

APPRENTICESHIP WORKFORCE DEVELOPMENT – INTIAL SURVEY RESPONSES (STAFF)

Flipped Learning in Apprenticeship Delivery

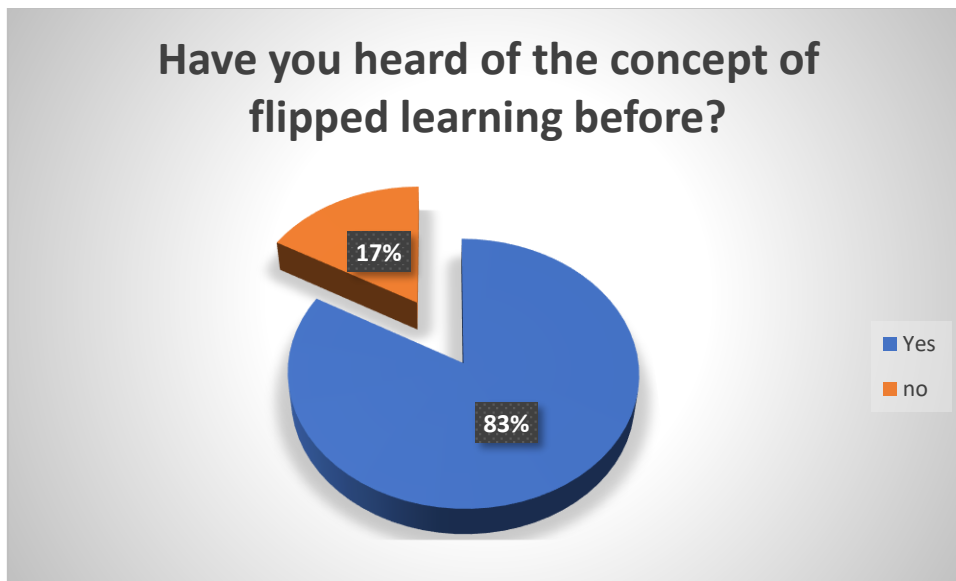
Derby College

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CREATED BY



Initial Survey Results



" Yes, in my understanding it is putting the responsibility of researching and finding out on the learner and them bringing their findings back to the assessor or teacher to then discuss. Lead by the learner rather than assessor."

"To empower the learner to take control of their own learning and development and take the lead. "

"I've heard of it or something similar a couple of times. My understanding of it is that you get the learner to find out and understand concepts by providing clues and direction for them to search in, so they gather the information and knowledge themselves as opposed to being an empty vessel that the tutor pours info into."

- 1) What are your initial thoughts or impressions about incorporating flipped learning into your teaching approach?

It should be used in every course to encourage students to take more responsibility for their own learning.

I think it will work very well with the apprentices, as the time spent in college with the tutor will then be much more beneficial for the learners, by expanding on their knowledge and understanding already learnt.

I would really like to learn more about it and to incorporate it into teaching sessions

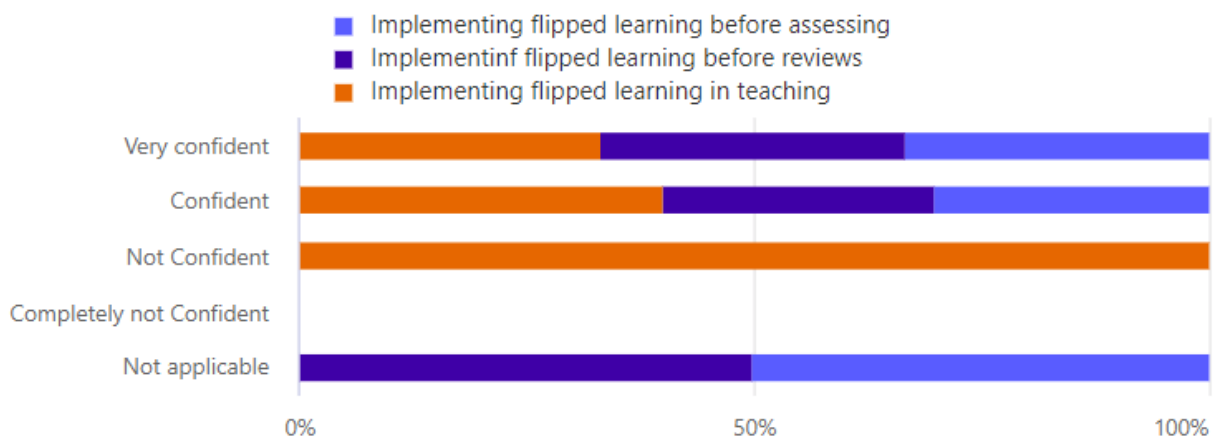
In my experience a combination of teaching and learning strategies tailored to suit the target audience has the best outcome as opposed to a single-track style/method.

