Co-funded by the European Union

Flip On
For Better Learning

A2 – Prepration of Sample Flipped Learning Lessons

EVALUATION REPORT

FLIP ON - Flipping the Classroom for Better Learning in Adult Education

2024-2-RO01-KA210-ADU-000286418

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

INTRODUCTION

Following the creation of the Guide within activity A1, sample lesson plans were prepared according to the FL method. In this way, concrete practices were made for educators on the use of FL skills.

Each partner institution prepared 3 sample lesson plans. A total of 9 sample lesson plans were created by the 3 partner institutions. Sample lesson plans were created by taking into account the most preferred branches in adult education. Lesson plans were prepared by expert trainers in the partner institutions participating in A1 studies.

TARGET GROUPS

Each partner institution was supposted to invite 7 participants (21 adult trainers in total) from their own institutions or other adult education institutions in its region. However, the event had more participants than planned. In total, **37 participants** (adult trainers) attended the events.Trainers from other adult education institutions outside the partner institutions participated in these workshops

DURATION

Each workshop completed activities in 3 days (6 hours per day, 18 hours in total). During the training activity, project team who developed the first results (guide) took part to train adult trainers.
At the end of this activity, participants learnt how to create lesson plans and have at least 9 lesson plans ready to be used in their classes.

THE CONTENT OF THE WORKSHOP

The activity A2 aims to help adult trainers to understand the FL method in the adult learning process, to get familiar with designing lesson plans using the FL approach and to be able to use FL in their teaching experiences with adults.

There were 3 workshops delivered by each partner organisation, 6 hours each, face to face or online. The adult trainers were provided with the FL Guide and the 9 lesson plans as examples of how to plan training activities using FL methods.

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

Partner	Themes (to be completed by each partner
EHEM	1. Sustainable Living and Waste Management 2. Polite and Effective Communication in the Digital World. 3. Strategies for Accessing Accurate Information on Social Media
APED	1. Supporting autonomy in Flipped Learning through the use of accessible and relevant digital resources. 2. Experiential Learning Integrated into the Flipped Classroom Model. 3. Experiential Learning Integrated into the Flipped Classroom Model.
ARL	1.Principles of the adult learners, strategies, methods, instruments. Introduction to Flipped Learning Presentation of the FL Guide 2.How to Design a Flipped Classroom Lesson Critical Thinking and Media Literacy 3.The Use of Digital Tools and AI in Adult Education using Flipped Learning method.

IMPLEMENTATION

The activities took place in Romania and Türkiye. Workshops were held to develop and evaluate lesson plans in accordance with the guidelines created for the A1 activity. In Türkiye, Eyüpsultan HEM conducted the activities with 19 participants, while in Romania, ARL and APED conducted them with a total of 18 participants. The activities lasted 18 hours over 3 days.

At the end of the activities, an evaluation questionnaire was administered to the participants. Certificates were given to all participants after the signature list was completed.The questions of the servey were given below.

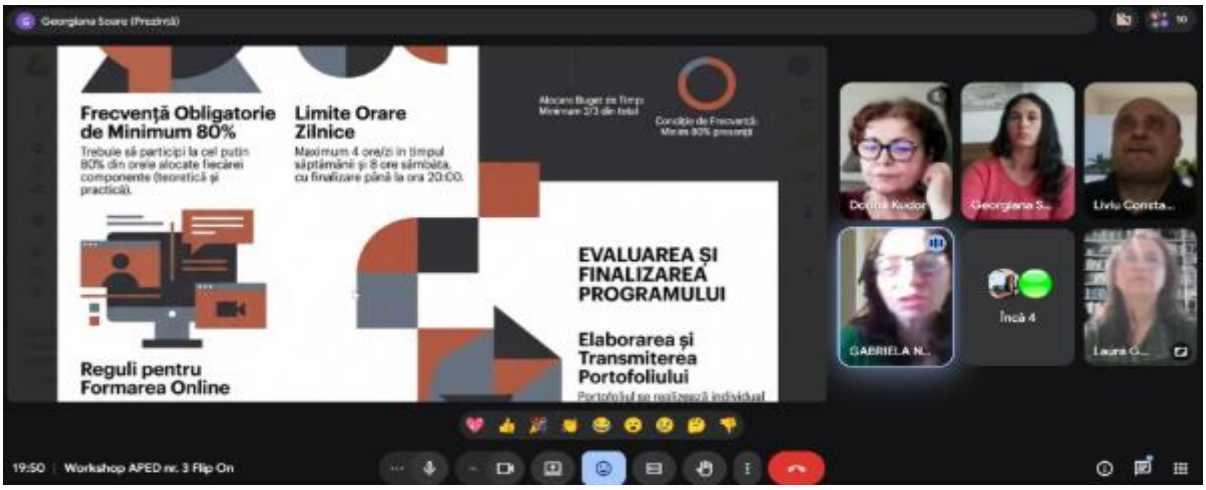
FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

