Co-funded by the European Union

Flip On
For Better Learning

A3 – COURSES WITH ADULT LEARNERS

EVALUATION REPORT

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

2024-2-RO01-KA210-ADU-000286418

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INTRODUCTION

The first and second activity targeted directly to the knowledge and skills of adult trainers in order them to learn all necessary information on Flipped Learning and guide them to create lesson plans based on Flipped Learning.

After the workshops, adult trainers inside and outside partnership had ready-to-use lesson plans for their branches. Therefore, the aim of this activity was to put these lesson plans into practice in order to experience adult trainers in partner organization in Flipped Learning.

After the workshops, the adult trainers of partner organizations who participated applied the lesson plans developed in the workshops in their classes. The educators from each partner institution conducted the practice training with the students.

AIMS OF THE ACTIVITY

The first activity of the project was a theoretical one with the aim of contributing to the knowledge of adult trainers in the field of FL and the second one was to develop their skills by teaching them how to prepare lessons plans. The third activity was directly aimed at the flipped learning using competencies of adult trainers which was actually the main aim of the project. Via the third activity, the adult trainers in partner organization (also for other organization) used their lesson plans, understood its application, saw its strength and limitation while applying it.

This way they would be experienced flipped trainers and would have chance to self-evaluate themselves as well as get the feedback from their learners to excel themselves in this field. Since all results of the project are presented online, all adult trainers will be able to benefit from them.

IMPLEMENTATION OF THE ACTIVITY

A.Preparation Phase

- **Selection and Briefing of Teachers:** Each partner institution selected at least 3 teachers from their main branches who were willing to pilot the Flipped Learning method in their classrooms.
- **Distribution of Materials:** The 3 prepared lesson plans, the project Guide, and digital resources were delivered to the selected teachers.
- **Logistical Preparation:** Identification of groups of 111 learners for teachers and setting up the platform (WhatsApp, Google Classroom, or Moodle) where they could access digital materials (videos, PDFs, etc.).

B. Implementation Phase

The implementation process is carried out as a 3-stage cycle for each teacher:

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Stage	Activity	Responsible	Timing
Pre-Class	The teacher sent the digital material (video/reading) according to the chosen lesson plan to the learners. Learners studied individually.	Teacher	3 days before the lesson
In-Class	A face-to-face and live online session is held with the 111 learners. Instead of theoretical lectures, group work and practical activities were applied.	Teacher	Scheduled lesson hour
Post-Class	Follow-up on learners completing reinforcement tasks and uploading them to digital boards (e.g., Padlet).	Teacher	2 days after the lesson

C. Monitoring and Evaluation

Data collection was critical for the reporting phase of the project.

- **Observation:** Institution coordinators observed at least one lesson per teacher on-site and fill out an "Observation Form."
- **Feedback Forms:** At the end of each implementation lesson, a short satisfaction and learning survey was administered to the 111 learners.

D. Reporting and Dissemination

Consolidation of the results obtained.

Institution-Based Report: Each partner institution consolidated the data obtained from their implementations (survey results, photos, student works) to prepare a "Local Implementation Report."

Joint Report and Final Evaluation Meeting: This joint report were prepared. The 3 partner institutions met online to compare implementation results and discuss improvement suggestions for the final version of the Guide.

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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 12 participants (36 adult learners in total) from their own institutions or other adult education institutions in its region. However, the event had more participants than planned. In total, **111 participants** (adult learners) attended the events.

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.

IMPLEMENTATION OF THE EVENTS

The activities took place in Romania and Türkiye. Courses were held to develop and evaluate the products in accordance with the guidelines created for the A1 and A2 activity. In Türkiye, Eyüpsultan HEM conducted the activities with 46 participants, while in Romania, ARL and APED conducted them with a total of 65 participants.

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.

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"Flip On" Project: Implementation Evaluation Survey

Dear Participant, The purpose of this survey is to gather your feedback regarding the "Flipped Learning" lesson implementation you have participated in. Your opinions will be used to improve the quality of our project.

Scale: (1) Strongly Dissatisfied | (2) Dissatisfied | (3) Neutral | (4) Satisfied | (5) Strongly Satisfied

SECTION 1: Pre-Class Process (Self-Paced Learning)

1. The clarity and understandability of the digital materials (videos, articles, etc.) sent before the lesson.
2. The suitability of the duration (length) of the preparation materials.
3. The extent to which the pre-class materials allowed you to grasp the topic on your own.
4. Ease of access to digital materials (not experiencing any technical issues).

SECTION 2: In-Class Process (Active Learning)

5. The alignment of in-class activities (group work, discussions) with the pre-class materials.

6. Your satisfaction with spending class time on practical applications instead of just theoretical lectures.

7. Opportunities for interaction and collaboration with other participants during group work.

8. The trainer's management of the process as a "guide/facilitator" rather than just a "lecturer."

9. The contribution of in-class activities to your in-depth learning of the subject.

SECTION 3: Content and Learning Outcomes

10. The attractiveness and relevance of the lesson topic (Chosen theme: Netiquette / Sustainability / Media Literacy).

11. The applicability of the knowledge gained in the lesson to daily or professional life.

12. The extent to which you believe the lesson achieved its learning objectives.

SECTION 4: General Evaluation and Methodology (Flipped Learning)

13. The extent to which you believe the "Flipped Learning" model is more effective than traditional teaching methods.

14. Your willingness to participate in other lessons delivered using this method.

15. Your overall satisfaction with the organization of the implementation (timing, communication, environment).

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Open-Ended Question (Optional):

- Is there a specific part of the implementation you would like us to improve, or any additional comments you would like to share? *(Response Area)*