Already do as part of the apprenticeship.
Apprentices have regular reviews (8, 10-to-12-week intervals) and have to complete weekly journal entries demonstrating learning to support the KSBs.

During reviews, assessments are planned together, and it is then up to the apprentice to complete the tasks that are set.
 During reviews, SMART targets are discussed and usually incorporate self-development, such as using websites and YouTube.

I have used it without realizing prior. I feel it's a good method that we can incorporate into the team.

2) How confident do you feel about implementing flipped learning in your learning environment?



3) What factors contribute to your confidence or concerns?

Use of resources provided by awarding organisations (save the teacher time to create)
 Familiar with systems/platforms to use like Nearpod, Quizlet, etc.

I have already started to implement flipped learning by setting work prior to classroom sessions and reviews. Then expressing further knowledge and understanding of the topics in class. I have also tried to import NearPod sessions as a flipped learning style of teaching.

Would love to learn more about it and how to incorporate it into teaching as I hadn't used it before

You can't "flip" an assessment or a review. It would be like discussing a game of chess by interviewing the board instead of the players.

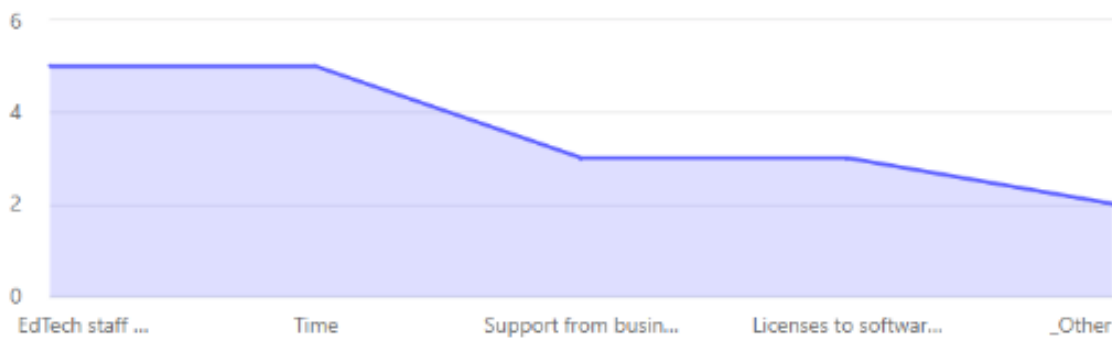
Already doing this. OneFile is a very useful tool to use in distance learning and putting the apprentice in charge of their progress and development.

The main concern is some apprentices are more proactive than others and the ones who are not always need pushing, which goes against the flipped learning theory.

We also have to demonstrate progress between each review and sometimes, we cannot just let work not be completed.

Concerns with learners that struggle to work on own initiative at times

- 4) What resources or support would you need to effectively integrate flipped learning into your teaching practice?
- Licenses to software support such as Padlet or Nearpod
 - EdTech staff on standby for CPD
 - Time
 - Support from businesses
- 5) How do you think flipped learning can benefit your apprentices? Are there any specific challenges or needs that you believe it could address?



Again, getting students to take more responsibility.
But also providing high quality resources to help them learn.

The apprentices will benefit from the time spent in college to express their further knowledge rather than wasting time on prior knowledge and topics they already have understanding on.

It will allow more time to complete activities in lesson time

Flipped learning goes hand in hand with the "taking ownership of your apprenticeship" directive that is being pushed/promoted with the new apprenticeship standards.

Hopefully, it will give them more confidence when in the workplace and are able to complete tasks without close supervision. Not only does this provide the apprentice with interchangeable life skills within the workplace but will help business become more efficient.

A fuller understanding as they have had to research for themselves and guide themselves through the learning process.

- 6) What steps do you think you would need to take to prepare and organise your instructional materials for flipped learning?

More practice using them and more time to plan/prepare.

Further support and CPD opportunities on a variety of software materials to use for learning resources.

More time to prepare and plan ahead

see question 5 answer

Already use OneFile.

I think more planning and material gathered for not just me but the team as well

- 7) How would you ensure that apprentices are accessing and engaging with the pre-created content outside of the classroom?

Just by contacting them and monitoring use/completion of tasks.

Upload all content on teams and OneFile. Good communications with the employer in between reviews to ensure they are also clear on the topics being learnt at that specific time. Message reminders.

Upload it onto the courses on one file to track students assessing.

In my experience any system is open to abuse, so you can't 'ensure' it, not really, You could inform their employer that they aren't engaging and hope they go down the disciplinary route to keep them in-line. Which they are unlikely to because they will be too busy or say that it's a college issue.

