **flexible and accessible** learning suited to part-time adult learners. Learners can access and view content on a portable digital device (eg smartphone, tablet, or laptop) at a time that is convenient to them. Learning content is also available to others which means the whole family can learn.
- Some learners find online content and interactive activities, often with instant feedback, more attractive than traditional homework which **increases motivation** to complete home activities.[54]
- Places **emphasis on communication** and the importance of student-student and student-teacher interactions.[55]
- Facilitates learners to build on their existing knowledge and previous experiences to achieve a deep understanding of, and to reflect critically on, the new learning content.[56] Learners come to class with a knowledge of a topic and as a result they are be able to ask more targeted questions to fill in the gaps in their learning.

- Increases learner **personal responsibility** and prepares them for future independent learning. [57]
- As Rosen (2015) argues in respect of blended learning as a whole, [58] it enables learners to acquire **digital literacy** and online learning skills which prepare them for future learning in other settings. As he points out, increasingly in adult education and in the workplace learners are expected to have or acquire digital readiness skills and skills in problem solving in technology-rich environments. Many employers and colleges already expect employees and learners to complete aspects of their training and education online and this practice is likely increase in the future. Introducing an online element to a course provides opportunities for learners to develop digital readiness skills. One aspect, often overlooked in adult basic education programmes, is the set of skills needed to learn online (see Rosen's diagram below). These skills can be acquired using a flipped classroom approach.
- Enables **easy monitoring of student progress**. Learner management systems enable the teacher to see which learners have viewed the new learning content and which learners are having difficulties with aspects of the topic. This enables the teacher and learners to work together to resolve any areas of difficulty.

An examination of the six assumptions of andragogy (how adults learn) formulated by Knowles, (1998)[59] and the principles of good practice in adult literacy learning explored in IO2 of the IDEAL Project,[60] reveals how suitable the flipped classroom approach is to an adult basic skills setting.

"Teaching is fundamentally about human interactions and technology can't replace that."
Jon Bergmann

The flipped classroom model fits with an adult learner's need for learning to be self-directed, task or problem-centred and relevant to their needs and goals. In its scope for differentiated learning, the model accommodates the adult learner's heterogeneous lifetime of experiences and includes opportunities for learners to use their existing knowledge and experience.

Examples of Flipped Classroom Models

As Bergman and Sams point out [11] "there is no one 'right' way to flip a classroom as approaches and teaching styles are diverse, as are learners' needs". Some examples of flipped classroom models are:

The Discussion-Oriented Flipped Classroom

Educators assign lecture videos, as well as reading or other materials related to the topic to be studied before class.
Class time is then devoted to discussion and exploration of the subject. This can be an especially useful approach in subjects where context is everything: History, Art, or English.

The Demonstration-Focused Flipped Classroom

This may be particularly appropriate for those subjects that require learners to remember and replicate activities precisely - think Chemistry, Physics, and just about every Mathematics class - it is most helpful to have a video demonstration to be able to rewind and re-watch. In this model, the educator uses screen recording software to demonstrate the activity in a way that allows learners to follow along at their own pace.

The Faux-Flipped Classroom

This model is perfect for learners who are not yet at a point where they can study flipped materials before class – whether due to a lack of access to technology or digital skills. This flipped classroom model instead has those learners watch instructional videos in class, giving them the opportunity to review materials at their own pace, with the educator able to move from learner to learner to offer whatever individual support each learner needs.

The Group-based Flipped Classroom

This model adds a new feature to help learners learn - each other. The teaching starts in the same way others do, with instructional videos and other resources shared before class. The shift happens when learners come to class, where they team up to work together on that day's assignment. This format encourages learners to learn from one another and helps learners to not only learn what the right answers are but also how to explain to a peer why those answers are right.

The Virtual Flipped Classroom

In some courses, the flipped classroom can eliminate the need for classroom time at all. Some college and university professors now share lecture videos for learner viewing, assign and collect work via online learning management systems, and simply require learners to attend office hours or other regularly scheduled time for brief one-on-one instruction based on that individual learner's needs.

Flipping the teacher

Video creation for a flipped classroom doesn't have to begin and end with the educator. Learners too can make use of video to better demonstrate proficiency. Have learners record practice role-play activities to show competency or ask each to film themselves presenting a new subject or skill as a means to "teach the educator".
From www.panopto.com blog [61]

Practical Tips

- Engage the learners in the process. The success of flipped learning as an approach not only depends on good quality materials being uploaded; but also requires **good communication** between teacher and learners and a problem-solving approach towards solving any practical issues that arise.
- Think of the flipped classroom approach as **just one tool** at your disposal. Use it and adapt it in a way that suits your context and needs.
- Perhaps introduce flipped learning at the start of a new group and trial it with just one group so you do not feel overwhelmed as a teacher. It may be more difficult to introduce it to a group later on although it might give a 'boost' to an existing group.
- **Start small** – flip one lesson or part of a topic or with small tasks and simple materials. You could start with a lesson that learners struggle with and make a short video. Perhaps ask yourself: 'What do I constantly have to repeat or what do learners really need extra help on?'
- Where possible, make your own videos as learners prefer to hear from their own teacher. 'You are your own brand.'
- Keep videos short.
- You could start with voicing over a screen recording as this may be less intimidating than appearing in a video.
- Also make use of appropriate, ready-made, existing instructional video content to save time. You can edit this content or make it interactive using for example Edpuzzle.
- Share videos and experiences with colleagues to create a bank of resources and knowledge.
- Use learners to create their own video resources.
- Before issuing flipped materials at home, take as much time as needed in class to practise the digital skills needed to access online learning content. (See Rosen diagram below.[62])

- Talk through the practicalities with your learners sensitively to ensure they will all have access to the flipped content. For example, in the case of a video, make arrangements for learners to view the content before or in class if not possible at home. Colleges could think about introducing a loan scheme for computers/tablets. If practical, teachers could ensure all flipped content is accessible via smartphone and does not have to be downloaded. Use QR codes and links so learners do not have to type in lengthy web addresses.
- Supplement videos with podcasts, written notes and diagrams to accommodate different learning styles.
- Decide where teaching videos should go in the 'instructional cycle'. Sometimes the place for the video is not at the beginning of the learning cycle but rather in the middle. If a learner watches a video and learns something incorrectly, then the teacher will have to help the learner 'un-learn' the content before they re-learn it correctly. Flipped videos in some contexts may be better suited for use as remediation and practice. [63]
- Therefore be flexible depending on your learners' needs. You might not assign the video as homework, but instead make it a resource in your classroom for learners who are struggling and/or need extra help.
- Organise learning content and pre-class task instructions clearly in a way that is accessible to your learners. (Perhaps use a learning platform such as Edmodo or Moodle). Perhaps use a key vocabulary list to guide the learner to find sources of information and a "dartboard" model where the most important learning objectives and content are clearly marked in the centre of the dartboard. [64]
- Think carefully how to assess whether learners have grasped the concepts eg quiz, discussion.
- Make in-class active learning activities short, structured and initially well scaffolded by the teacher so they are manageable and purposeful. As time progresses, less teacher support will be required.[65] Give time for learners to reflect on activities to make connections to the learning material. [66]
- Allow time for reflection and evaluation. Flipped learning involves continuous self-assessment. This helps learners reflect on their learning, identify their own

weaknesses and strengths and also means that their final course result does not come as a surprise.[67]

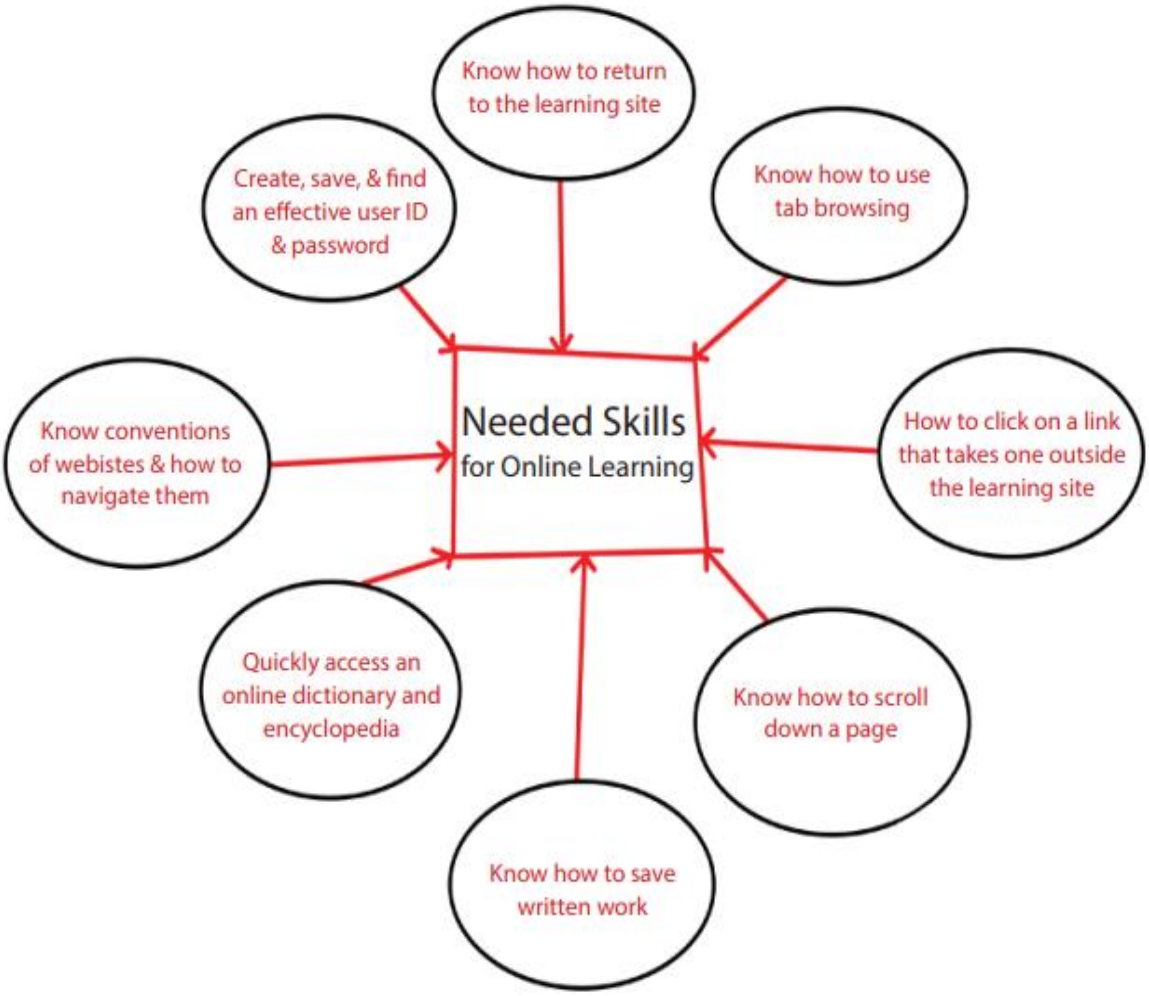

Diagram from Rosen D.J and Stewart C., Blended Learning for the Adult Education Classroom[68]

Focus Group Feedback on the Flipped Learning approach

As part of the information gathering process for this e-publication, each partner country convened separate small focus groups of relevant adult educators and learners to discuss their understanding of the flipped classroom, their experiences of using flipped learning techniques, any challenges and concerns and how to overcome these barriers. Group reports and conclusions are in the Annex to this publication and useful information was collated and included in the Practical Tips section above.