1. The template of the lesson plans covers all the aspects that have to be included in an adult lesson
   1 2 3 4 5
2. The stages of Flipped Learning method are well placed in the lesson plan
   1 2 3 4 5
3. The time allocated for each stage of the FL fits the adult learner expectations
   1 2 3 4 5
4. The reading/ video/ online materials are appropriate to adult learners interests
   1 2 3 4 5
5. The lesson objectives are clear enough and achieveble during the lesson
   1 2 3 4 5
6. The time allocated to theoretical aspects and to the applications is well balanced
   1 2 3 4 5
7. What are other comments or reccomandations you want to make

   _____

Photo 1 : Event in Romania

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein



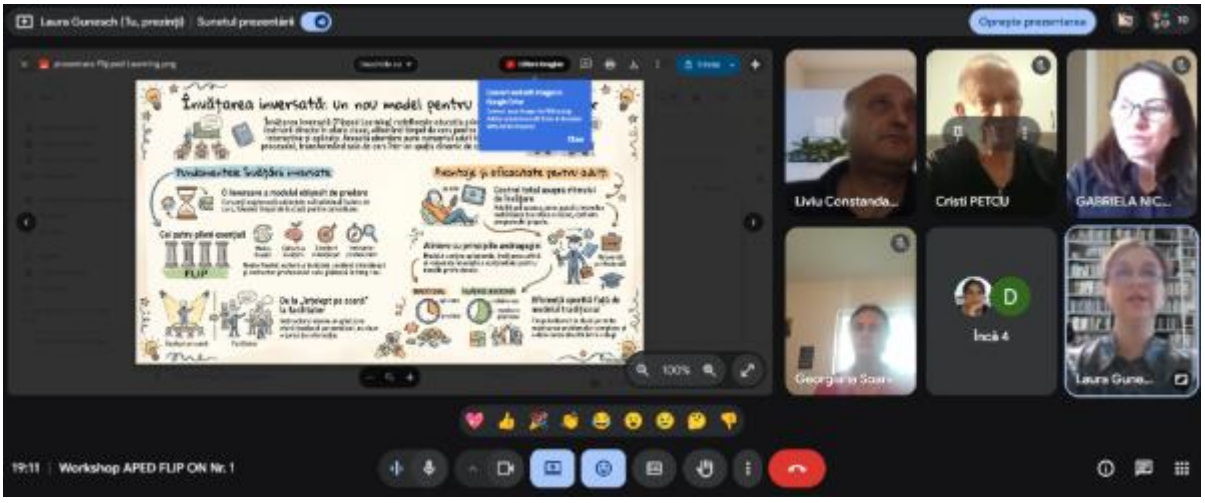


Photo 2 : Events in Romania

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

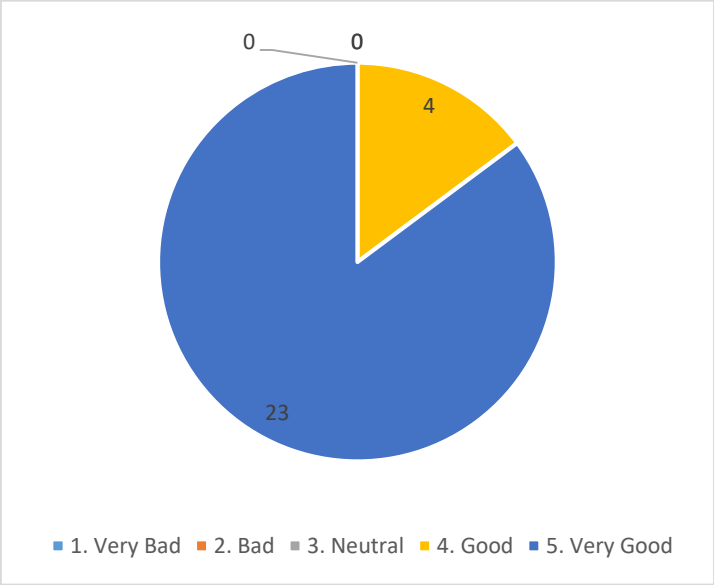
Photos 3 : Events in Türkiye

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