Apprentices use OneFile and can be monitored.

ensure they have access to all learning platforms and have been shown how to use the software to access the content

8) What strategies or activities would you incorporate into the in-person sessions to maximise student engagement and deepen their understanding?



9) What concerns or obstacles do you foresee in implementing flipped learning, and how would you address them?

Student motivation and other distractions they have preventing them from spending time on tasks.

Students not completing the work at home and getting behind on progress. Students being at different levels of knowledge making it confusing to teach.

Time with planning ahead

Already busy tutors won't have the time or energy to implement something they will see as just another management/college idea that will fade away like so many before. To address it you need to reduce teacher workload, but that isn't news or likely to happen is it?

As previously stated, some apprentices are not proactive and need constant pushing from both assessor and employer. This is sometimes due to age (16-year-olds are sometimes not mature enough to work independently and older apprentices may have other responsibilities, such as young families or caring for older relatives).

Therefore, flipped learning would have to be implemented correctly, ensuring that it is created on an individual basis to ensure its success.

Sometimes new apprentices struggle to go away and carry out their own research to a good level

10) Would you involve employers in the flipped learning process? If so, how would you communicate and collaborate with them?

Possibly. It depends on the task/assessment. In my subject they can definitely help with practical training.

Yes, ensure all learners and employers are aware of the units and work set.

Yes it will be a great way for them to keep involved with the student and could assess through OneFile

An email to employers explaining that occasionally "flipped learning" techniques are used will hopefully stop some employers from asking "why is my apprentice having to find this out for themselves?, what am I paying for etc etc".
So informing employers definitely, as for involving them, maybe not.

Employers are involved from day one of learning and most are more than happy to support the college in our delivery models.

Yes definitely as they can drive the learner as well as myself

11) How do you think flipped learning could impact your role as a teacher? What changes or adjustments do you anticipate in your instructional practices?

It should help learners to make progress and use resources effectively to help them learn and do their job to a higher standard.

Would benefit the time spent in the classroom and not going over basic knowledge and understanding. Students would have a better understanding of the basics of the units.

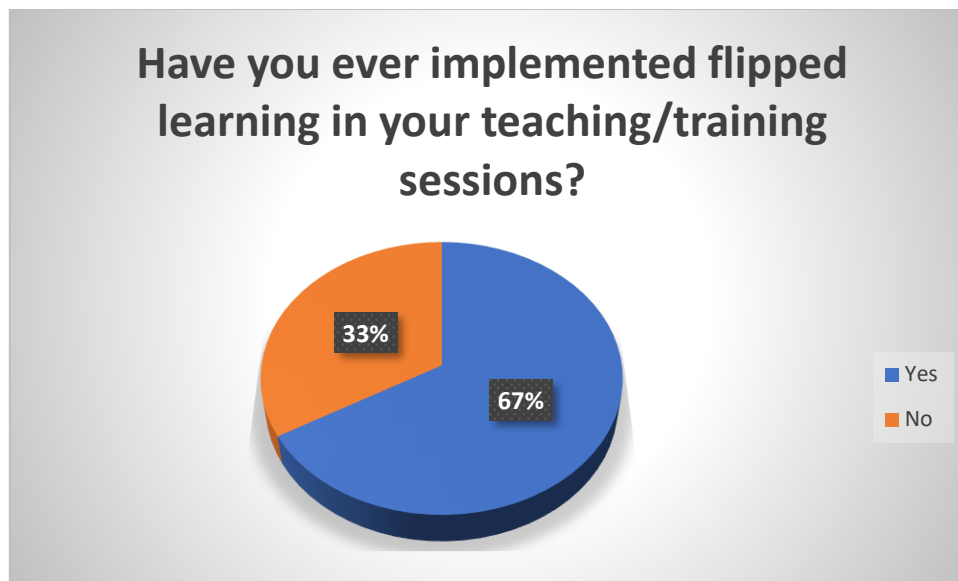
It will keep the students engaged and have knowledge prior to their lessons

It would make me aware of the latest sources/resources and in turn broaden my own knowledge and understanding rather than just handing out the same worksheet year on year.

As an assessor, I am already using flipped learning so that apprentices learn independent learning which can help them progress to the next level of apprenticeship.

N/A

12) Have you ever implemented flipped learning into your teaching/training sessions?



13) If yes, could you share your experience and any challenges you encountered?

Time to prepare and test. Students that lack motivation and don't do the work. Students that are too distracted with other things.

Module handbooks set prior to the classroom sessions.

As stated, some apprentices are not proactive and do not take full ownership of THEIR apprenticeship.

Learners original understanding of why the responsibility is with them and not the assessor

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