



Erasmus+ KA2

Project: IN.TE.M.I.S

Innovative TEaching Method for an Inclusive School

No. 2016-1-IT01- KA202-005354

*Valorisation of the IN.TE.M.I.S. project: delivery
of courses on 'Flipped Method' to
VET teachers in Italy*

Valorisation of the IN.TE.M.I.S. Project

In the framework of the activities of Essenia UETP in the project IN.TE.M.IS., there was the responsibility to carry out a research aimed at identifying the training needs of Italian VET teachers on innovative education and their knowledge of the Flipped Classroom method.¹

The results of the survey showed that they wish to improve their teaching methods, are interested in fostering their abilities the use of ICTs and in updating their knowledge and skills regarding innovative teaching methods, including Flipped Classroom methodology.

Essenia UETP decided to address these needs, by the provision of a specific training course recognized by the Italian Ministry of Education (MIUR) on Flipped Classroom method, designed on the basis of the knowledge and competences acquired by its trainers thanks to the participation in the project 'IN.TE.M.IS.'

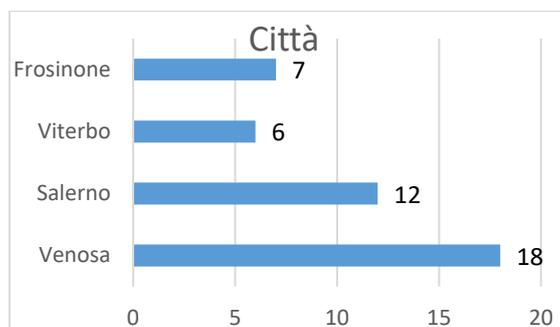
The blended course, free of charge, was addressed to teachers of VET schools from 3 different Italian Regions: Campania, Basilicata and Lazio during the first half of 2017 and it lasted 20 hours.

At the end of the training, it was administered an online anonymous questionnaire to the teachers in order to have a definition of their personal and professional profile, to have their feedback on the course, and to measure the impact of the experience on them.

¹ The 'Comparative Research on innovative teaching and training needs of VET teachers and students in Italy', is available in Italian and in English on the website: <https://www.intemis-project.eu/results> as a OER (Open Educational Resource).

The results of the survey

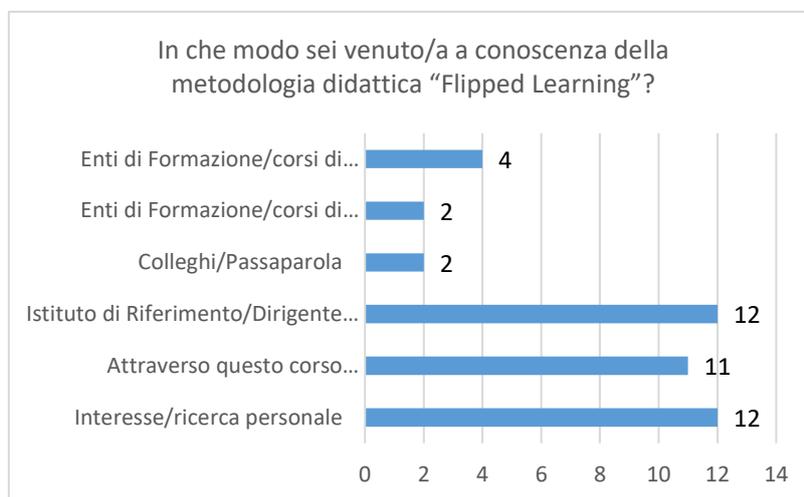
The 43 teachers come from four different Italian towns: Frosinone: 7 people (16,27 %) Viterbo: 6 people (13,95%) Salerno: 12 people (27,90%) Venosa: 18 people (41,86%)



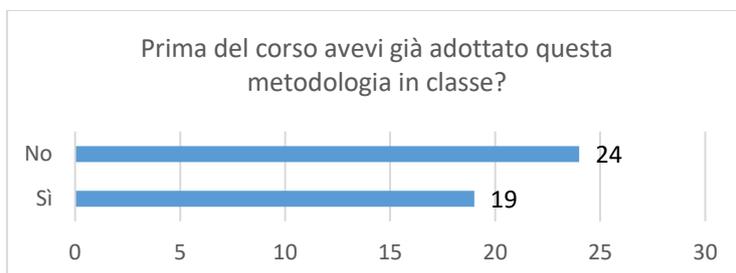
The majority of the respondents got to know the flipped classroom methodology because of their personal interest/ research (27,90%), through the Institute they work for or their headmaster (27,90%)

and thanks to the participation in the course accredited by Italian Education Ministry and delivered by Essenia UETP 25,58%.