The overall feedback from the focus groups (see Annex pp20 onwards) of educators and learners who were already using flipped learning techniques was overwhelmingly positive. Adult educators reported that it allowed more time for individualised teaching in class and more support for weaker learners whilst at the same time more advanced content could be provided for stronger learners. Learners enjoyed being able to work at their own pace, keep up even if they missed class, participating in active learning and feeling connected to their group via in-class and online activities. Some said they gained a deeper understanding of the learning content from working with it actively and having to explain it and present it to others.

The majority of educators and learners who took part in the focus groups and are not already incorporating these techniques in their teaching and learning expressed their interest in using flipped learning techniques provided their concerns around infrastructure, accessibility, time constraints etc could be managed. As with implementing any new techniques, it is vital to find ways to addressing the barriers to flipped learning as it won't succeed if it results in some learners feeling excluded.

Conclusion

Adult learners' basic skills differ greatly and effective strategies are needed to bridge the gaps. A group may consist of students from different educational and cultural backgrounds and native languages. This requires skilled and well equipped adult educators, innovative methods adapted to the needs of adult learners and materials that support their progress.

As has been seen from this review, there is very little published evidence suggesting that the flipped classroom approach is being widely used in the area of adult basic skills education at present. The small preliminary survey results carried out by the project team in February 2018 showed that although 75% of the respondents were familiar with the concept, only 20% of them were implementing it in their teaching.

But yet it is an approach that lends itself to this area of teaching and learning. As Bergmann (2016) states,[69] flipped learning deepens students' engagement and develops the 21st century skills that are essential to the modern learner. Those skills include independent learning, critical thinking, collaboration, digital literacy, digital citizenship, creativity, social skills and problem-solving. It is therefore a learning model that fits well with the principles of adult learning and should be more widely incorporated in adult basic skills education.

As Sal Khan says, technology is often accused of separating people and in classrooms it can distance students from teachers if used improperly. However, flipping the classroom 'uses technology *to humanise the classroom* as it frees class time for active learning and for teachers and learners to engage with one another.'[70]

Annex

Flipped Learning

Focus Group Findings

Contents

Background

As part of the information gathering process for this e-publication under Intellectual Output 1, each partner country convened separate small focus groups of relevant adult educators and learners to discuss their understanding of the flipped classroom, their experiences of using flipped learning techniques, any challenges and concerns and how to overcome these barriers. The focus group meetings were held between November 2018 and March 2019.This information will support greater understanding of the benefits, challenges and impact of the use of the flipped classroom approach in adult basic skills teaching and learning.

Data was collected through semi-structured group discussions with the assistance of pre-planned questions (see below). The focus groups were moderated by group facilitators who set the tone; reviewed the purpose and goals of the group, outlined how the meeting was to proceed and how participants could contribute and ensured that all opinions had a chance to be heard.

Summary

Adult Educators' Focus Group Findings

Total number of participants: 83

Age Range: 25 – 60+

Gender Demographic: 30% Male 70% Female

Range of Subjects Taught:

Basic skills courses – communications, literacy, mathematics, ICT
Second chance to learn courses – accountancy, ICT, mathematics, Dutch culture and society, society and organisation, sciences, foreign languages.
Vocational courses - tourism, chef and restaurant services, preparatory vocational training (VALMA), household and cleaning services, economics, ICT, music.
Language courses - English, Dutch, Finnish and Slovenian as second languages

Previous experience of using technology

All groups who reported back said they had previous experience of using technology but there were different levels of implementing it in their teaching

Willingness to try new teaching methodologies

Belgium: Some adult educators were motivated to introduce new teaching methodologies, whilst others were more cautious. For example, some adult educators preferred to know that a digital tool had been well tried and tested by their peers before introducing it themselves. However, user friendly tools like, for example, Kahoot were commonly known.
Finland: Generally, all were very positively disposed towards introducing new methodologies and felt an open and creative approach is necessary in adult basic education, particularly with second language learners from different cultural backgrounds. Innovative ideas they had previously implemented or were considering using included a 'learning café', forest tours, learning through crafts and incorporating mindfulness techniques. Unfortunately, incorporating new teaching methods is time-consuming meaning that they felt it was often more easy to use the old familiar ways of teaching.
Ireland: All adult educators reported they were open to introducing new methodologies where appropriate. Some said they had lost the fear of trying out new technology ideas due to participation in the last IDEAL Erasmus project.
Netherlands: The majority of adult educators felt it was necessary to keep looking at different ways of teaching.

Slovenia: Most adult educators were interested and some had had positive experiences previously when implementing new techniques. But they also expressed concern since introducing something new means dedicating time (often unpaid).
Other comments from the Slovenian educators:

- Sometimes learners reject innovation especially if they have fixed expectations as to how a course should be delivered – motivation is the key.
- Some felt learners are often overwhelmed and lose interest if too much is introduced at once – small steps are crucial and an individual approach is needed
- Some learners (for example some older learners) react negatively to using technology tools during courses as they prefer a traditional learning (more classical) approach. A gradual introduction would be helpful for such learners.
- There can be difficulties if you have developed your course around using certain technology and your allocated room or organisation doesn't support it. (Most teachers in the Slovenian focus group work as freelancers in several locations.)

Awareness and experience of flipped learning techniques

The majority of adult educators were familiar with the concept of flipped learning.(Only 23 out of 83 reported they had not heard of the term).
Some had heard of the term but were not too sure what it entailed. All were interested to learn more.
Some adult educators (in the groups from Slovenia, Ireland and Finland) were already implementing it to some extent in their teaching. A number of Belgian educators were implementing some of the techniques in their distance learning courses. Some of the Slovenia adult educators had attended training on flipped learning techniques and trialed the method in their classrooms afterwards.
Many of the adult educators in Belgium and a few in Finland, Italy and Slovenia were already using flipped classroom techniques but they hadn't recognised the techniques they were using were called 'flipped learning' as such.
Some of these flipped techniques included the making available of written material on a new topic before class either by handing out printed copies or making an online copy available via a learning platform such as Moodle or Edmodo. Watching a video prior to class was less widely used, although a number of teachers in Ireland and Slovenia had developed some video learning content and were making it available on learning platforms. Some teachers from the Netherlands had given video links to learners to enable them to practise particular topics eg long and short vowels.
A few Finnish teachers were incorporating video-making in their courses - they assigned **learners** the task of making videos to demonstrate their skills whilst on work experience (eg to demonstrate how to use a cleaning machine). These were used for evaluation and feedback purposes as well as a learning resource.
They pointed out that learners have the right to refuse to appear in such video demonstrations and the appropriate legal concerns and necessary consents must always be borne in mind.

What do you understand by the term ‘Flipped Learning’?

Participants’ general understanding of the main elements of flipped learning (Ireland, Italy, Finland and Slovenia):

- Teachers prepare their own or ‘curate’ other learning content and make it available to students before class
- Learning platforms are used to introduce materials and gather feedback.
- Student learning doesn’t all take place in the classroom – it moves out of the classroom and the student is doing some kind of independent preparation outside of class (eg watching online videos) which will be followed up on in class.
- Students learn a little about a topic **before** it is introduced in class. They bring this learning to the class.
- The teacher’s role shifts – they are not the only ones responsible for information delivery. Their role is more like that of a tutor.
- Class time is used for learning activities (often collaborative) and additional explanation of new content.
- Students who need extra time on one part of the course can be identified and given extra support in class.
- Has become more of a part of the educational conversation due to the increasing use of everyday technology.

Why Flip? Benefits?

Can provide clear, well organised, tailor-made learning content

The Finnish group felt that it would lead to well organised course material as the teacher can break down a subject into smaller parts to make it easier for students to absorb. They gave the example of learning to use MS Word gradually by accessing short video tutorials on separate topics.

Teachers need to be very focused on the key learning points they are trying to teach to distill them down into short videos.

Content can be organized on a learning platform such as Moodle or Edmodo to make it accessible.

As the Slovenian group pointed out, materials can be reused by the teacher later in another context or during another course.

The Dutch, Finnish, Irish and Slovenian groups also pointed out that it allows content to be tailor-made for learners’ needs and therefore for different levels of content to be made

available. Learners have the opportunity to review anything missed or not understood in their own time.

Learning content is also available to others – the whole family can learn (Slovenia).

Better prepared learners

The Belgian group felt that learners would come to class better prepared and as a result they would be able to ask more targeted questions to fill in the gaps in their learning.

More teacher time for individualised learner support

The Belgian, Dutch and Italian groups pointed out that they felt it would give teachers more time for individualised learner support and that they would therefore be able to provide more effective assistance for learners' queries.
This was the experience of the Slovenian adult educators who have implemented flipped learning – they reported that it allowed more time for individual work in class and more support for weaker learners. At the same time more advanced content could be provided for stronger students.They felt there was more class time available for explanation.

More opportunity for active learning

The Dutch, Italian, Finnish and Slovenian groups pointed out that it will lead to more teacher-student and student-student interaction during class and therefore to a more active, dynamic learning experience.

More engaged and motivated learners

It could increase interest in a topic and thereby lead to increased motivation.
Motivated learners are likely take more responsibility for their learning, which leads to more confidence in their own learning (Belgium, Finland).

Ireland pointed out that learners will feel that their learning content is being delivered in a very up to date manner leading them to feel that their learning is relevant and valuable.

More scope for student-centred, flexible, independent learning

It brings learners into the learning process by giving them more freedom to organise their class preparation and learn how and when they want - learners can take more responsibility for their own learning. (Belgium, Finland, Slovenia)

Learners can go through the notes/videos at their own pace and read/listen as often as they need. One student mentioned being able to make his own notes as he reviews material. Learners who miss a class can catch up. This flexibility suits part-time adult learners. (Ireland)

More opportunity for collaborative learning

The Dutch group pointed out that the approach lends itself to the promotion/improvement of learners working together.

'Future Proofing' Skills

Prepares students for future learning in other settings – they are learning using modern tools and strategies which they or their children are likely to encounter in the wider world. (Ireland)

Particularly effective learning model for certain groups and topics

It was felt by the Finnish group that flipped learning may be particularly suitable as a technique for certain groups of learners, courses or topics.

Concerns about flipped learning

Additional teacher course preparation time

The Belgian, Finnish, Irish and Slovenian groups raised the point that making flipped materials requires a lot of preparation and is time consuming. However the Irish and Slovenian groups noted that, once made, the resources can be used for subsequent classes or shared with other adult educators to build up a resource bank.

It was pointed out in the Finnish group that there are already many ready-made online and other resources which could supplement a teacher's own resources for use in a flipped learning setting. They mentioned the ready-made Finnish material in the eKokki-service and that learners could perhaps borrow reading material. However the Finnish group also pointed out that learning content can rapidly go out of date and it may be difficult to constantly update learning content.

Availability of technology and training

The Irish, Finnish and Dutch groups pointed out that a teacher will only be able to introduce flipped learning if the technological infrastructure is in place and if they have the

necessary confidence and training in using flipped techniques and the technology required to implement them. This may be a steep learning curve.

The Belgian, Finnish and Irish groups felt that in addition to training on the mechanics of using the technology, there should be training on how to make short, engaging and interactive videos–eg what to put in and leave out –script-wise, how to use your voice correctly, how to achieve clarity and other tips and hints from professionals.

The Belgian group also felt that training on how best to deliver theoretical content in a flipped manner and on the practicalities of running a flipped classroom would be needed. ('How to assess whether students prepared themselves, how to do the follow-up of students?' and 'How to divide your students in groups based on the quality of their answers?').

