

APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

Derby College
Flip Learning for DCG Apprentices

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Department
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Presentation summary

Derby College Group Project

This project will test a flipped learning model for off the job training using a range of digital tools, such as H5P tools available in Moodle and Nearpod, to promote independent study skills and enable face to face sessions to focus on higher order thinking skills, such as problem-solving, critical and creative thinking skills and collaborative projects, rather than focusing on knowledge acquisition

What is Flipped Learning?

Themes to understand Flip Learning:

Bergman and Sams (2014)

“Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is completed in class”

- **High Expectations – promoting competent apprentices and higher order thinking.**

Flipped Learning Network (2014)

| Flexible Environment | Learning Culture | Intentional Content | Professional Educator |
|--|--|--|---|
| Students choose when and where they learn; teachers are flexible in their expectations of pace of learning and in assessment of learning | In class-time is dedicated to creating rich learning opportunities; students move from the product of teaching to the centre of learning | Teachers reflect on, and plan, how learners can develop conceptual understanding | Teachers continually observe their students, provide personalised and meaningful feedback and formatively assess learning during class-time |

Why Flipped Learning?



To encourage positive habits within the learning environment which should transfer over into the employability skills



Apprentices working independently on tasks to gather information to bring to discussion for higher order thinking development



Providing for future learning and higher-level learning



Develops listening and speaking skills which can be taken into employment



Developing digital skills for the future



Improving employability skills of working in isolation and then bringing in to work together for solutions or discussions.



Role of Teacher, Trainer, Assessor (TTA)



Being a guide to make learning easy – Johnson & Renner 2012



One to One Interaction – Cohen and Brugar 2013



Individualising Learning – Schmidt and Ralph 2014



Using technological equipment that is suitable and developing digital skills for future employment– Fulton 2012



Providing feedback using pedagogical strategies – Nolan and Washington 2013.



What is a Flipped Learning Classroom?

Bergmann & Sams (2012)
explained traditional
flipped classroom model
as “what is done at school
done at home”

What could a Flipped Learning
Environment look like with
your apprentices?

- Independent learning task created by TTA to provide knowledge acquisition
- Application in workplace (role of employer at the job)
- OTJ – Higher order thinking skills and development of employability skills for future problem solving. Creative/critical thinking, analysis and evaluation within the learning environment

Apprentice is set task or research on activity within OneDrive/Nearpod/Alternative method.



Apprentice has to complete task/research before next review/OTJ session or interaction with TTA.



TTA at review/OTJ has tasks related to higher order thinking.



Discussion and interactions at higher order thinking level



If tasks are not completed, App has to complete before they can be involved



- From discussions and interactions at review/OTJ a learning and development plan is created for the next step of learning
- Process repeated for next step

Role of TTA during and after each session

Review

Review work submitted by apprentice



Correct

Correct misconceptions through discussion/future work



Provide

Provide feedback on what has been produced and progressed



Provide

Provide learning and development plan to apprentice/employer on gaps in learning



Digital Applications

Nearpod

Padlet

Moodle – H5P

Any that are already being used

Links to OneFile

Role of an apprentice



Taking

Taking on their own learning responsibilities (Bergmann & Sams, 2012),



Watching

Watching lecture videos before the course and preparing for the course by using learning materials (Milman, 2012)



Learning

Learning at their own learning speed (2012)



Making

Making necessary interactions with their teacher and friends, taking and giving feedback (Tucker, 2012).



Participating

Participating in discussions within class (Overmyer, 2012).



Participating

Participating in team working (Formica, Easley, & Spraker, 2010).



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Thank you
Any Questions?

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