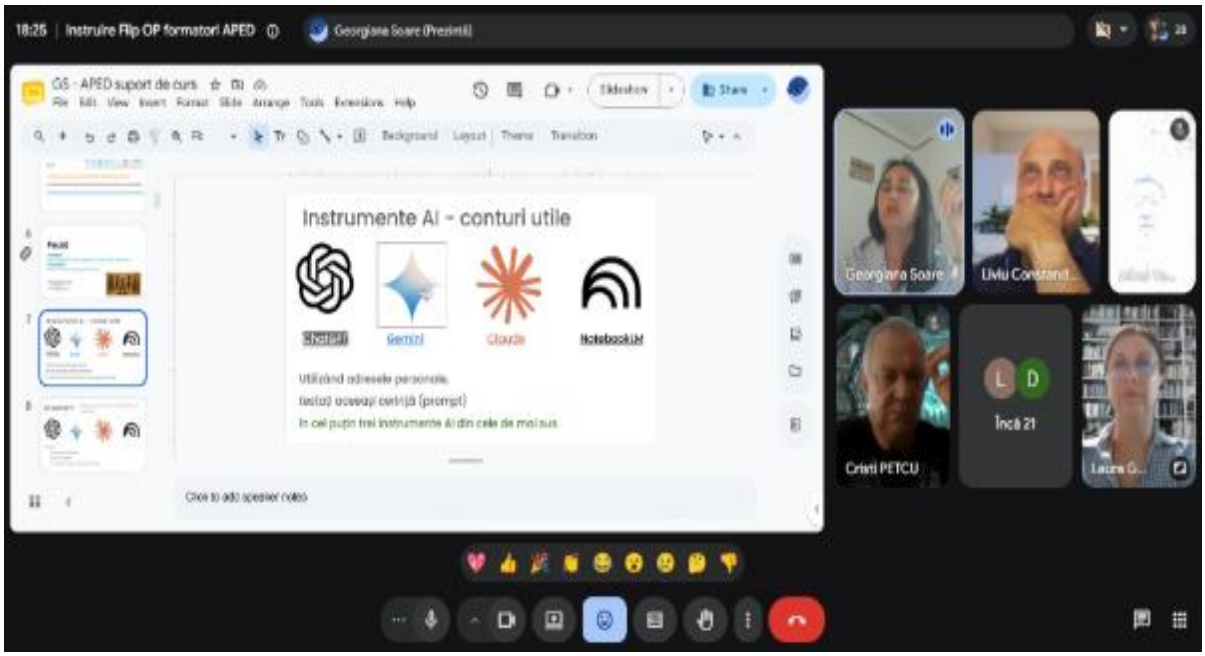

Photo 1 : Event in Romania

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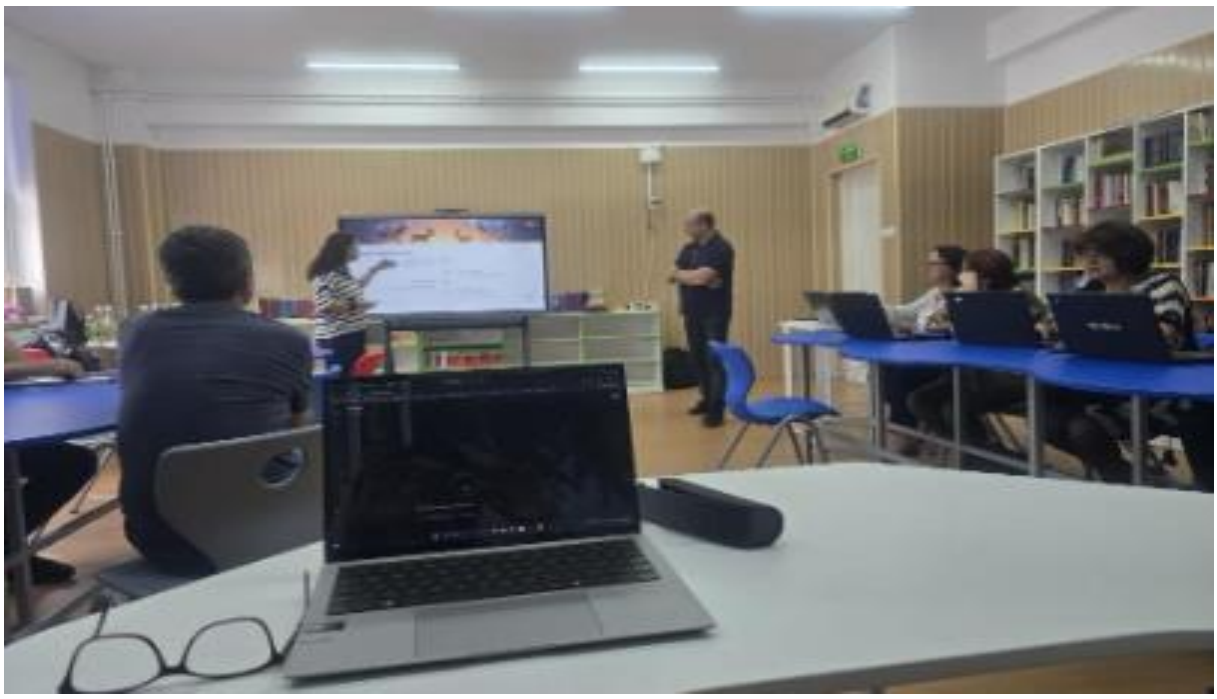

Photo 2 : Events in Romania

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Photos 3 : Events in Türkiye

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Photos 4 : Events in Türkiye