Requires a change of mindset

The Belgian group pointed out that it may require teachers to rethink/reverse their traditional way of teaching. It was noted in the Slovenian group that some teachers are not motivated to introduce this new technique. The Belgian group felt that to be effectively introduced it might require to be implemented as part of a school-wide policy.

The Finnish group pointed out that it may also require a change of mindset on the part of learners. Adults may be accustomed to teacher-led lessons. They need to be reminded that teaching and learning can also be done also outside the classroom/without teachers. There may also be cultural differences in how the role of a teacher is perceived which could be difficult to change. In some countries the teacher is not questioned and learners are silent in the classroom. Assessing learners' comprehension of a topic through quizzes, activities etc is vital in the case of a learner who doesn´t dare to tell a teacher that he/she has not understood the content/task.
Some Slovenian adult educators made the point that not all learners are interested in using technology for learning and some learners feel that the flipped approach involves a lot more work. Some learners also felt that flipped learning meant they were 'teaching themselves' and that as they were paying for their course they wanted to be 'taught' in class.

Only suitable for certain learners

Some of the Belgian group were not in favour of the approach. They found it too rigid and felt it was more suitable for stronger learners with a good sense of SDL (self-directed learning) and motivation. They felt that non-native speakers in particular might struggle as they would find it more difficult to ask questions about content they didn't understand. They felt that for adults with basic skills it is better to teach new concepts in class as you are more able to support them and check their level of understanding.

Learners may not complete the pre-class work

This was raised by all of the groups. It may occur either due to learners not having the digital skills and confidence to access the work or not remembering/finding the time to complete the work. Or learners may not be sufficiently motivated to complete the work. The Finnish group pointed out that sometimes some younger learners might not always understand the importance and value of doing the pre-class work.
However, the experience of the Slovenian adult educators who had implemented flipped learning was that learners were more engaged and active; they did more class work in advance and right after the lesson than learners in a traditional classroom.

On the other hand they noted that if learners didn't do the pre-class work, they came to class unprepared and couldn't effectively participate during the class hours which made them feel left out and might lead to a loss of motivation.

No access to internet at home or lack of digital skills may increase the perception of a digital divide.

Not suitable for some courses or some topics within a course

The adult educators could see flipped learning being a natural fit for certain courses. For example, they could see a role for flipping in language learning. However, some of the teachers in the Belgian and Finnish groups felt that certain parts of their courses were not suitable to flip and they questioned whether flipping would be suitable at all as a technique for certain courses (The Belgian group gave the example of a course where there is little theoretical content where they felt that little learning could be done before a topic is introduced in class. The Finns said that certain topics might be too difficult to be introduced to independently before class.) Some in the Slovenian group had concerns as to whether delivering a course via this method might require more time than the limited class hours they had available.

Breaking down the barriers to flipping

The Irish group pointed out that it is important to find ways of addressing the barriers to flipped learning. Flipped learning won't succeed if it results in some learners feeling excluded. Some practical tips raised by the groups:

Learners not completing work before class

Talk over the practicalities with learners so they can make suggestions on how to improve things and feel part of the process eg for a particular group it may be necessary to make sure everyone has the Edmodo app on their phone so there are no issues logging in. It may involve making sure material and quizzes you are giving don't have to be downloaded and can be completed on a phone if that is the device that most learners have access to. One tutor said they agreed as a group that she would put work on Edmodo on the same day every week so that learners got into the habit of checking their Edmodo account every week. This is useful for learners who are not in full time courses and often 'switch off' when they are not in class.
They subsequently changed the 'Edmodo day' to facilitate a learner who was having difficulty navigating Edmodo. The work is now uploaded before that learner comes in for another class at the Centre so she can check in with the tutor and get help if she needs it. (Ireland)

Digital skills training

The Dutch and Irish groups pointed out that it may be necessary prior to implementing flipped learning with a group to give them the necessary training so they have the digital skills they need to access material at home. This support may need to be ongoing. The Dutch group suggested giving the barcode of sites with interesting videos so that learners can scan them (using barcode scanning apps such as QR code reader or zxing) into their mobile phones for instant access to videos etc without the need to type in the address on their phone, tablet or computer.

No access to technology

If a learner doesn't have a device/access to the internet perhaps a family member might have a device they could use or time could be set aside in class to watch the videos. This still allows time for a teacher to focus on individual needs – one person could be watching the video, another completing a quiz on the topic etc.

One Slovenian adult educator used a 'faux' flipped learning model in which learners viewed new learning content in class before the lesson to get around the fact some learners had difficulties accessing the Moodle environment at home.

Communication

It was felt the success of flipped learning as an approach not only depends on good quality materials being uploaded; but also requires good communication between teacher and learners and a problem-solving approach towards solving any practical issues that arise. (Ireland)

Getting Started

- Start by flipping one part of a topic or with small tasks and simple materials. Trial it with one group. (Slovenia, Finland)
- Perhaps introduce flipped learning at the start of a new group. It may be difficult to introduce it later on although it might give a 'boost' to an existing group.
- Look for suitable existing ready-made videos (eg on You Tube) (Finland, Slovenia)
- Learners like learning via digital games eg Kahoot, Seppo, eKokki. (Slovenia, Finland)
- Flipping might work well for a topic such as local culture. Learners could first watch videos to learn the concept and then come to class armed with that knowledge and ready to think about and discuss their opinions. (Finland)
- One of the Belgian teachers suggested using the flipped classroom approach to simulate a workplace environment. For example, send an e-mail to students before class in the role of their boss asking them to complete tasks to prepare for a meeting (=class).
- The Dutch group suggested that if a teacher does not yet feel comfortable appearing in a video, perhaps start with making a screen recording with a voiceover as this is less intimidating.
- Share videos and experiences with colleagues to create a bank of resources and knowledge. (Ireland, Netherlands, Slovenia)
- The Dutch group pointed out that an electronic platform is essential. They are not currently using one college-wide although one teacher has used Google Classroom in his class.
- Start by creating guidelines and videos (Slovenia)
- Use learners to create materials (Slovenia)
- Make available a variety of ways to learn the same content (eg video and reading material) to suit a variety of learning styles (Slovenia)
- Discuss the method first and let students trial it in the classroom (combination of independent and active learning part) (Slovenia)

Current use of flipped learning in Adult Basic Education setting

Ireland

Some educators are currently in the process of trialing elements of flipped learning with some of their groups and have been adapting the flipped classroom method to an adult basic education setting.

Beginner Readers new to technology case study
The educator made a video on how to set the alarm on a smartphone and uploaded it to the Edmodo learning platform. Learner feedback was positive although they wanted the steps to be demonstrated more slowly. The learners watched the video in class as they were not yet sufficiently confident accessing videos via Edmodo independently at home.

Mathematics case study

Subject: Mathematics
Level: QQI Level 3 (Level 2 on the EQF)
Topic: Using the Memory, Percentage and Cancel Keys on the Calculator (one of QQI L3 learning outcomes)
Students: Adult Irish learners returning to education (including early school leavers). Reasonably confident using technology

Method:

1. Videos made using Screencastomatic. Edited on Windows Movie Maker and uploaded to Edmodo.
2. An Edmodo class set up and app installed on student phones
3. Students watch short videos before class
4. Online and paper written notes also issued (content available to suit a range of learning styles)
5. After watching videos students follow link to complete Edmodo Quiz. Helps teacher and student to ascertain level of understanding prior to class
6. Class time used to iron out any misunderstandings and to put new knowledge into practice with activities

Feedback: This group were reasonably confident with technology. Although it was intended that the task was to be completed at home in fact due to lack of making time or inability to access, no one watched the videos prior to class. Time was set aside in class to watch the videos and review them as many times as needed before completing the quiz. The quiz was very useful to show which parts were well understood and which required to be reviewed. Student feedback was very positive and their level of understanding was surprisingly detailed in view of the time spent on the task.

Teamworking case study

Another tutor had used flipped learning with a group who are more confident using technology.Prior to starting she wasn't sure it would be as suitable as a methodology for her course (Teamworking) as for more practical subjects eg mathematics, IT as it is more conceptual. She has been uploading videos and also reading pieces with quizzes to Edmodo. All of her students have been accessing the work prior to class.When she gives the group work to prepare ahead of class, she usually starts the class by asking them to share the learning with each other in small groups. She can hear from the discussions that they have engaged with the material. She is finding Google Quiz an effective method to check understanding. From checking the results prior to class she can see the questions that everyone is getting right and knows that the concept has been understood. She can then hone in on and focus more time in class to the parts that need more work. The wording of the quiz questions is very important in order to draw out parts which aren't fully understood. Overall, she feels it has been very effective.

Slovenia

Some of the adult educators have trialed flipped learning as part of a previous project. See National Piloting Results for Erasmus + iFlip Project (http://projectiflip.eu/en/project-results/) for more detail.

Has it changed your way of teaching? What was the impact on learners?

The Slovenian adult educators who are already using flipped learning responded:

- Yes, it has. My teaching is more flexible now, more adapted to the needs of learners.
- Learners were more engaged and active; they do more things in advance and right after the lesson
- Learners found it fun and felt connected to each other, feeling of community was increased.
- Learners liked quizzes – now some teachers implement more checklists or short tests to keep track of progress.
- For learners it was fun watching the videos and they could re-watch them if they didn't understand parts. We use more videos in our courses now, either existing or self-made.
- It allowed more time for individual work in class, more support for weaker students, whilst at the same time the ability to provide more advanced content for stronger ones.

They reported the impact on learners as:

- In general, very positive – most described it as fun after testing the method.
- More engaged in the whole course
- Easier to keep up if they missed a lesson
- More prepared – equal level of knowledge in class at the beginning of the class
- Teacher and learner can follow their progress in an online environment
- They feel more connected as a group through chat and forums
- They have instant check and feedback through quizzes

Examples of useful technology provided by Adult Educator Focus Group participants

Filmmaking apps

Screenrecording
Screencastomatic
Snagit/Jing

Learning platforms

Moodle
Edmodo
Google Classroom

Quiz apps

Quizlet
Socrative
EDpuzzle
Google documents
Quiz feature on Edmodo
Quizizz

Apps for learning activities

Seppo (mobile) game

Other

Barcode reading apps such as QR code reader and ZXing.

Summary

Learners' Focus Group Findings

Total number of participants: 96

Age Range: 16 – 60

Gender Demographic: 50% Male 50% Female

Range of subjects being studied:

Basic Skills – Teamworking and IT skills, numeracy and literacy
Second Chance to Learn Course - Society and organisation
Language courses – English (Ireland (A2), Slovenia (beginners)), Dutch (Belgium and Netherlands (A1 and A2)), Italian as foreign language level 2 (Slovenia)
Other:
Integration Training – Finnish as a second language, culture and working life skills

Previous experience of using technology either for learning or otherwise

Belgium
All learners had used a range of technologies outside class including smartphones, computers and tablets. They had all used a range of technologies in class for learning. Most of the learners had access to Internet at home but not all of them (5 didn't). Those who didn't went to the library or open learning centres to use technology.

Ireland
Range of levels of confidence in the groups. Some learners used phones and PCs/ laptops for personal use as well as in class. Other learners have developed their IT skills in class but lacked confidence in their ability to use the technology independently

Italy
Learners were using smartphones, tablets, PCs and gaming equipment

Finland

All learners had access to smartphones at home.7 out of 8 learners had access to a computer at home. There was a range of experience of using technology.