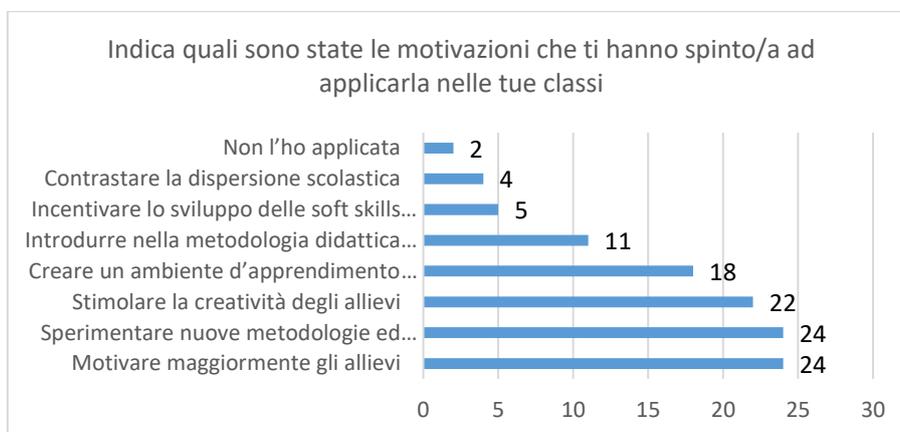
The 9,4% of the interviewed familiarized with flipped classroom method through VET centres and free training courses, the 4,65% through paid courses, the 4,65% through colleagues.



Before attending the course, the 44,18% of the teachers hadn't adopted the flipped classroom methodology.



Among the 24 people that had already applied the methodology in their classroom, they declare to have implemented it for the following reasons:



- 55,81% Experiment new methodologies and innovate teaching methods
- 55,81% Motivate more the learners
- 51,16 % learners' creativity
- 41,86% Create a more inclusive learning environment
- 25,58% Introduce ICT tools into the teaching methodology
- 11,62% Encourage the development of students' soft skills
- 9,30% Contrast school dropout

Instead, among the teachers that already knew the methodology before the course provided by Essenia Uetp, but had never applied it, they state that the reasons that have hindered them in applying the method were:

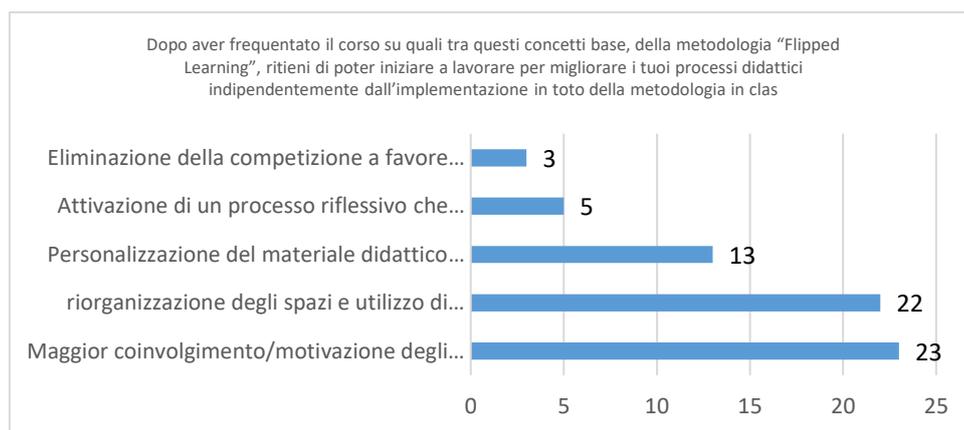
- 37,20% Level of knowledge of the new teaching methodology inadequate
- 27,90% Absence of an 'expert' reference figure to turn to for advice and support
- 16,27% Didn't know the methodology before the course
- 11,62% Level of autonomy to implement the new method not appropriate
- 9,30% Insufficient knowledge of ICT tools
- 4,3% Reticence by the Institute / colleagues / students / families
- 4,65% Few time to prepare the lessons
- 2,32% Rigidity of the school normative system



At the question: “After attending the course on which of these basic concepts of the "Flipped Learning" methodology, do you think you can start working to improve your teaching processes independently of the full implementation of the methodology in the classroom?” they answered:

- 53,48% Greater involvement / motivation of students and staff through more direct communication
- 51,16% Reorganization of spaces and use of creative teaching material
- 30,23% Customization of the didactic material adapted to the needs of the individual /group/class through the use of tools made available by ICTs