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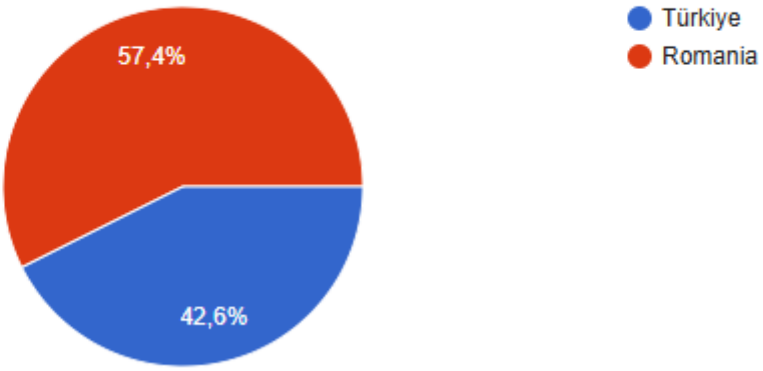
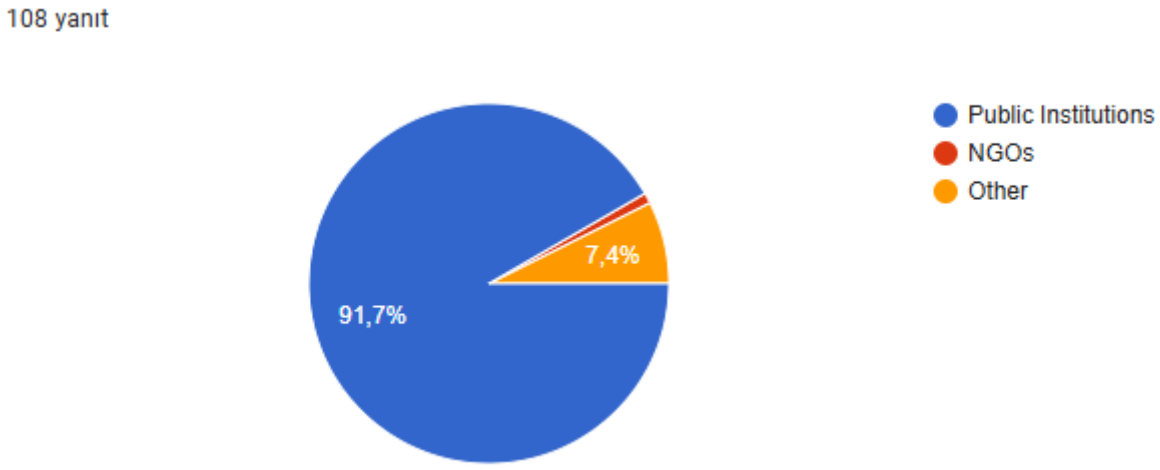
EVALUATION

General Participant Profile Total Participants: 111 People

Country Distribution: Romania (62 people - 55.9%), Turkey (46 people - 41.4%)



Institution Type: Public Institutions (99 people), Other / NGOs (12 people)



Scale: 1-5 Likert Scale (1: Strongly Dissatisfied – 5: Strongly Satisfied)

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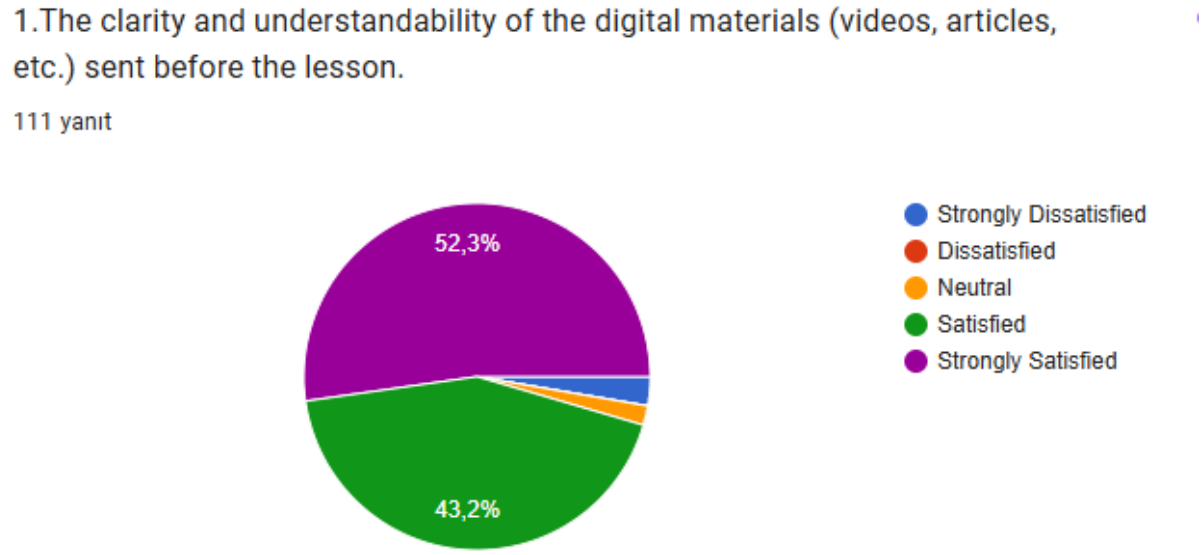
Question 1: The clarity and understandability of the digital materials (videos, articles, etc.) sent before the lesson.



5 (Strongly Satisfied): 58 People (52.3%) | 4 (Satisfied): 48 People (43.2%) | 3 (Neutral): 2 People (1.8%) | 1 (Strongly Dissatisfied): 3 People (2.7%) Overall Average: 4.42 / 5.00 Satisfaction Rate: **95.5%**

Detailed Analysis: The success of the Flipped Learning model depends on the quality of the digital content provided before the face-to-face lesson. The fact that a large majority of participants (95.5%) expressed positive opinions shows that the materials prepared, such as videos, articles, and infographics, were perfectly suited to the target audience in terms of language and academic level. Clear and concise visual/textual explanations that did not create cognitive load contributed to the complete completion of the individual learning phase before the lesson.