Slovenia

All learners used smartphones (although 2 only used them for calls and SMS messages). Most had computers at home. 5 had Smart TVs and watched YouTube on TV. 3 learners had experience learning using the flipped learning method, 4 had experience using technology but not using the flipped method, 3 were familiar with implementing technology in learning but were not independent users. 3 had no experience.

Prior Knowledge/Experience of Flipped Learning

Very few learners had previous experience of flipped learning. Some of the learners realised that although they hadn't heard the term before, they have already been engaging in flipped learning. (Ireland, Finland) The response of the Irish and Slovenian learners who were learning or had learned using this approach was overwhelmingly positive.

Interest in Flipped Learning

All but a handful of the learners were interested in learning more about flipped learning and perhaps trying to learn this way. Some of the Irish learners were at the Centre at the time of the previous IDEAL project and could see how that impacted on the use of technology in the Centre so they were interested in finding out about the new project. Two of the Slovenian learners were finding it difficult to manage their course alongside their work and home commitments and they felt that this approach would help.Some of the Italian learners felt it might facilitate their learning, make them more engaged and increase the pace of learning

A few of the Belgian and Slovenian learners were not interested in trying flipped learning. The Belgian learners in question did not like the idea that they would have to do some work in advance; they held the view that it should be the teacher delivering theory and exercises. They did not see the advantages of flipped learning.
Of the three Slovenian learners who were not interested, one used the computer for work and wished to avoid using it after work, two had no technology experience and felt this method of learning would mean an extra burden for them.

How do you like to learn outside class?

Most learners said they often watch 'how to' or other videos at home to learn new things or to access new information in everyday life– for example, recipes, doing exercises, how to 'make something out of nothing' how to repair things (eg satellite TV, washing machine), look up minor illness symptoms, how to give a presentation etc. Some learners felt that it was often easier to watch someone doing or explaining something than to read about it although interestingly most of the Slovenian learners said they referred to the written user

manual if they needed technical assistance regarding a piece of technology, although some sometimes checked YouTube for videos and ideas.

The Slovenian learners said they mostly found videos by coincidence or friends shared them; they didn't search for a specific topic. Family members helped too. They said it was quite addictive.

The Dutch learners mentioned that they also worked together with their children doing their homework on the computer and they found these programmes very educational. This joint learning was considered very helpful and positive. Learners also watched the news online and practised exams/grammar through existing programmes on the internet.
Some learners mentioned that they liked to experiment and try things out themselves and watched other people to learn something new. (Finland, Italy, Netherlands and Ireland)

Finnish learners also said they learned new things by reading, taking notes, watching others, from friends and from conversation (language learning).

Qualities of a good instructional video?

- Short and to the point
- Only demonstrates one point. This means students can review it quickly and only need to go over the point they are having difficulty with.
- Well structured, clear and logical content
- Interesting and informative
- Clear images
- Possibly including songs and music
- Slow, clear voiceover (Slovenian learners would like it in Slovenian as so many videos are in English)
- Practical real life examples, not just theory
- Presented by someone they can relate to rather than an expert
- Preferably made by learners' own teacher as this makes it more personal. (This was a suggestion from Slovenian learners who had participated in courses where flipped learning techniques were used).
- Video should be easy to locate via a link

Role of the teacher - what is a good teacher?

A good teacher is someone who can **explain well**, who is kind and funny, expressive, patient, has the appropriate knowledge of the topics AND of the students.(Netherlands)

Learners felt that in general a teacher's role should be to **facilitate learning** and both learners and teacher should have a say in how that learning takes place. (Ireland)

A good teacher should be well educated, informative; teach values and how to live in society with others, good at explaining; professional, confident, kind, quiet; a good leader; be neither too lax nor too strict with students; be sensitive, try to understand if a student has a problem and have a passion for teaching. (Italy)

A teacher should be in the background whilst the students are more active. The teacher has very big role in checking that students have understood the learning content correctly, so that misunderstandings are not perpetuated. Flipped learning makes the teacher's role more important since the teacher has to find a way to motivate learners to study at home. (Finland)
Learners from Belgium felt a good teacher should be able to present information simply, logically, clearly and in an interesting manner. They should be able to present material in different ways and at different levels to meet learners' needs.
He/she should have more knowledge than the learners so they can create good courses and correct errors.
They should be enthusiastic, patient and create a good class atmosphere and be concerned about and respectful of his/her students.
They should move around the class and check to ensure all learners have understood the material being learned and provide appropriate feedback to allow learners to learn from their mistakes.
They should allow learners to work actively rather than devoting all class time to presenting information.

Slovenia:

- Should be good at explaining content and balancing and adjusting content to the group's needs.
- Should refer to real life situations, use a practical approach.
- Should inspire and push them to learn more (some disagreed).
- The teacher should offer many ways to learn so they can choose from as students have different preferred ways of learning.
- Be understanding of the difficulties of being an adult learner (some works shifts, some have sick children, some have no experience with IT.
- Should be also available via email and provide support when learners can't attend classes.

Benefits of Flipped Learning

Opportunity to learn to use new technologies (Italy)
Tailor made learning content

The Slovenian learners with experience of flipped learning pointed out that learning content can be tailor-made and so it can be adjusted to suit individual learners' needs.

Work at own pace and in own time

The main advantage mentioned by those who were already using flipped learning was that they could go through the notes/videos at their own pace and read/listen as often as they need. This made them more likely to remember the content. One learner mentioned being able to make his own notes. Another talked about pausing a video and writing down questions to bring to class. Learners who missed a class could catch up with the material. (Belgium, Ireland, Slovenia)

It could be a less stressful learning experience for some learners. (Finland)

More engaged learners (Italy, Slovenia)

Some of the Slovenian learners who had experience of flipped learning said they felt more engaged in their learning. They enjoyed the quizzes and the whole learning experience.

Creates time and space for more active learning

Some learners not already using it felt flipped learning would make learning a more active process and give more time for discussion in class. They felt that learning becomes more active when some of the responsibility for learning is passed over to the learner. Seeing peers working actively can motivate others. (Finland, Ireland, Italy, Netherlands, Slovenia)

One Irish language learner made the point that she felt when she was discussing and explaining something with other students she understood and remembered it more.

Might speed up learning process (Belgium, Finland, Italy and Ireland)

Learners felt this was particularly important where courses are part-time and class time is limited. Italian learners felt that at present in most cases there was not enough time to practice what they have learned and that flipped learning might give students more time to reflect and study.

More student interaction

This was a comment from a Dutch language learner who felt it was a pity that learners are quietly working on grammar exercises and theory in class because they could do this just as well at home with books or a computer programme. They felt there should be more conversation and interaction in class. This point was also raised in the Finland group which mentioned the value of learners being able to ask questions and have discussions.

The Slovenian learners with experience of flipped learning said that they liked participating in the forum/chat. They felt more connected with the group and shared their experience with other learners which motivated them to learn more and enjoy classes.

More time for individualised teacher feedback (comment from Netherlands learner)

Whole family can access learning content

Two Slovenian learners mentioned that they liked the idea that their spouses could learn with them.

Cons – Challenges of Flipped Learning

Making time to study and access to technology

Learners mentioned that it is hard to make time to study around all their family and work commitments. The only free time might be late at night which is not always ideal. Finding a quiet place to study can be difficult in a busy household. One learner mentioned that if you studied at topic straight after class you might have forgotten it by the next class.
Laptops, tablets etc are often being used by others in the household so that learners have to wait their turn to do something. (Finland, Netherlands)

Lack of digital skills to access learning content

Some learners were nervous about accessing learning material at home and felt they needed support dealing with digital tools. There could also be technical problems which might not be easy to solve. (Ireland, Italy, Netherlands, Slovenia)

Motivation and self-discipline

You need discipline because there is no one to push you at home. (Belgium)
It could be a challenging approach if a learner doesn't take responsibility for their learning or isn't motivated. Some learners thought it sounded like too much extra work.

Only works if all learners are committed to it

The Finnish group mentioned that it would be successful only if every learner did the video watching at home, so no time is wasted at class for that. Therefore all learners need to be committed to study at home.

If you don't understand the theory, it's hard to practice in class. (Belgium)

In-class learning activities must be well managed

A learner from the Finnish group made the point that more vocal students may be allowed to take over the activities.

Not a 'one size fits all' learning solution

One learner thought it could be interesting in the beginning but later some learners might lose interest, if it was not working for them. (Finland) A Belgian learner mentioned they did not like the fact that you couldn't ask a question at the time you are learning new content. You have to note it down to ask later in class.
5 of the 19 Belgian students found it interesting because they could work in their own time, they had time to search for more information, they felt better prepared; the lesson was clearer and easier to understand. They felt that the flipped classroom approach was not so interesting for people working, with a family or people who need assistance to understand information; sometimes the combination with other school work is too hard.

Making learning content comprehensible for second language learners

This was a concern for some of the Italian learners who queried whether flipped learning would be workable for language learning as learners have no one to ask if they encounter content they can't manage or understand. They felt learning languages needs face-to-face practice.

Ideas for how to make flipped learning work

Solving technology difficulties

Give learners plenty of practice accessing material beforehand so they feel confident at home.

Some of the Irish learners who are already using flipped learning mentioned that putting the Edmodo app on their smartphone had made the learning content much easier to

access as it had solved any logging in issues. By discussing problems with their tutor as they arose the tutor now made sure that all flipped materials on Edmodo (videos, quizzes etc) could be viewed and worked on via a phone and so no downloading was required. This made everything much more user friendly.

Some learners suggested that their school should have a loan scheme for laptops/tablets for use at home. (Netherlands)

Creating routines for pre-class study

Some of the Irish learners mentioned that their tutor would put work on Edmodo on the same day every week so that they got into the routine of checking their Edmodo account and doing the work. They felt this routine was useful for learners who were not in full time courses and often 'switched off' when they were not in class.

Good communication

It emerged from the conversation that the success of flipped learning as an approach doesn't just depend on good quality materials being uploaded; it also requires good communication between teachers and learners and a problem-solving approach to the issues that arise. (Ireland)

Providing learning materials in a variety of formats eg video, reading text

Some students suggested a combination of video and reading content. (Belgium)

Trust

Trusting each other, being friendly and supportive are all important requirements for learners to feel relaxed and take part in group active learning activities. (Finland)

Get the balance right between practice and theory

Belgian learners agreed that some theory should be given or reviewed in a flipped classroom. It shouldn't be 100% practical work.

Flipped Learning

Adult Educator

Focus Group Reports

CVO Antwerpen, Belgium

Focus group profile information
Number of participants: 17 + 8
Age range of participants: 25-55
Gender demographic: approximately 50% men, 50% women
Subjects taught: Second chance to learn courses (for example, accountancy, ICT, mathematics, Dutch culture and society, society and organisation, sciences, foreign languages)

Summary of focus group feedback and conclusions

- A few teachers had heard of the term (4 in a group of 17) but were not sure of its definition. When explaining what they thought it meant, it seemed they got it right. Some of the teachers are already using these techniques in their distance learning courses.

- Many teachers are using some of the techniques but weren't aware what they were doing was 'flipping the classroom'. For example, some teachers already asked their students to prepare for class by looking up information about certain topics beforehand. The information was then often offered in PDF or Word format. Watching a movie was less known. The teacher checked if they did the pre= class preparation work and sometimes gave feedback on it.