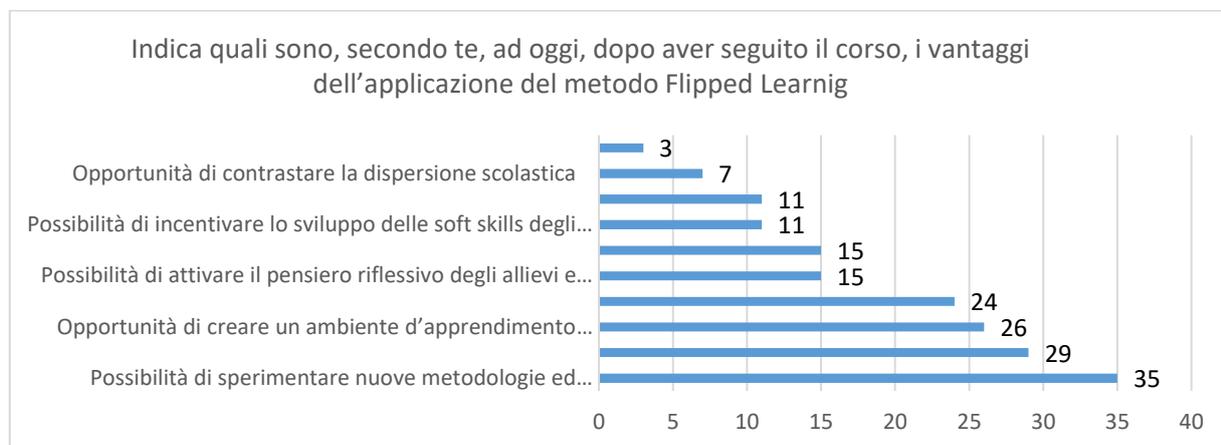
- 11,62% Attivazione di un processo riflessivo che stimola l'allievo e il docente al potenziamento delle proprie soft skills/ Activation of a reflective process that stimulates the student and the teacher to strengthen their soft skills
- 4,97% Elimination of competition in favor of collaboration and improvement of learners' performance through the continuous evaluation process (continuous feedback to students trying to eliminate marks as judgment)



After having attended the course, the teachers identified the following advantages of applying the Flipped Learning method:

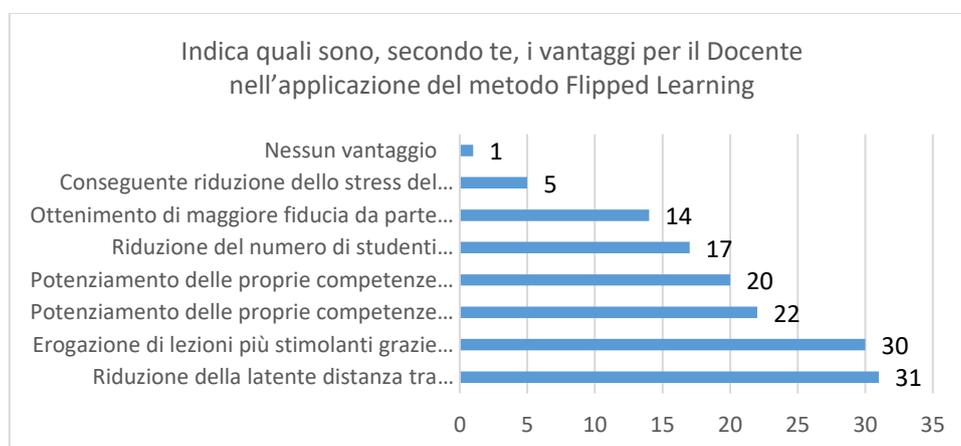
- 81,39% Possibility to experiment new methodologies and to innovate the teaching methods
- 67,44% Opportunity to motivate more the learners
- 60,46% Opportunity to create a more inclusive learning environment
- 55,81% Opportunity to stimulate learners' creativity
- 34,88% Possibility to activate the reflective thinking of students and teachers
- 34,88% Opportunity to reduce the sense of unease / fear of the students
- 25,58% Possibility of encouraging the development of the soft skills of the students

- 25,58% Opportunity to introduce ICT tools in the teaching methodology
- 6,97% My opinion didn't change
- 16,27% Opportunity to combat early school leaving



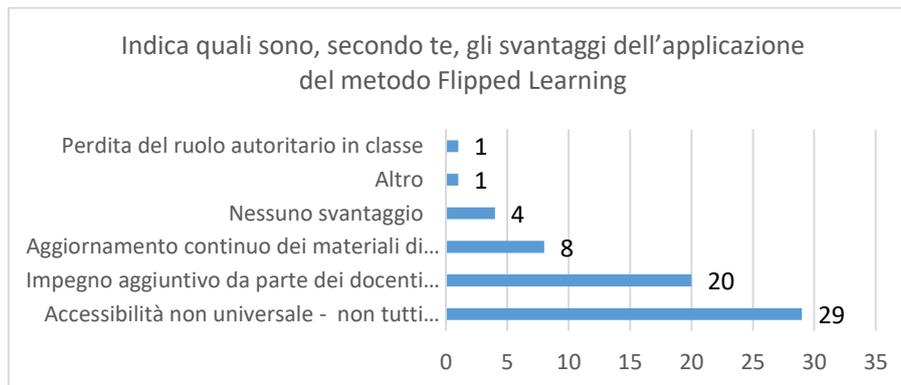
When asked about the advantages for the teacher in applying the Flipped Learning method, the answers of the attendees were as follows:

- 72,09% Reduction of the latent distance between the teacher and the student (the teacher takes on a role of facilitator of knowledge stripping off the authoritarian garments)
- 69,76% Provision of more stimulating lessons thanks to the active involvement of the students
- 51,16% Potenziamento delle proprie competenze professionali/ Strengthening of their professional skills
- 46,51% Strengthening of their transversal skills
- 32,55% Reduction in the number of students unprepared to interrogations thanks to the continuous request for feedback from the teacher through continuous assessment
- 11,62% Reduction of stress and frustration of the teacher
- 2,32% No advantages



Regarding the disadvantages for the teacher in the application of the Flipped Learning method, the respondents identified the following weak points:

- 67,44% Non-universal accessibility - Not all students can access online home instructions
- 46,51% Additional commitment from teachers for the creation and preparation of online lessons
- 18,60% Continuous updating of study materials to adapt them to the needs of the group-class
- 9,30% No disadvantages
- 2,32% Perdita del ruolo autoritario in classe/Loss of the authoritarian role in the classroom
- 2,32% Altro/Other



The questionnaire then focused on the context from which the teachers attending the course come from, in order to identify the factors that can constitute an obstacle to the application of the Flipped Learning methodology. The answers were as follows and represented in the graphic

- 62,79% Inadequacy of school facilities and IT equipment
- 23,25% Lack of time
- 16,27% Limited knowledge of the methodology
- 13,95% Fear of not being able to implement the methodology and not achieve the desired results
- 13,95% Rigidity of the bureaucratic procedures required by the Italian school system
- 11,62% No obstacles
- 9,30% Receptivity of the class group
- 9,30% Reticence by the Institute / colleagues / students / families
- 6,97% Rigidity of the Italian school system from a regulation point of view
- 4,65% Limited knowledge of the pedagogical setting

- 4,65% Fear of changing the educational setting
- 2,32% Subject taught
- 2,32% Other

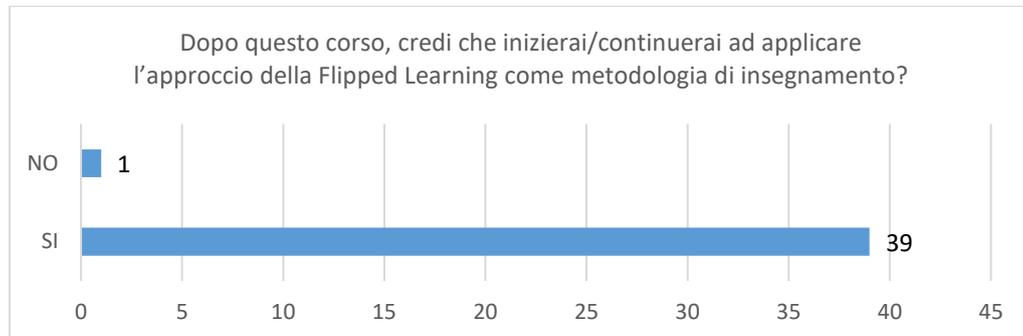


As for the impact of the training course, the answers highlighted that attending the course on Flipped Classroom was positive for the teachers. The percentages of the option chosen are reported below:

- 81,39% Stimulated you to consider new perspectives on education and teaching
- 41,86% Gave you the opportunity to re-evaluate your teaching methods from another point of view
- 41,86% Stimulated you to work with more enthusiasm
- 32,5% Encouraged you to think about the role of the teacher



From the questionnaire, it emerges also that on 40 respondents, 39 of them after having attended the course on Flipped classroom will start or continue applying the Flipped Learning approach.



Conclusions

The implementation of the IN.TE.M.I.S. project and the carrying out of the aforementioned Research was an important occasion to get in touch with them and understand their training needs.

Thanks to the participation in the project and the exchange of good practices coming from the European partners expert in Flipped Learning Methodology, Essenia's trainers acquired knowledge and competence on this innovative approach and have started spreading it in the Italian context.

This happened through the provision of a free, blendedcourse accredited by the Italian Ministry of Education that, as shown by the results illustrated, was appreciated by the VET teachers that demonstrate their interest towards the training participating actively and even starting implementing some elements of the Flipped Classroom method in their teaching.

Pictures