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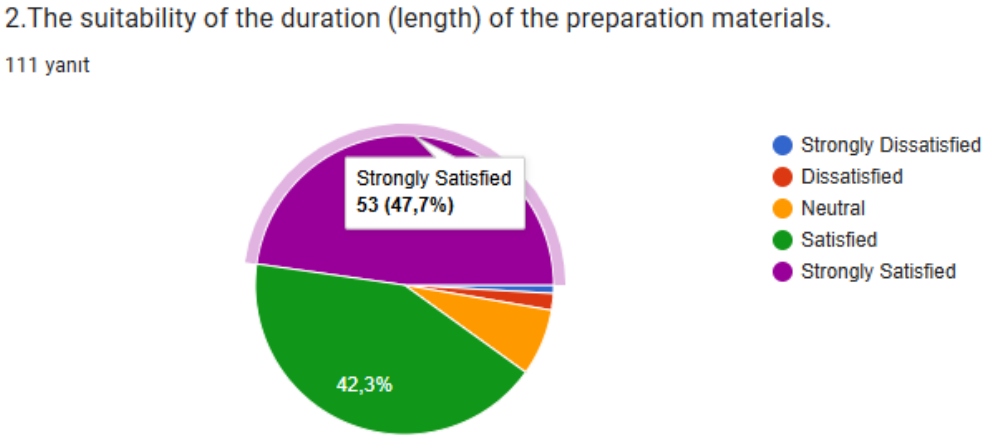
Question 2: The suitability of the duration (length) of the preparation materials.

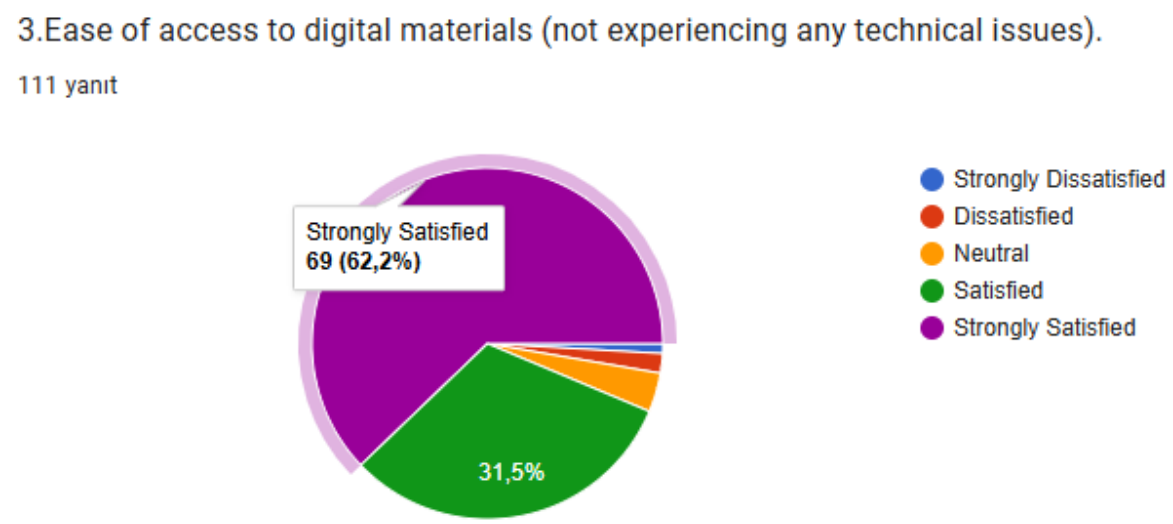


(Strongly Satisfied): 53 People (47.7%) | 4 (Satisfied): 47 People (42.3%) | 3 (Neutral): 8 People (7.2%) | 2 (Dissatisfied): 2 People (1.8%) | 1 (SD): 1 Person (0.9%)

Overall Average: 4.34 / 5.00 | Satisfaction Rate: **90.1%**

Detailed Analysis: Considering the time management limitations of adult learners, maintaining a balance in pre-lesson study periods is critical. While 90.1% of participants found the durations appropriate, the 7.2% undecided group indicated that presenting the materials in micro-learning modules that do not strain the attention span would increase motivation. Overall, pedagogical time planning is successful.**Question 3**: The time allocated for each stage of the FL fits the adult learner expectations

Question 3: Ease of access to digital materials (not experiencing any technical issues).