- Why not flip? Some parts of lessons are not suitable to flip. Some courses are not intended to teach theory, so the issue was raised that not a lot can be done beforehand. It asks a lot of preparation, making materials is time-consuming. You have to rethink/reverse the way of teaching. It should be implemented in school policy.
  Some of the teachers don't believe in the concept. They find it too rigid and feel it is more suited to stronger, motivated students with a good sense of SDL (self-directed learning).
  It demands a lot of preparation - making materials is time-consuming. Some students want to be as fast as possible out of school, so there is a minimum of motivation and maximum of counting points.
  What about students whose mother tongue is not Dutch? It is not easy for them. They can't ask direct questions. For adults with basic skills it is better to practise in class, you can follow them up in a better way.
  Students 'forget' to do it; there should be a routine. Some don't have access to the internet at home.

- One of the teachers suggested to simulate the working environment and use the flipped classroom as a preparation for the workfloor. This can be for example done by sending an e-mail to your students before class and pretending to be their boss asking to prepare for a meeting (=class).
  Some suggested to use it for vocabulary training. An interesting idea popped up to look at it as a life feedback.

- Why flip? To learn new languages (Dutch, French and English), you could use it in writing. Students get the information and theory in advance. They look at it and they can write in class. As a teacher you can help them better. At the same time you can correct them and motivate them to do their best. The teacher has more time/attention for her/his students.
  The students are more prepared. They can ask better questions about the learning content. Another pro is that they learn to be more responsible and they will be more confident in themselves. They can organise their preparation the way they want (moment and duration).

- Teachers at CVO Antwerpen are lately not really motivated to get involved in innovative approaches. They first need to know that other teachers are well involved and enthusiastic about for example a specific digital tool before trying it out themselves.
- However, some teachers are still motivated to introduce new methodologies in learning generally and easy tools like for example Kahoot are commonly known.
- Teachers felt they lack the following skills to be able to start flipping:
  Knowledge on 'How to make short and interactive videos?', 'How to visualize certain theoretical parts?' and 'How to assess whether students prepared themselves, how to do the follow-up of students?' and 'How to divide your students in groups based on the quality of their answers?'.

Luksia – Finland

Focus Group Profile information
Number of participants: 8 + 2 moderators
Age range of participants: 40 – 52 years
Gender demographic of group: All female
Subjects taught: Finnish as second language, tourism industry, restaurant services/ cooks, preparatory vocational training (VALMA), household and cleaning services.
Previous experience of using technology in either teaching or learning: Yes, all had experience.

Summary of focus group feedback and conclusions:

- **Had you heard of the term 'Flipped Learning' before today?**
  -Most of the teachers had heard the term before, but they did not know much about it.
  -Some of them studied the material (the PPT info) before the meeting.
  -A couple of them heard the term for the first time when they were asked to be part of the focus group.
  -One of the teachers said that she knows what it means and after reading the material she now remembers it better.

- **If yes, what do you understand by the term 'Flipped Learning'?**
  -It means that the students have possibility to learn (eg read) about the theme of the lesson beforehand. One teacher, who said that, had used 'Flipping' (using Moodle) with her students, but it was optional.
  - The students find about information about some theme (eg surface materials in cleaning) at their workplaces. Then they bring that information to the school lessons. Then the theory is learned at the lesson, concerning about that theme (surface materials). Not opposite way: first theory and then finding out the materials at the work place. *But - is that more orientation than flipping?*
  - The students bring the information to the teachers, not opposite way, as usual (eg using Seppo game to orientate in the campus) and then feedback session together.
  - Students can watch videos about some theme and learn by it.

- **Have you implemented it or any elements of it in your teaching? Share any examples you have of good practice in teaching and learning in a flipped classroom.**
  - A couple of teachers had used it –all not intentionally. They have done some things in the classroom as in Flipped Learning method but they didn´t know that it was a specific method.
  -They have eg used Moodle so that there is material for reading before the classes.

-Some teachers have used it so that the students make videos during on-the-job learning period (about how to do something eg using a cleaning machine).In addition, they told that the videos could be used for evaluation as well for teaching later on (to give feedback etc).

- **If yes, why did you introduce it and how do you use it? Has it/Do you think it would change your way of teaching?**

  - It´s important that the students have possibility to do things and be active learners. Not just sitting in the classroom listen. For that purpose eg Seppo (mobile) game is good.

  -When using Seppo game teacher don´t give any information package. The students find information by themselves, give that result to the teacher and then there is discussion about the results.

  - Some teachers have used it "selectively", when it has been suitable for the lesson/ theme / group.

- **If not, why not and are you interested in using it?**

  -Because they did not know about the method. They were all interested in to learn more about Flipped Learning.

- **Why Flip? – What are the pros?**

  - It could absolutely be useful in eg special education or with different learners.
  - There is already good material in eg eKokki-service that is ready to use.
  - Students can become more keen on the theme and "awake" during the lessons by using Flipped Learning.
  - It could help eg teaching migrants if they already know some vocabulary (learned by themselves before lessons).
  - You could also loan books to the students so that they can study the material beforehand.

- **Impact on learners?**

  - Students can take more responsibility for their own learning. It can be difficult, especially for very young or migrant students and by Flipped Learning (F.L.) they could learn it. Motivation is very important.

  - The teacher can split the subject into smaller parts to make it easier for students. Eg learning to use MS Word little by little by using short tutorial videos.
  - F. L. can be used in some subjects more easily than in others. The teachers´ opinion was that some difficult subjects need a teacher to explain it to the students.
  -Some students need very simple material to understand and learn. F.L. could help in that.
  - Moodle could be used as a platform.

- **What are the cons? Barriers to flipping in an adult basic skills context?**
  -How to motivate students to do the tasks/read the material etc before the lessons? Not all of them are used to it. Younger students used to be active learners at school but they don´t always understand the importance and meaning of doing tasks at home before lessons.
  - Adults are used to teacher-led lessons. They need to be reminded that teaching and learning can also be done outside the classroom/without teachers.
  - Cultural differences: In some countries, the teacher is not questioned and students are silent in the classroom. Changing this perception can be challenging.
  - What if a student doesn't dare to say that he/she has not understood the task?
  -Information goes out of date quickly and there is no time to continuously make new material. On the other hand, those old videos can sometimes also be used in teaching – to show how knowledge and practices change. "That too he did wrong."
  -Teachers´ lack of technical expertise to make videos or other material for F.L.
  - Some teachers have already used videos eg to document skills demonstrations. Students have the right to refuse to make a video of them (have to consider the law).
- **Ideas of how to Flip?**
  - Small tasks and simple materials. You may have to first trial the materials with 1-2 groups to make sure the materials/videos are suitable and at the right level for the whole target group.
  - There are lots of ready-made videos on YouTube (eg 'How to use Microsoft Word').
  - Students like games and learning by using them, eg Kahoot, Seppo, eKokki.
  -You could eg give a task about cultural knowledge so that students first watch videos and get to know the concept and then think of their own opinions about it.
  - It´s good to start using flipped learning with a new group right at the beginning. Later it may be more difficult to start a new method – or is it? Maybe you can use flipped learning also as a boost with an "older" group.

- **How do you feel about introducing new methodologies in learning generally (not specifically flipped learning)?**
  - All had positive attitudes in general.
  - For example, someone had used a learning café because it motivated themselves as the teacher and the group when moving in the classroom and doing things differently.
  - Also mentioned were other creative methods such as forest tours and crafts.
  - Someone thought that could start using mindfulness in learning groups.
  -A variety of methods have to be used with migrants. Learning to use new methods requires time so it is often more easy to use the familiar ways of teaching.

KWETB – Ireland

Focus Group Profile information
Number of participants: 12
Age range of participants: 30-55
Gender demographic of group: All female
Subjects taught: Basic Skills – Literacy, Numeracy, Communications, IT, English for Speakers of Other Languages
Previous experience of using technology either in teaching or learning: 3 participated in the IDEAL project and the majority are currently using technology in teaching and learning eg IWB, tablets, laptops/PCs, Edmodo as a learning platform, educational apps such as Book Creator, Quizlet, Kahoot for learning activities.

Summary of focus group feedback and conclusions

Awareness and experience of flipped learning?
All of the tutors were familiar with the concept of flipped learning. Their understanding of what it means is that student learning doesn't all take place in the classroom – it moves out of the classroom and the student is doing some kind of independent preparation outside of class (eg watching online videos) which will be followed up on in class. Students who need extra time on a part of the course can be identified and given extra support in class. Has become more of a part of the educational conversation due to the increasing use of everyday technology.
One tutor had extensive experience of using it in a secondary school setting where every lesson had an element of video content digested at home beforehand. Teachers made videos and used other materials. She felt it worked successfully in that setting provided there was appropriate IT support/ hardware and software for tutors and students.
Current use of flipped learning in Adult Basic Education setting?
Some are currently in the process of trialing elements of flipped learning with some of their groups and have been adapting the flipped classroom method to suit the needs of adult basic education. One tutor has made a video on how to set the alarm on a smartphone and uploaded it to the Edmodo learning platform. Student feedback was positive although they wanted the steps to be demonstrated more slowly. The students watched the video in class as they are not yet sufficiently confident accessing videos via Edmodo independently at home.
Another tutor uploaded videos on how to use calculator memory, CE and % buttons (part of the L3 mathematics module) together with an Edmodo quiz. She also provided a paper handout on how to access and use the materials and a handout on the calculator as a backup for reference. This group were more confident with technology. But although it was intended that the task was to be completed at home in fact due to lack of making time or

inability to access no one watched the videos prior to class. Time was set aside in class to watch the videos and review them as many times as needed before completing the quiz. The quiz was very useful to show which parts were well understood and which required to be reviewed. Student feedback was very positive and their level of understanding was surprisingly detailed in view of the time spent on the task.
In this context tutors agree that the most effective videos are very short, clear and straightforward and only demonstrating one point. This means the students can review a video quickly and only need to go over the point they were having difficulty with.
Another tutor had used it with a group who are more confident using technology. Prior to starting she wasn't sure it would be as suitable as a methodology for her course (teamworking) as for more practical subjects eg mathematics/IT as it is more conceptual. She has been uploading videos and also reading pieces with quizzes to Edmodo. All of her students have been accessing the work prior to class. When she gives the group work to prepare ahead of class, she usually starts the class by asking them to share the learning with each other in small groups. She can hear from the discussions that they have engaged with the material. She is finding Google Quiz an effective method to check understanding. From checking the results prior to class, she can see the questions that everyone is getting right and knows that the concept has been understood. She can then hone in on and focus more time in class to the parts that need more work. The wording of the quiz questions is very important in order to draw out parts which aren't fully understood. Overall, she feels it has been very effective.

Benefits of Flipped Learning in ABE

- can tailor content to make it suitable for learners' needs
- makes you very focussed on the points you are trying to teach
- makes students feel their learning is up to date
- Students can go through the notes/videos at their own pace and read/listen as often as they need. One student mentioned being able to make his own notes.
- Students who miss a class can catch up with the material.
- Brings the students into the process – develops independent learning.
- Provides another way to help students grasp concepts and help them to learn.
- Prepares students for further learning beyond our centre – tools and strategies being used out in world – for themselves or for their children.

Disadvantages/Barriers:

- ability to access the work
- remembering/ finding the time to do the work during the week.
- Additional work for tutors to create resources etc (though can be used for subsequent classes or shared with other tutors to build up a resource bank)
- Availability of IT equipment and support for tutors.
- Requires tutor confidence and training in using technology. May be a steep learning curve. Perhaps provide training for tutors on how to make an engaging video –eg what to put in and leave out –scriptwise, how to use our voice correctly – clarity – tips and hints from people doing it all the time.