EVALUATION

This report was prepared by combining the quantitative and qualitative data from a total of 27 instructor/trainer questionnaires completed in Romanian and Turkish. The questions are identical in content, and the scale ranges from 1 (Very Poor) to 5 (Very Good). Quantitative Data Analysis (Question-Based Distribution) The consolidated distribution and general trends of the markings in the questionnaire forms are as follows:

Question 1: The template of the lesson plans covers all the aspects that have to be included in an adult lesson

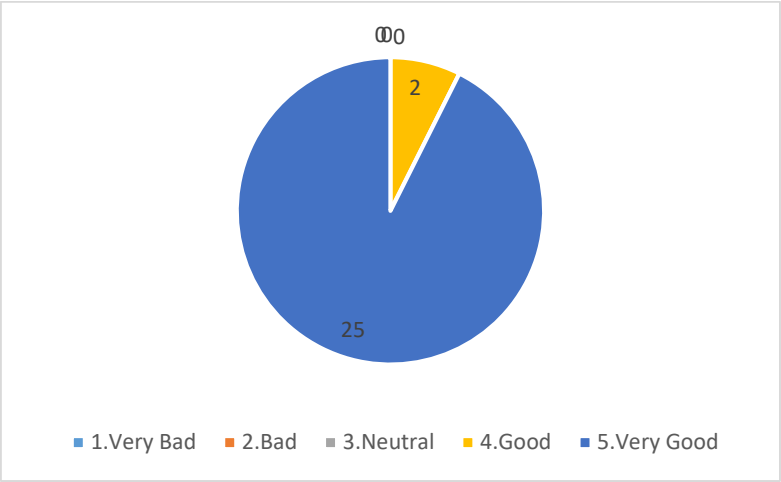


General Trend: A very large majority of participants gave the template a score of 5, finding it complete. Only a few forms preferred a score of 4.

Comment: The template's level of coverage of the basic parameters of adult education is considered quite high.

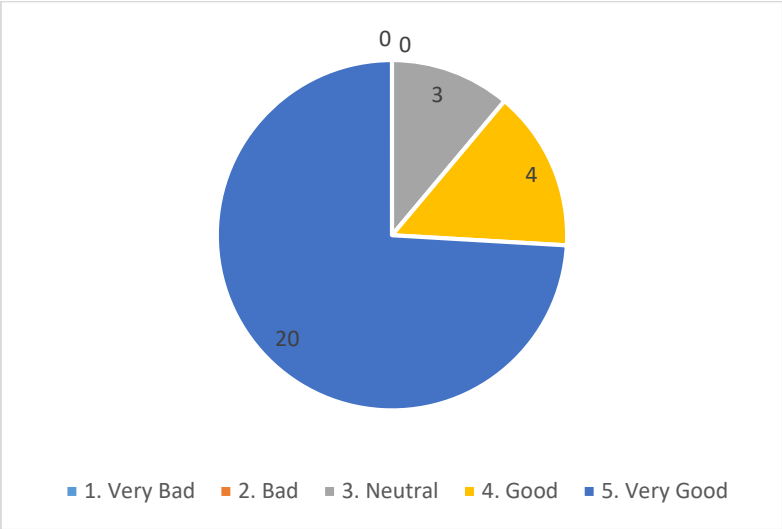
FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