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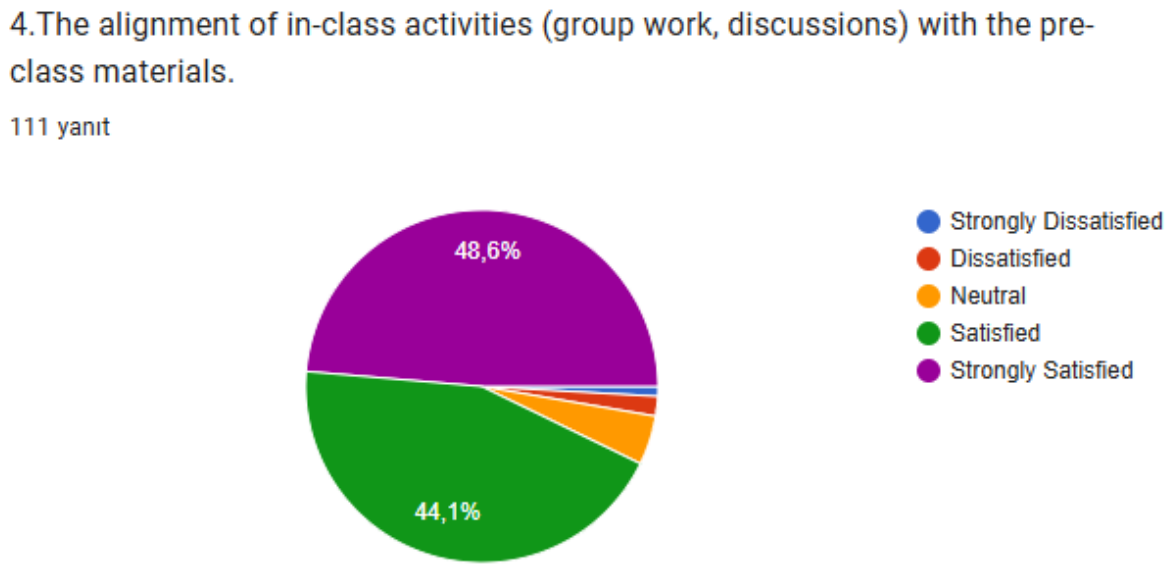
5 (Strongly Satisfied): 69 People (62.2%) | 4 (Satisfied): 35 People (31.5%) | 3 (Neutral): 4 People (3.6%) | 2 (Dissatisfied): 2 People (1.8%) | 1 (SD): 1 Person (0.9%)

Overall Average: 4.52 / 5.00 | Satisfaction Rate: **93.7%**

Detailed Analysis: This item, with one of the highest averages in the survey at 4.52, proves that the platform infrastructure is user-friendly and accessible. The ease with which adult participants with varying levels of digital literacy could access the platform completely prevented technical barriers from creating a negative barrier to learning motivation.

Question 4: The alignment of in-class activities (group work, discussions) with the pre-class materials.



5 (Strongly Satisfied): 54 People (48.6%) | 4 (Satisfied): 49 People (44.1%) | 3 (Neutral): 5 People (4.5%) | 2 (Dissatisfied): 2 People (1.8%) | 1 (SD): 1 Person (0.9%)

Overall Average: 4.38 / 5.00 | Satisfaction Rate: **92.8%**

Detailed Analysis: The pedagogical integration of pre-class theoretical preparation and in-class applications was successfully achieved. Participants stated that the materials they reviewed before the lesson were directly reflected in in-class discussions, case studies, and group work, thus enabling them to successfully transfer their acquired theoretical background to the practical process.

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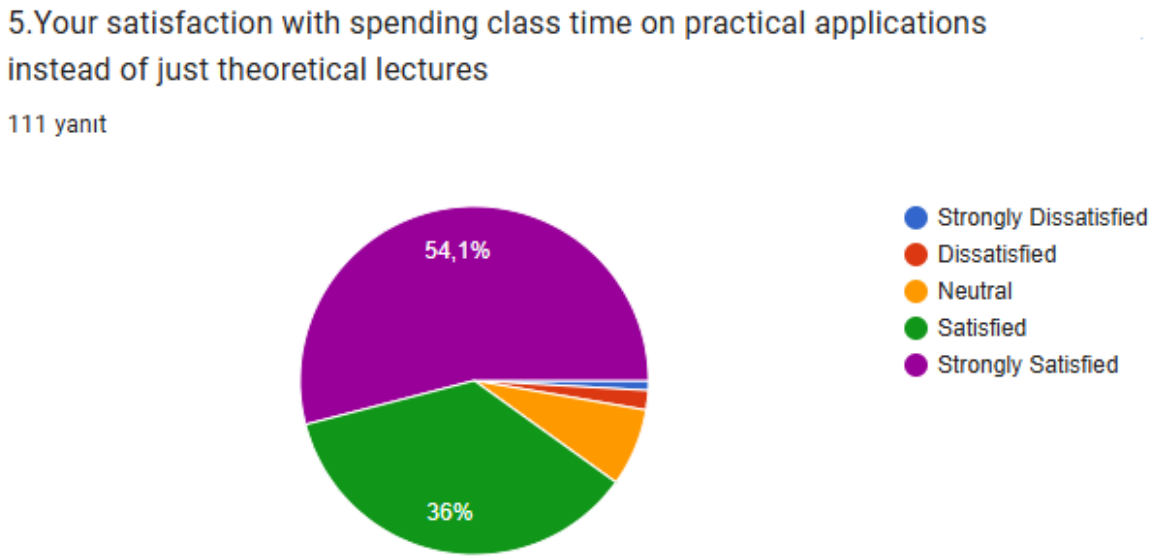
Question 5: Your satisfaction with spending class time on practical applications instead of just theoretical lectures

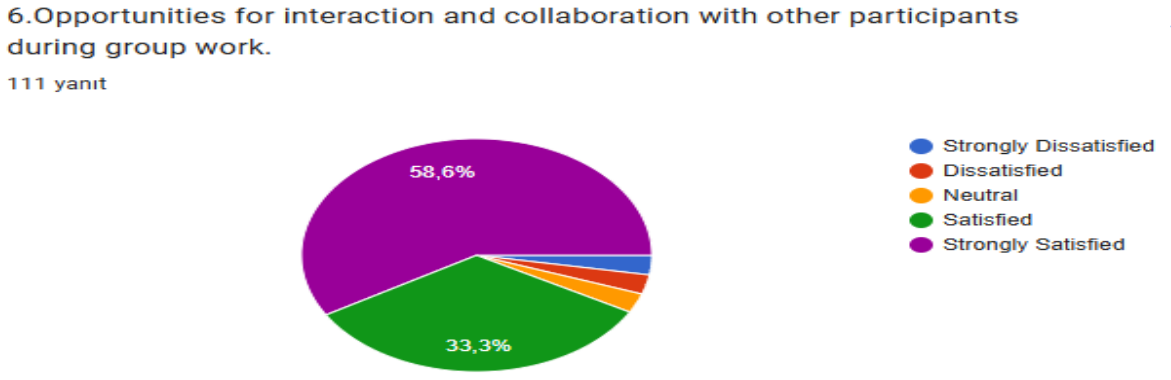


5 (Strongly Satisfied): 60 people (54.1%) | 4 (Satisfied): 40 people (36.0%) | 3 (Neutral): 8 people (7.2%) | 2 (Dissatisfied): 2 people (1.8%) | 1 (SD): 1 person (0.9%)