It's important to find ways of addressing these barriers – flipped learning won't succeed if it results in some students feeling excluded. Talk over the practicalities with students so they can make suggestions on how to improve things and feel part of the process eg for a particular group it may be necessary to make sure everyone has Edmodo app on their phone so no issues logging in. Make sure material and quizzes you are giving don't have to be downloaded and can be completed on a phone.
If someone doesn't have a phone perhaps a family member might have one or time could be set aside in class to watch the videos. Still allows time for tutor to focus on individual needs – 1 person watching video, another completing Quizlet on the topic etc. Will tutors be needed at all? Yes to mediate and facilitate.
One tutor said they agreed as a group that she would put work on Edmodo on the same day every week so that students got into the habit of checking their Edmodo account every week. This is useful for students who are not in full time courses and often 'switch off' when they are not in the centre.
They subsequently changed the Edmodo day to facilitate a student who was having difficulty navigating Edmodo. The work is uploaded before that student comes in for another class at the Centre so she can check in with the tutor and get help if she needs it.
One tutor raised the question of how you would know the student didn't get help completing the quiz at home. You wouldn't but the video is really just a preliminary introduction to a topic you will be exploring in more depth in class so you will be able to assess comprehension then. Will people take the time to do the quizzes properly? In our experience – yes. People are used to taking quizzes themselves on personal device – gaming idea – they like to get it right.
It emerged from the conversation that the success of flipped learning as an approach doesn't just depend on good quality materials being uploaded; it also requires good communication between tutor and learners and a problem-solving approach to the issues that arise.

How do you feel about using new teaching methodologies?

All tutors happy introducing new methodologies where appropriate – have lost that fear due to participation in last project.

FMD – Italy

Focus Group Profile information
Number of participants: 12
Age range of participants: 35-55
Gender demographic of group: Mixed
Subjects taught: Various subjects

Summary of focus group feedback and conclusions

Had you heard of the term 'Flipped Learning' before today?

6 out of 12 had heard of the term before.

If yes, what do you understand by the term 'Flipped Learning'?

- Flipping traditional methods of teaching
- The teacher is more a tutor
- Involves collaborative learning.

Have you implemented it or any elements of it in your teaching?

- Unconsciously
- In an experimental way.

If yes, why did you introduce it and how do you use it?
I give them answers and they try to guess the questions.
Are you interested in using it?
Yes, everybody is interested.
Has it/Do you think it would change your way of teaching?
Yes.
Why Flip? – What are the pros?
Better way to share information
Impact on learners?

- Sharing and participation
- Guiding learners in their growth
- Independent and individual work

What are the cons? Barriers to flipping in an adult basic skills context?
Too synthetic, dispersive, misleading, deceptive.
Ideas of how to Flip?

- Role-play
- Peer-to-peer tutoring
- Group work
- Drama.

ROCWB Netherlands

Focus Group Profile information
Number of participants: 15
Age range of participants: 45 – 60+
Gender demographic of group: 5 male – 10 female
Subjects taught: DSL (Dutch as a Second Language) and Basic Education

Prior to the meeting with the focus group, there was a presentation about Flipped Learning. Using Kahoot, a number of questions were asked on behalf of the FLIP project group. To the question 'Who is familiar with flipped learning?', 7 people said 'yes', 4 people said 'no' and 4 people said 'a little'. The four people who had tried it out, had done so as a kind of homework assignment to give students extra practice in a particular topic, eg long and short vowels. The teacher gave a video link to the students so that they could watch the video at home. One colleague who answered 'no' explained that she didn't see the added value of this kind of teaching. After the presentation it became clear that that this particular colleague had a totally different idea about flipped learning and that now she has become curious. To the question whether these educators found it useful to look into a different way of teaching, 10 said that it was indeed necessary, 1 said it was not necessary (see remark above) and 4 said it was a little bit necessary. Everyone agreed that flipped learning could have many advantages in teaching, such as more time for individual attention, more 'made to measure' teaching, more interaction during lessons and the promotion/improvement of working together.
The impact on our students was felt to be quite diverse. Some students might find it very nice to watch videos at home in their own time and pace but other students will not be digitally skillful enough to do this. First they need to be trained how to use a computer, tablet, iPad etc. In some basic education groups there are adult students who don't even have a mobile phone. The suggestion was given to make a barcode of sites with interesting videos so that students can scan it (for example with an app like Zxing) from paper into their mobile phone so that they can watch the video directly, without having to type in the address on their phone, tablet of computer. That would be an ideal solution for students who are not digitally skillful. Unfortunately not all students have a computer or tablet, etc at their disposal.
Making a video is unknown territory for many colleagues. Not everyone wants to make a video of themselves. One idea that was suggested was that make a video of a screen recording combined with a verbal explanation of a certain topic. In that way a teacher doesn't have to be filmed (Examples of screen recording apps are Snagit/Jing). It was considered very important to share the use of videos in lessons among colleagues. This is going to be done in groups in which an idea for a lesson and a video is going to be worked out together. It should be easier to share videos so that everyone can use them. An electronic platform is absolutely required then. There is not one yet, although one colleague has used Google Classroom in his class.

AZ LUV - Slovenia

Focus Group Profile information
Number of participants: 11
Age range of participants: 36 – 54
Gender demographic of group: 5 males, 6 females
Subject(s) being taught: language courses (IT, EN, DE), Slovenian as foreign language, vocational education courses (economics, informatics, music), adult back to education programme (physics)
Previous experience of using technology either for learning or otherwise:
All have experience, but various levels of implementation.

Summary of focus group feedback and conclusions

Had you heard of the term 'Flipped Learning' before today?

- They all heard of the method before, some briefly some had used it already.
- 4 have implemented it in their practice of teaching,
- 3 (not experienced) are interested to learn more and use it and would be willing to attend any courses.

If yes, what do you understand by the term 'Flipped Learning'?

- Developing lessons in such way that students learn before the 'in-class' sessions, which are used for exercises and additional explanation.
- Preparing materials in advance so they can learn beforehand
- Doing exercises in classes, help those who need support.
- Recording videos make them available for students in advance
- Using platforms to introduce materials and gather feedback.

Have you implemented it or any elements of it in your teaching?

- 4 yes, 3 within iFLIP project, 1 within Flip2Learn.
- 1 uses it in his other job as primary school teacher (F2L)
- Others were interested and heard of it but never tried it by themselves.
- Some later mentioned using videos during classes, or giving out materials in advance, which resembles the flipped method, but they hadn't recognized it as such.

Some of the adult educators have trialed flipped learning as part of a previous project. See National Piloting Results for Erasmus + iFlip Project (http://projectiflip.eu/en/project-results/) for more detail.

If yes, why did you introduce it and how do you use it?

- **This was answered mostly by the 4 using the method.**
- They attended training in Belgium and tested the method afterwards.
- They developed some videos

- One used Edmodo, 3 Moodle classrooms
- In one case home lessons were done in-class prior to actual lessons as participants had difficulties accessing the Moodle environment at home (required support)
- In the back to education centre it was a part of experiment

If not, why not and are you interested in using it?

- **Answered by those not using the method yet:**
- No knowledge of how to implement it.
- Lessons are limited in hours; there might not be enough time
- They were not motivated to start
- Some feel students are not interested in IT learning support
- Lack of time to learn and prepare the classes
- Not experienced enough using IT to start implementing it herself

Has it/Do you think it would change your way of teaching?

- Yes, it has. It's more flexible now, more adapted to the needs of the students/learners.
- Students were more engaged and active; they do more things in advance and right after the lesson
- Students found it fun and felt connected among themselves, feeling of community was increased.
- Students liked quizzes– now some teachers are implementing more checklists or short tests to keep track of progress.
- For students it was fun watching the videos and they could replay any parts they didn't understand– they use more videos in courses now, either existing or self-made.
- It allowed more individual work in class, more support for weaker students. And at the same time more advanced content for stronger ones.

Why Flip? – What are the pros?

- Students are prepared even if they missed previous classes
- Materials can be reused later in another context or during another course
- More time in class for explanation and an adjusted approach
- Content is available to others – the whole family can learn
- Lessons are more dynamic and fun – videos make it more realistic

Impact on learners?

- In general, very positive – most described it as fun after testing the method.
- More engaged in the whole course
- Easier to keep up if they missed a lesson
- More prepared – equal level of knowledge in class at the beginning of the class
- They can follow their progress in an online environment
- They feel more connected as a group though chat and forums
- They have instant check and feedback through quizzes

What are the cons? Barriers to flipping in an adult basic skills context?

- It requires a lot of preparation for teachers and students
- Not every student wants to use it – it's too much extra work for some.
- They wish to learn in class not before as they are paying for classes– some have the feeling that this method means they need to learn by themselves
- Not all have the required IT skills, not all have access to technology.
- It's an additional thing that keeps them apart, their level of ICT knowledge causes a gap so some feel less motivated.
- If they don't do the lessons, they come unprepared and cannot participate during the class hours which makes them feel left out and they might lose motivation.
- Login issues – technical problems, accessibility issues – they need support and guidance

Ideas of how to Flip?

- Create guidelines and videos as a start
- Use existing materials to shorten time
- Use students to create materials
- Work together with colleagues and exchange experiences
- Flip a small portion of the content first.
- Allow many ways to learn the same content (eg video and reading material) to make it available to all – to avoid differentiation
- Discuss the method first and let them try during the classroom (a combination of independent and active learning part)

How do you feel about introducing new methodologies in learning generally (not specifically flipped learning)?

- Most teachers are interested in general, but also expressed concern since introducing something new means dedicating time which is often unpaid.
- Sometimes students reject innovation especially if they have fixed expectations of how the course should be delivered – motivation is the key.
- 5 have already attended some courses within Erasmus+ projects related to similar topics and have had good experience with attending training and implementing results.
- Some felt students are often overwhelmed and lose interest if too much is introduced at once – small steps are crucial and an individual approach is needed.
- Some students (for example sometimes more mature students) react negatively to IT tools during courses, they prefer a more classical approach – a gradual introduction would be helpful.
- Being dependent on IT can sometimes cause difficulties if the room or the organization doesn't support it. (most teachers work as freelancers in several locations)

Any other relevant information

- The group consisted of experienced and inexperienced teachers. Most LUV teachers are freelancers working for several organisations. Some teach in addition to their main teaching position (either in primary or secondary schools).
- 3 participating teachers were involved in iFLIP project where they learned about the flipped method and trialed it in practice. 1 used it within another project. 3 more were involved in another project which involved introducing innovative approaches.
- Students are a range of ages and backgrounds. 2 teachers work with migrants, 3 with seniors. The majority work with adults from 25-55.

Flipped Learning

Learner

Focus Group Reports

CVO Antwerpen, Belgium

Focus Group 1 Profile information
Number of participants: 16
Age range of participants: 18-25
Gender demographic of group: about 50-50 male-female
Subject(s) being studied: Society and organisation (a 'second chance to learn' course)
Previous experience of using technology either for learning or otherwise: see below

Summary of focus group feedback and conclusions

Definition of flipped classroom

- Only 1 student had heard of flipped classroom before.
- None of the students had ever experienced a flipped classroom before.