Question 2: The stages of Flipped Learning method are well placed in the lesson plan



General Trend: An overwhelming majority gave a score of 5. It was confirmed that the methodological flow was fully integrated into the plan.

Question 3: The time allocated for each stage of the FL fits the adult learner expectations

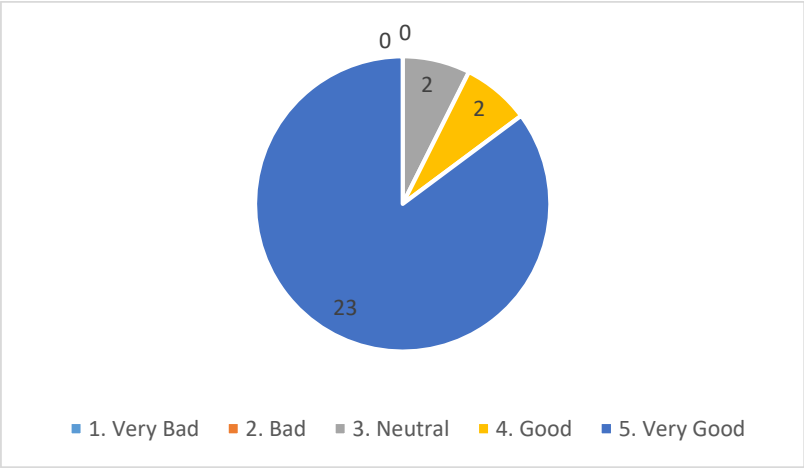


General Trend: While scores of 5 were predominantly given for this question, preferences for 4 and 3 were also observed.

Comment: Although time management was generally found to be successful, the need for flexibility was most prominent in this item.

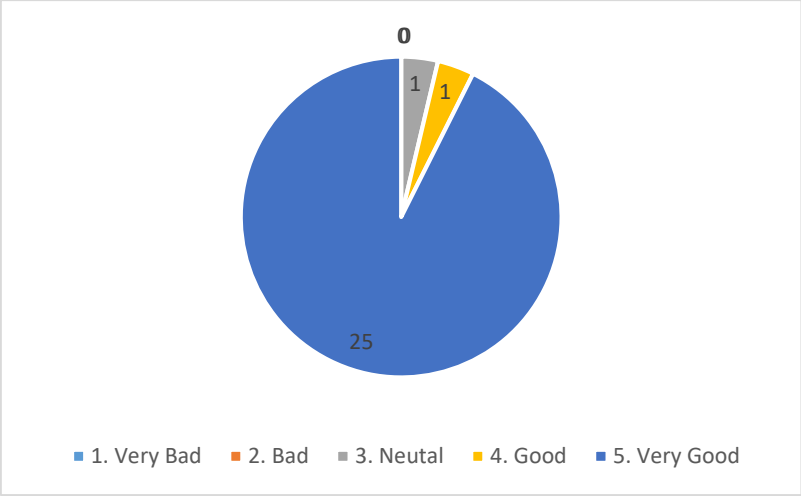
FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

Question 4: Suitability of reading, video, and online materials to the interests of adult learners



General Trend: A large majority of participants gave 5 points, with a small number of participants finding 4 points appropriate. The suitability of the material pool to the target audience has been confirmed.