Overall Average: 4.41 / 5.00 | Satisfaction Rate: **90.1%**

Detailed Analysis: The principle of "transforming classroom time from passive listening to active application," which is the fundamental reason for the existence of the Flipped Learning model, was confirmed by the participants. The adoption of a problem-solving and application-oriented structure instead of long, theoretical lectures in the form of monologues directly met the need for "learning by doing" in adult education.

Question 6: Opportunities for interaction and collaboration with other participants during group work



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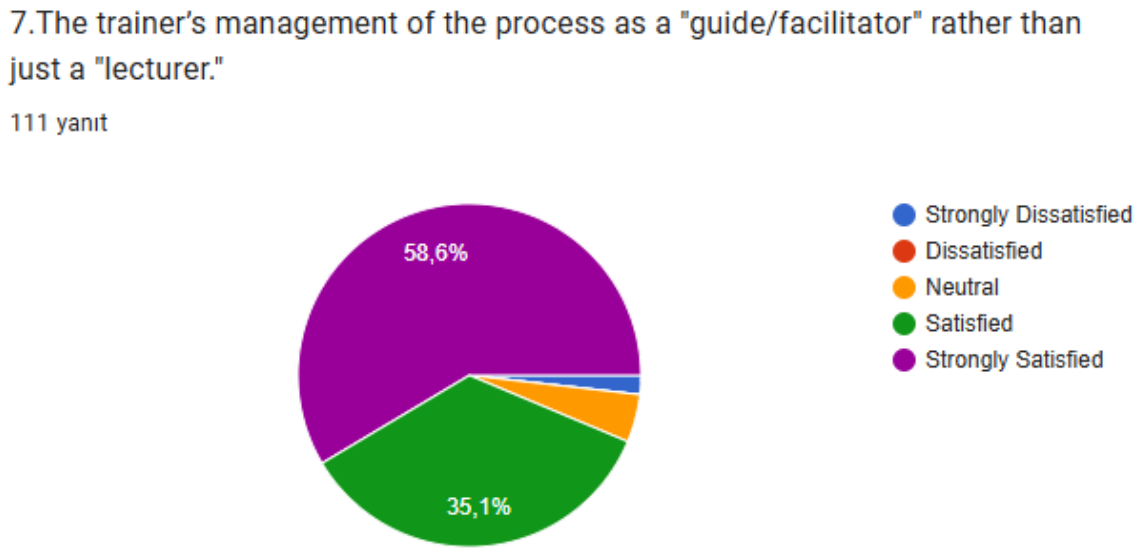
5 (Strongly Satisfied): 65 People (58.6%) | 4 (Satisfied): 37 People (33.3%) | 3 (Neutral): 3 People (2.7%) | 2 (Dissatisfied): 3 People (2.7%) | 1 (SD): 3 People (2.7%)

Overall Average: 4.42 / 5.00 | Satisfaction Rate: **91.9%**

Detailed Analysis: 58.6% of participants gave the highest score, highlighting the power of peer interaction. The ability of participants from diverse national and institutional backgrounds to share information and produce common solutions in group work activated social learning dynamics and increased classroom synergy.

Question 7: The trainer's management of the process as a "guide/facilitator" rather than just a "lecturer."



5 (Strongly Satisfied): 65 People (58.6%) | 4 (Satisfied): 39 People (35.1%) | 3 (Neutral): 5 People (4.5%) | 1 (SD): 2 People (1.8%)

Overall Average: 4.49 / 5.00 | Satisfaction Rate: **93.7%**

Detailed Analysis: The transformation of the instructor's role from a "classic information transmitter" to a "guide/facilitator" model that facilitates the process received a very high approval rating (4.49). Instructors guiding group work, providing guidance on questions asked, and creating a participant-centered environment reinforced the success of the method.

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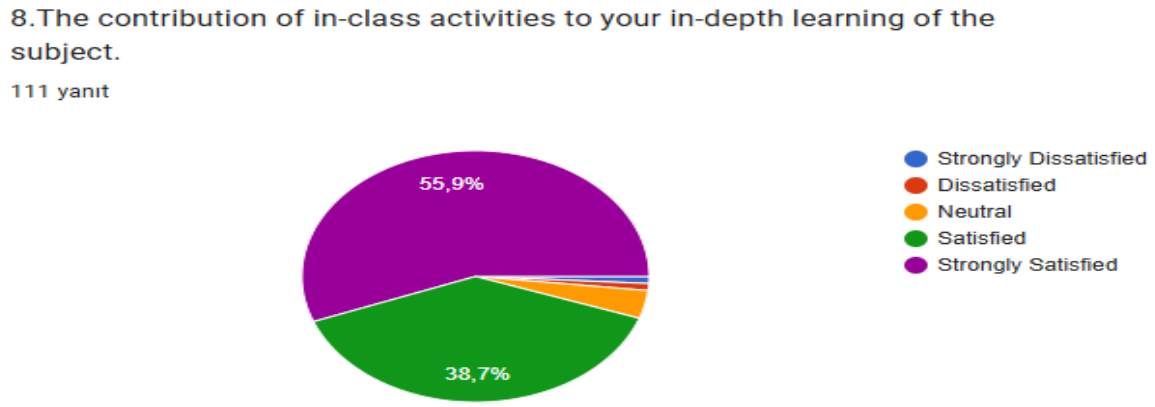
Question 8: The contribution of in-class activities to your in-depth learning of the subject.