Role of the teacher

- A good teacher…
  - Is someone who can give well-structured explanation
  - Has to know more than students so they can correct the students.
  - Is someone who can give clear and simple information and instruction
  - Is someone who doesn't change the subject too often
  - Is someone who can create a good class atmosphere
  - Has to be concerned about his/her students
  - Is someone who gives the right exercises to students
- A bad teacher…
  - Is someone who gives too little/bad explanation
  - Is someone who tells a story in a boring way
  - Is someone who doesn't articulate well
  - Is someone who doesn't move around in class and stays at the front of the class
  - Is someone who only reads the manual out loud
  - Is someone who is not interested in his/her students or who does not pay attention to students having difficulties with the learning content
  - Is someone who does not respect his/her students
  - Is someone who doesn't check whether students understood his/her lesson
  - Is someone with not enough patience to explain things over and over
- A teacher doing a flipped classroom should be able to…
  - Clearly explain the task
  - Develop clear instructions and tasks
  - Provide enough information to enable tasks to be completed at home
  - Step away from technical or difficult words
  - Differentiate a task, both the online and the face to face part

- Give good feedback on the online part of the learning. Students prefer written feedback rather than just a grade because it allows them to learn from their mistakes

Advantages/disadvantages of flipped classroom

- Advantages
  - You can process the learning materials at your own pace at home.
  - You can write down all the questions you have while watching the videos at home because you can pause them.
- Disadvantages
  - You need discipline because there is no one to push you at home.
  - If you don't understand the theory, it's hard to practise in class.
  - It may not be useful for every type of student

Digital knowledge of the students

- Most of the students have access to Internet at home but not all of them (3 didn't). They go to the library or open learning centres to do tasks requiring technology.
- They use the following technology for school:
  - Smartphone
  - Computer
  - Tablet
- They use the following websites/apps for school:
  - Word
  - Powerpoint
  - Outlook
  - Google
  - Moodle
  - Excel
  - Wikipedia
  - News websites
- All students had watched online videos before to learn new things such as videos about giving presentations in class, cooking videos, documentaries. They had never heard of TedTalks.
- A good educational movie should:
  - Be educational
  - Be well structured
  - Give examples, not only theory
  - Not give useless information, should be to the point and short.
  - Show the result of the instructions that were given.

About class

- When going to class, the students expect the following division between theory and practice (most of the groups had a different opinion):

    - 60% theory and 40% practice
    - 50% theory and 50% practice
    - 30% theory and 70% practice
- They agreed that this division depends on the course that is given. Mathematics will ask for more theory and welding for more practice.
- When attending a flipped classroom they expect to have more practice than theory in class. Some said 10% theory-90% practice, others 30% theory-70% practice. They did however agree that some theory should be given in a flipped classroom (and so not everything at home).

Focus Group 2 Profile information

Number of participants: 15
Age range of participants: between 18 and 35
Gender demographic of group: 6 females - 9 males
Subject(s) being studied: Dutch
Previous experience of using technology either for learning or otherwise: see below

Summary of focus group feedback and conclusions

Definition of flipped classroom

- Noone had heard of the term 'flipped classroom' before
- Two students had experienced some flipped learning techniques in Dutch as a second language classes: watching the news and answering questions about it

Role of the teacher

- A good teacher…
    - Is someone who can give a well-structured explanation
    - Is someone who can give clear and simple information and instructions
    - Is someone who can create a good class atmosphere
    - Has to be concerned about his/her students: gives them time and attention
    - Is someone who is patient
    - Is someone who let the students work actively and who does not spend all of the class time talking
    - Is someone who is enthusiastic
- A bad teacher…
    - Is someone who gives too little/bad explanation
    - Is someone who doesn't articulate well
    - Is someone who is not interested in his/her students or who does not pay attention to students having difficulties with the learning content
    - Is someone who does not respect his/her students
    - Is someone with not enough patience to explain things over and over
    - Is someone who has no passion for teaching
- A teacher using flipped classroom techniques should be able to…
    - Offer support when something is not clear
    - Offer the right exercises and theory (should be not too difficult and not too easy)
    - Repeat the theory again in class when this is not clear to the students, should really support them

Advantages/disadvantages of flipped classroom

- Advantages
    - You can see and/or study the information in your own time and rhythm

    - You can spend more time studying and answering questions
    - You know something in advance about an upcoming topic
    - You're not distracted by others
    - The teacher can make faster progress through topics, because you know the theory already
    - Difficult or new words are already known
- Disadvantages
    - You can spend too much time going through the information
    - You can't ask direct questions at the time you are studying new content
    - If you go through the information right away after class, then you might forget it before the new lesson; so in fact you need to plan it in, the evening/day before
    - The information was not easy found on Moodle (students were not motivated too search hard)

- **Is flipped classroom useful for every type of student?**
  Five of the 19 students found it interesting because they could do it in their own time, they had time to search for more information, they felt better prepared, the lesson was more clear and easier to understand; Flipped classroom is not so interesting for people working, with a family and kids; some people need assistance to understand the information; sometimes the combination with other work for school is too hard.
- **How can we take away the barriers to flipping the classroom?**
  Some felt that a short video is better than being given text to read; but some students suggested combining both video and text together with a scheme.

Digital knowledge of the students

Most of the students have access to the Internet at home but not all of them (2 didn't). They go to the library or open learning Centre to using technology.

- They use the following technology for school:
    - Smartphone
    - Computer
- They use the following websites/apps for school:
    - Moodle
    - ELO
    - Wikipedia
    - Google translate
    - Online Dictionaries
    - Technet
    - Youtube for tutorials

- A good educational movie should:
    - Be slow speaking

    - Give the right and correct information
    - Have structured information
    - Be strong visually and up to date

About class

- When going to class, the students expect the following division between theory and practice (most of the groups had a different opinion):
    - 50% theory and 50% practice
    - 30% theory and 70% practice
- They agreed that this division depends on the course that is given. Mathematics will ask for more theory and support.
- When attending a flipped classroom they expect to have more practice than theory in class. Some said 25% theory-75% practice, others stayed with the 50% theory-50% practice. They were not fond of the idea that they had to do some work in advance; they held the view that the teacher should give theory and exercises. They did not see the advantage of flipping.

Luksia – Finland

Focus Group Profile information
Number of participants: 8
Age range of participants: 20-45 years
Gender demographic of group: 5 female, 3 male
Subject(s) being studied: Finnish as a second language, culture and working life skills (integration training)
Previous experience of using technology either for learning otherwise:
Experience in range 1-5, 1= hardly any, 2 = little, 3 = some, 4 = good amount, 5 = expert level
M15
F14
F24
F34
F4 4
M2 4
M33,5
F51
Average experience is 3,69.

Summary of focus group feedback and conclusions

Have you heard of flipped learning before? What do you think it means?

Nobody in the focus group of learners had heard of flipped learning before.
When asked, 'What did they think it means?' learners thought it might mean flipping the language in teaching or teacher flipping the teaching, if she finds it is too difficult for some students. Also one learner thought it could mean fast learning. After question 1 and 2 the group facilitator introduced the idea of flipped learning to the learners. During the introduction one learner realised that she had been encountered flipped learning-style teaching in her nursing classes.

Do you think it is a way of learning that you would be interested in trying? Why/Why not?
All of the participants were interested in trying flipped learning. They thought it is an interactive way to learn. One learner thought it could be interesting at the beginning, but later some students could lose interest, if it was not working for them. Another learner said it could speed up their learning. Another learner though it would it make everyone active, because the responsibility of learning is shifted to the students. Another learner added that seeing others working actively in class motivates others to learn too. Challenges could be the individual lack of motivation.

What technology do you use at home at the moment?
All of the learners have access to smartphones at home.7/8 learners have access to a computer at home.

Do you ever watch online videos to learn new things?
All of the learners use online videos to learn new things at home. (For example cooking and doing exercises.) Some say they watch YouTube videos a lot.

What would make a video appealing to you*?*
An appealing video has following features: Instructions are spoken slowly and the videos follow a logical order.

How do you like to learn to do things in other areas of life (where there is no teacher)? Think of past learning successes and how they were achieved.
By reading, by watching, from friends' examples, by taking notes, by communicating, learning Finnish by talking.

What is a teacher's role?
The teacher should be in the background whilst the students are more active. The teacher has very big role in checking that students have learned the topic correctly, so that incorrect information doesn't circulate. It makes the teacher's role more important since the teacher has to find ways to motivate learners to study at home.

Do you think the flipped learning approach might allow more time in class to practise what you are learning using exercise, discussions, group work etc.?
Yes provided all the students watch the video at home, so no time is wasted in class on that. All learners need to be committed to study at home.

What other advantages could you see to flipped learning?
Less stressful for learners. Many participants think that learners will speak more with each other, gain more knowledge and experience, take a more active and responsible role, learners can ask some interesting questions.

What barriers are there at the moment to you potentially taking part in flipped learning?

Managing the students who speak out a lot in class. Some students don't take responsibility for learning. Learners will find flipped learning challenging if they lack motivation.

How/What would you need to overcome these barriers?
Trusting each other is important. Be friendly to each other. Don't laugh at people when they are wrong. Be self-disciplined.

Any other relevant information:
How many years of study experience?
M112
F111
F212
F314
F4 10
M2 12
M311
F510
Average experience 11.5 years.

Learners who attended the discussion studied on a 'slow-track' pathway which is intended for learners who have few previous study skills or other obstacles to learning, such as factors affecting their circumstances, and whose reading and writing skills in the Roman alphabet are at a satisfactory level or lacking practice.

KWETB - Ireland

Focus Group Profile Information:
Number of participants: 11
Age range of participants: 20-60
Gender demographic of group: 3 female, 8 male
Subjects being studied (a range amongst the group): Teamworking and IT Skills (6), English as a Second Language (2), Numeracy and Literacy (3)
Previous experience of using technology either for learning or otherwise: Range of levels of confidence in the group. Some students use phones and PCs, laptops for personal use as well as in class. Other students have developed their IT skills in class but lack confidence in their ability to use the technology independently

Summary of focus group feedback and conclusions

Prior Knowledge/Experience
Some of the students were at the Centre when we took part in the previous IDEAL project and could see how that impacted on our use of technology in the centre so they were interested in finding out about the new project.
Only one student had heard of the concept of flipped learning as it was being introduced in their child's school when they lived in Russia. Although none of the other students had heard of the term flipped learning, through a process of deduction some worked out what it meant.
Some of the students realised that although they hadn't heard the term before, they have already been engaging in flipped learning in their class so we were able to discuss how that approach is working for them. The response was overwhelmingly positive.

Advantages
The main advantage mentioned by those who are already using it is that they can go through the notes/videos at their own pace and read/listen as often as they need. One student mentioned being able to make his own notes. Students who miss a class can catch up with the material.
Some students not already using it felt flipped learning would make learning a more active process and give more time for discussion in class. One language learner made the point that she feels when she is discussing and explaining something with other students she understands and remembers it more.

Disadvantages/Barriers to Flipping/How to Overcome
For those currently using flipped learning, the barriers mentioned were

- ability to access the work
- remembering or finding the time to do the work during the week.

It's important to find ways of addressing these barriers – flipped learning won't succeed if it results in some students feeling excluded.
Ideas suggested were that

- students put the Edmodo app on their phone/tablet so there are no logging in issues
- All flipped materials on Edmodo (videos, quizzes etc) can be viewed and worked on via a phone – no downloading required
- The tutor puts work on Edmodo on the same day every week so that students get into the habit of checking their Edmodo account every week. This is useful for students who are not in full time courses and often 'switch off' when they are not in the Centre.

It emerged from the conversation that the success of flipped learning as an approach doesn't just depend on good quality materials being uploaded; it also requires good communication between tutor and learners and a problem-solving approach to the issues that arise.

Those who are not yet using it in their classes - would they like to try it?
How do they like to learn new things?