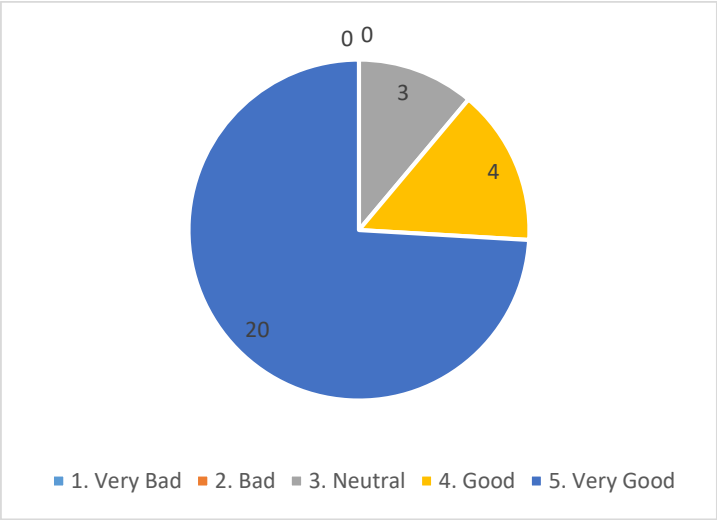
Question 5: Clarity of lesson objectives and their accessibility during the lesson



General Trend: Almost all participants gave 5 points, stating that the objectives were clear and realistic.

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

Question 6: Balance of time between theoretical aspects and practical applications



General Trend: Scores of 5 and 4 were predominant. In a few forms, 3 points were given, hinting that practical application could be increased.

Question 7 : Qualitative Data Analysis (Feedback and Suggestions) When the comments written by the participants in their own handwriting in question 7 or at the bottom of the forms are grouped thematically, the following results emerge:

1. Positive Evaluations and Satisfaction Valuable Information and Structure: It was stated that both the journals and the presented lesson plans contained very valuable information in terms of structure ("Atât jurnal, cat si planurile de lectie prezentate aduc informatii in structura pretioase.").

Interactivity and Development: It was stated that the lessons were interactive and offered areas for individual development ("Lectii mult interactive in sfera oportunitatilor de dezvoltare individuala.").

Impact and Satisfaction: It was emphasized that the study was useful, effective, satisfying, and had a high impact on students ("O experienta de invatare moderna si eficienta", "Experienta de invatare utila si satisfacatoare", "Planuri de lectie utile si cu impact in randul cursantilor", "It was a study that I believe will be useful.")

Sustainability: It was stated that the study is sustainable.")

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein

2. Areas for Improvement and Constructive Suggestions Improvement of Video and Digital Content: Participants stated that the online materials in the lesson plans could be further enriched, and that making video content interactive would significantly increase efficiency. ("Video content could be made interactive...", "Online materials could be improved.", "It would be good if the videos were interactive.")

Time and Flexibility: It was recommended that the time allocated for the stages in the lesson plans be more flexible/optional ("Time allocated for stages could be more optional"). It was also suggested that the time allocated for practical applications could be slightly increased ("Time allocated for applications could be increased").

Template Inclusiveness: While one participant acknowledged that the templates were quite inclusive, they noted that claiming they covered "all" aspects of adult education might be a somewhat ambitious approach.

Diversity: It was requested that more lesson plans in this format be produced in the future ("More lesson plans could be prepared").

CONCLUSION

The FlipOn project's Flipped Learning lesson plans were received with near-perfect scores by the target audience of adult educators (trainers). The balance between theory and practice in the curriculum, the accurate integration of methodological steps into the template, and the clarity of objectives are the project's strengths. In the sustainability phase of the project, or in subsequent revisions, "supporting digital materials/videos with interactive tools (H5P, Edpuzzle, etc.)" and "extending time limits" stand out as the only areas for improvement reported. Based on the data obtained from this evaluation, necessary adjustments will be made to the lesson plans.

FLIP ON - 2024-2-RO01-KA210-ADU-000286418 Funded by the Erasmus+ Program of the European Union. However,European Commission and Romanian National Agency cannot be held responsible for any use which may be made of the information contained therein