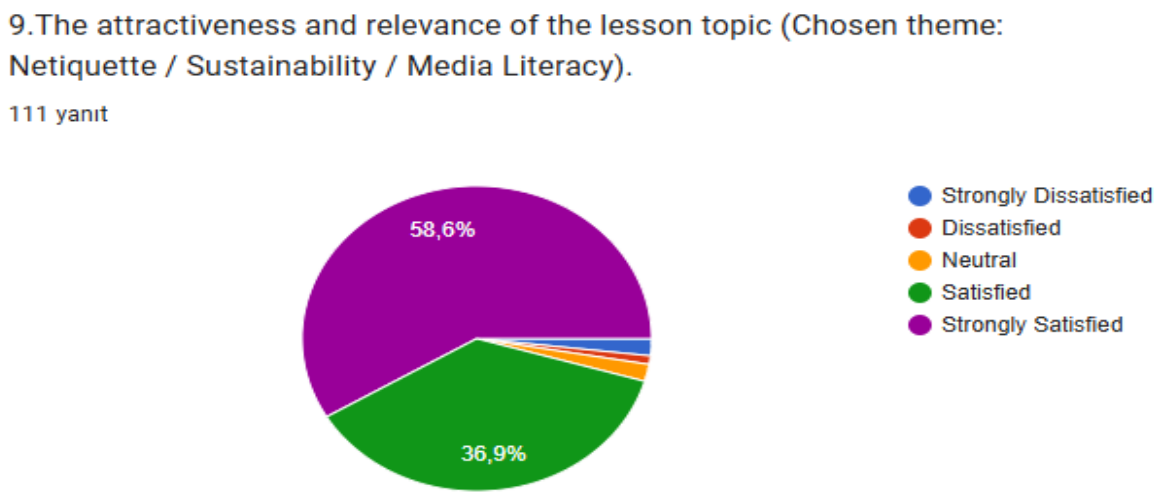


5 (Strongly Satisfied): 62 People (55.9%) | 4 (Satisfied): 43 People (38.7%) | 3 (Neutral): 4 People (3.6%) | 2 (Dissatisfied): 1 Person (0.9%) | 1 (SD): 1 Person (0.9%)

Overall Average: 4.48 / 5.00 | Satisfaction Rate: **94.6%**

Detailed Analysis: The high satisfaction rate of 94.6% indicates that the classroom activities are designed not merely for passing time or superficial practice, but to activate higher-order skills (analysis, synthesis, evaluation) according to Bloom's taxonomy. Participants emphasized that they grasped the topics permanently.

Question 9: The attractiveness and relevance of the lesson topic (Chosen theme: Netiquette / Sustainability / Media Literacy).



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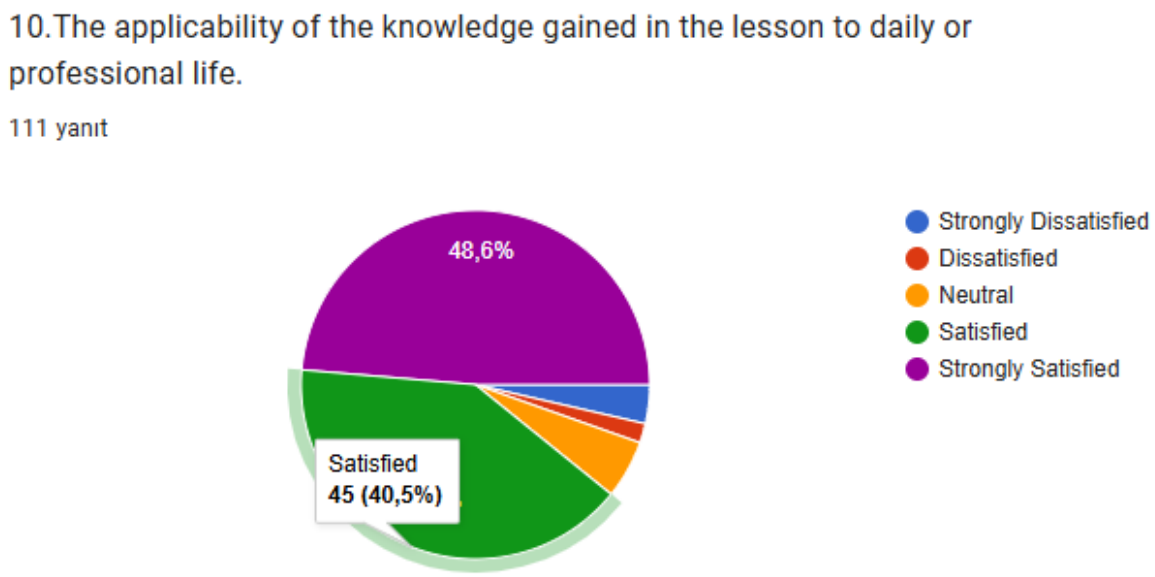
5 (Strongly Satisfied): 65 People (58.6%) | 4 (Satisfied): 41 People (36.9%) | 3 (Neutral): 2 People (1.8%) | 2 (Dissatisfied): 1 Person (0.9%) | 1 (SD): 2 People (1.8%)

Overall Average: 4.50 / 5.00 | Satisfaction Rate: **95.5%**

Detailed Analysis: This item, one of the most liked areas with an average score of 4.50, proves the accuracy of the content selection. Global and current topics directly targeting 21st-century skills such as Netiquette (Internet Ethics), Sustainability, and Media Literacy have kept adult learners' curiosity and appetite for learning high.