The remaining students not yet engaging in flipped learning were very willing to trial it in their classes as they thought it would give them more opportunities to improve their skills, to progress more quickly and to learn more at home. This is important to them as their current classes are part-time and class time is limited.
Some students were nervous about accessing the material at home eg logging in to Edmodo and accessing the videos. They would like plenty of practice at this beforehand so they feel confident at home.
When learning in other areas of life some of the students prefer to watch others or experiment themselves to try things out.
Some students already use 'how to' videos to access information in everyday life. For example, one student used online videos to solve a problem with his home computer and another to complete a complicated needlework project. This is because they felt that sometimes it is easier to watch someone doing or explaining something than to read about it.
They identified the qualities of a good instructional video as one with good, clear images and which is short and to the point.

Some students felt that in general a teacher's role should be to facilitate learning and both students and teacher should have a say in how that learning takes place.

FMD - Italy

Focus Group Profile information:

Number of participants: 17
Age range of participants: 16 - 40
Gender demographic of group: Mixed
Subjects being studied: A range of subjects

Summary of focus group feedback and conclusions

Had you heard of flipped learning before today?
No, never.

What do you think it means?

- It must be a new method of learning
- It has to do with computers
- It is a way of learning in an open environment
- It implies a change in the subjects studied; it enables your development
- A method of learning faster
- Maybe it's something that you can study outdoors

Do you think it is a way of learning that you would be interested in trying?
Yes.

Why/Why not?

- Don't know;
- Maybe it facilitates learning
- Yes, because I want to learn quickly
- Yes, because students are more involved in what they learn

What technology do you use at home at the moment?

- Mobile phone
- TV
- Xbox
- Washing machine
- Tablet
- Internet
- Computer

Do you ever watch online videos to learn new things? Do you find it a useful way to learn?

- Yes, sometimes
- I watch YouTube videos
- I watch videos that teach how to make something out of nothing or fix some stuff in a simple way – eg how to fix satellite TV, washing machine etc
- I use it to learn Italian grammar rules.

What would make a video appealing to you?

Interesting Information, good speakers, real stories, examples, songs and music, pictures. It should be short, explanatory, containing all the important information and be well presented.

How do you like to learn to do things in other areas of life (where there is no teacher) eg watch others, experiment yourself, read a manual? Think of past learning successes and how they were achieved.

- From others: family members, friends
- Through Internet tutorials
- Experiment myself (eg gardening)
- Watching other people doing what I want to learn, then experimenting myself
- Asking for advice
- Watching other people doing it (eg gardening, cooking)

What is a teacher's role?

- To give useful information
- To enlighten students
- To educate
- To give knowledge

A teacher should set a good example, like parents – they should teach moral values and how to live in society with others.

What characteristics should a teacher have?

- Educated (have a university degree)
- Good at explaining
- Professional
- Confident
- Kind
- Quiet
- A good leader
- Teach discipline (to enable students to become better people)
- Know pedagogy
- Be neither too lax nor too strict with students
- Be sensitive; try to understand if a student has a problem
- Have a passion for teaching

Do you feel there is enough time at present in class to practise what you are learning using exercises, discussions, group work etc?
No, in most cases. In tech and science classes we have the chance to practise what we've learned.

Do you think the flipped learning approach might allow more time?
Yes, it would perhaps give students more time to reflect and study.

What other advantages could you see to flipped learning?

- Learn new technologies
- Learn how to use computers
- Study in groups and learn at home
- Enhance information in student's heads
- Involvement in a group work.

What barriers are there at the moment to you potentially taking part in flipped learning?

- When students are working alone they might find information they can't manage or understand
- Students might become lazy;
- Might not be enough time to learn at home or be able to access/use technology at home
- Not a useful method for learning languages (for learning languages you need face-to-face practice)
- You don't understand what you learn at home because the teacher did not explain it
- Problems with the language

How/What would you need to overcome these barriers?

- Improve technology skills
- You need more time and better devices.

ROCWB – Netherlands

Focus Group Profile information
Number of participants: 16
Age range of participants: 18 - 54
Gender demographic of group: 6 male – 10 female
Subject(s) being studied: DSL (Dutch as a Second Language) levels A1 – A2

Summary of focus group feedback and conclusions

This group had no previous experience of Flipped teaching but think it is a very good idea if it creates more space/time for more active lessons in the actual classes. The students would like more interaction with each other and the teacher in their lessons. When they are at home, there is little on offer in the Dutch language. They feel it is a pity that students are quietly working on grammar exercises and theory in class because they could be doing this at home instead with books or a computer programme. In addition they would like more tailor-made feedback to prepare them for their exams. Students often have laptops, tablets and mobile phones at home which they cannot always use as their children need them for their homework and they feel that takes priority.

Students often watch videos at home to learn new cooking recipes, repair things, look up minor illness symptoms, etc. They also work together with their children doing their homework on the computer and they find these programmes very educational. This joint learning is considered very helpful and positive. Students also watch the news online and practise exams/grammar through existing programmes on the internet.

They think a good teacher is someone who can explain well, who is kind, expressive and funny, patient, has the appropriate knowledge of the topics AND of the students.

Learning by experimentation - trying things out themselves - and watching other people are methods that students often use to learn to do something new in their lives.

The issues involving the use of digital technology mostly have to do with time. At home the women often have to take care of the household first before they can start working on school things. They would prefer to come to school more often because they find peace and quiet to study there. Laptops, tablets etc are often being used by others in the household meaning they have to wait their turn to access the technology. Learning late at night is not nice. Some students need support dealing with digital tools. There can also be technical problems which are not easy to solve.

Students suggested that perhaps school should have a loan scheme for laptops/tablets which they can use at home.

AZ LUV – Slovenia

Focus Group Profile information:
Number of participants: 13 (5 group 1, 8 group 2)
Age range of participants: 39 – 58 (average 48)
Gender demographic of group: 6 males, 7 females
Subject(s) being studied: Italian as foreign language level 2; English as foreign language – beginners
Previous experience of using technology either for learning or otherwise:
3 have experience learning with flipped learning method
4 have experience learning using technology but not flipped method
3 familiar with implementing technology in learning but not independent users
3 no experience

Summary of focus group feedback and conclusions
Had you heard of flipped learning before today? What do you think it means?
3 had participated in a course taught using flipped learning in the previous year, another 3 heard of it, the rest were not familiar with the term.
3 described the method as it was implemented, focusing on independent learning and practising in a group. They emphasized the use of video. The 3 that had heard of it said it means learning on their own and no homework.
Do you think it is a way of learning that you would be interested in trying? Why/Why not?
All but 3 would be willing to try and test it. They are interested in trying something new. 2 are having hard time attending the course and feel it would help them to catch up. 2 mentioned it would enable their spouses to learn with them.
Of the 3 who were not interested, 1 uses a computer for work and wishes to avoid using it after work, 2 have no experience of using technology for learning and feel this would mean extra burden for them.

What technology do you use at home at the moment?
All use (smart)phones, all but 2 use computers. 2 have smartphones but use them for calls/SMS only. 5 have smart TV and watch YouTube on TV.

Do you ever watch online videos to learn new things eg how to fix satellite TV, washing machine etc? Do you find it a useful way to learn?
8 mostly refer to an instruction manual when they need technical assistance. 5 sometimes check YouTube for videos and ideas. Quite a few watch cooking videos, some check 'how it's done' videos. They mostly find things by coincidence or friends share them; they don't search for specific topic. Family members help too. They said it's quite addictive.

What would make a video appealing to you?
To be in Slovenian language, many videos are in English. Most videos are done by experts so they can't relate to them. It's difficult to search for the right video as there are so many and it's confusing.
.
What is a teacher's role? What characteristics should a teacher have?

They should explain the content and teach their students. They should refer to real life situations and use a practical approach. Teacher should inspire and push students to learn more (some disagreed).
Teachers should offer many ways to learn so students have a choice from as individuals in a group are all very different.
A teacher should know how to balance and adjust the learning content to the individual group
A teacher should have an understanding of real life situations (some students works shifts, some have sick children, some have no experience with IT, one student may learn a new concept faster than another).
A teacher should be available via email and provide support when they can't attend classes.
The teacher should make their own videos as this makes it more personal. (This was an answer from those who participated in classes using the flipped method last year).

Do you feel there is enough time at present in class to practise what you are learning using exercises, discussions, group work etc?
Never enough as they need more time due to their age (8).
There is enough time but they need to repeat work at home or review it next time in class in order to remember it.(4).
There is enough time at present.1
They don't want to do more homework.

Do you think the flipped learning approach might allow more time?
3 of the students with previous experience of learning using flipped techniques last year said yes. Others agreed.

What other advantages could you see to flipped learning?
3 of the students who had used this method said they were able to replay the videos more often and remember the content. They were able to follow the course even if they missed classes. They felt more engaged in the learning.
They liked quizzes, they liked participating in the forum/chat. They felt more connected to the group and shared their experiences which motivated them to learn more and enjoy classes.
More tailor-made content could be introduced in class after first familiarization with the topic– with easier content for some and more advanced for others. More room for an individualised approach.

What barriers are there at the moment to you potentially taking part in flipped learning?
3 have no experience with IT in education so they feel this would be a problem. Some had used Moodle before and didn't like it. Most however would be happy to try something new. But they felt the teacher would need to take into account their level of IT so as not to put extra burden on them.
How/What would you need to overcome these barriers?

Support from teachers and understanding that it might take some time to get used to.
Support from the organisation to provide access if needed.

Any other relevant information

Both groups attend language courses, one group at a beginner level and the other at level 2.

3 participants attended last year's pilot course where the flipped method was used. They were positive about the method and would like to use it again.

Courses are intended for those over 45, so average age is 48. Most courses at LUV at the moment focus on this age group as this is funded and supported by the government (Ministry of Education).

Most participants are employed and attend courses after work – only 2 are unemployed.

3 participants (older ones) have what they call "zero IT knowledge".

Courses were chosen as those would be the ones that flipped method could be tested in (the same type if not exact same group).

Suggested Questions to Guide Focus Groups

Adult Educators

- Had you heard of the term 'Flipped Learning' before today?
- If yes, what do you understand by the term 'Flipped Learning'?
- Have you implemented it or any elements of it in your teaching?
- If yes, why did you introduce it and how do you use it?
- If not, why not and are you interested in using it?
- Has it/Do you think it would change your way of teaching?
- Why Flip? – What are the pros?
- Impact on learners?
- What are the cons? Barriers to flipping in an adult basic skills context?
- Ideas of how to Flip?
- Share any examples you have of good practice in teaching and learning in a flipped classroom
- How do you feel about introducing new methodologies in learning generally (not specifically flipped learning)?

Learners

- Had you heard of flipped learning before today?
- What do you think it means?
- Do you think it is a way of learning that you would be interested in trying? Why/Why not?
- What technology do you use at home at the moment?
- Do you ever watch online videos to learn new things? – eg how to fix satellite TV, washing machine etc Do you find it a useful way to learn?
- What would make a video appealing to you?
- How do you like to learn to do things in other areas of life (where there is no teacher)? eg watch others, experiment yourself, read a manual. Think of past learning successes and how they were achieved.
- What is a teacher's role? What characteristics should a teacher have?
- Do you feel there is enough time at present in class to practise what you are learning using exercises, discussions, group work etc?
- Do you think the flipped learning approach might allow more time?
- What other advantages could you see to flipped learning?
- What barriers are there at the moment to you potentially taking part in flipped learning?
- How/What would you need to overcome these barriers?

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