Question 10: The applicability of the knowledge gained in the lesson to daily or professional life.



5 (Strongly Satisfied): 54 People (48.6%) | 4 (Satisfied): 45 People (40.5%) | 3 (Neutral): 6 People (5.4%) | 2 (Dissatisfied): 2 People (1.8%) | 1 (SD): 4 People (3.6%)

Overall Average: 4.29 / 5.00 | Satisfaction Rate: **89.2%**

Detailed Analysis: The most critical principle of adult education is "usefulness" and "immediate applicability." While the 4.29 average is extremely strong, its relatively low level compared to other items indicates that a limited number of participants were looking for more customized scenarios/examples for their specific industries. Nevertheless, the 89.2% success rate is quite high.

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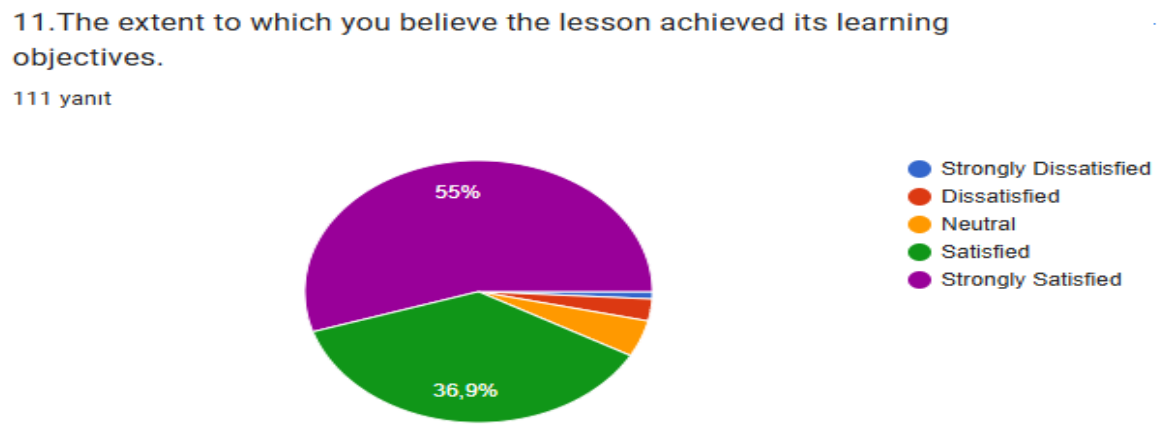
Question 11: The extent to which you believe the lesson achieved its learning objectives.

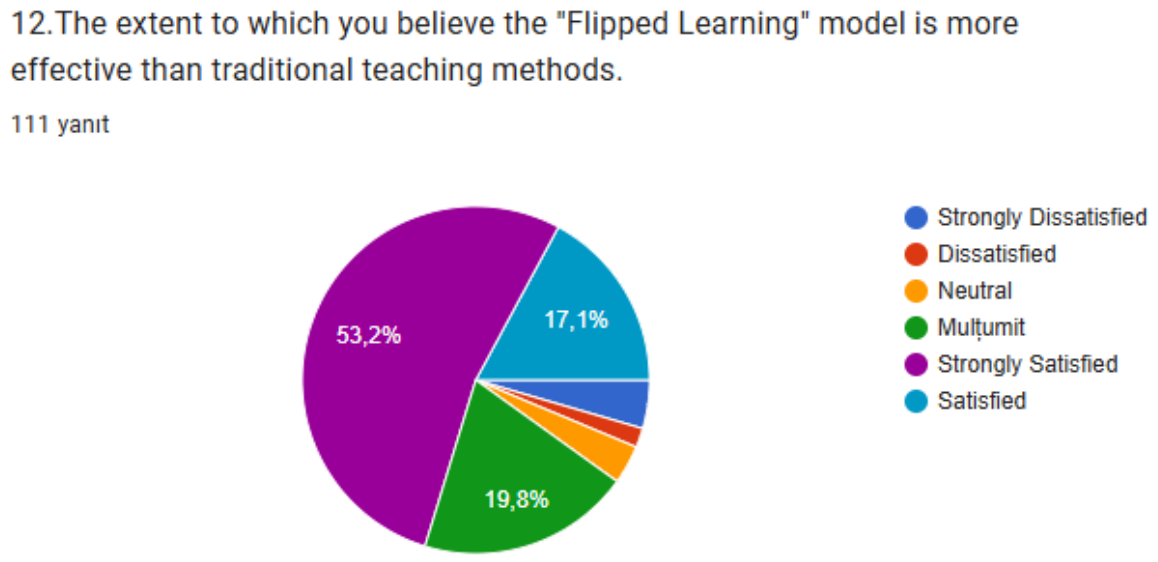


5 (Strongly Satisfied): 61 People (55.0%) | 4 (Satisfied): 41 People (36.9%) | 3 (Neutral): 5 People (4.5%) | 2 (Dissatisfied): 3 People (2.7%) | 1 (SD): 1 Person (0.9%)

Overall Average: 4.42 / 5.00 | Satisfaction Rate: **91.9%**

Detailed Analysis: 91.9% of participants confirmed that the learning outcomes promised at the beginning of the course were successfully achieved at the end. It appears that the designed lesson plan and its implementation worked in complete constructive alignment.

Question 12: The extent to which you believe the "Flipped Learning" model is more effective than traditional teaching methods.



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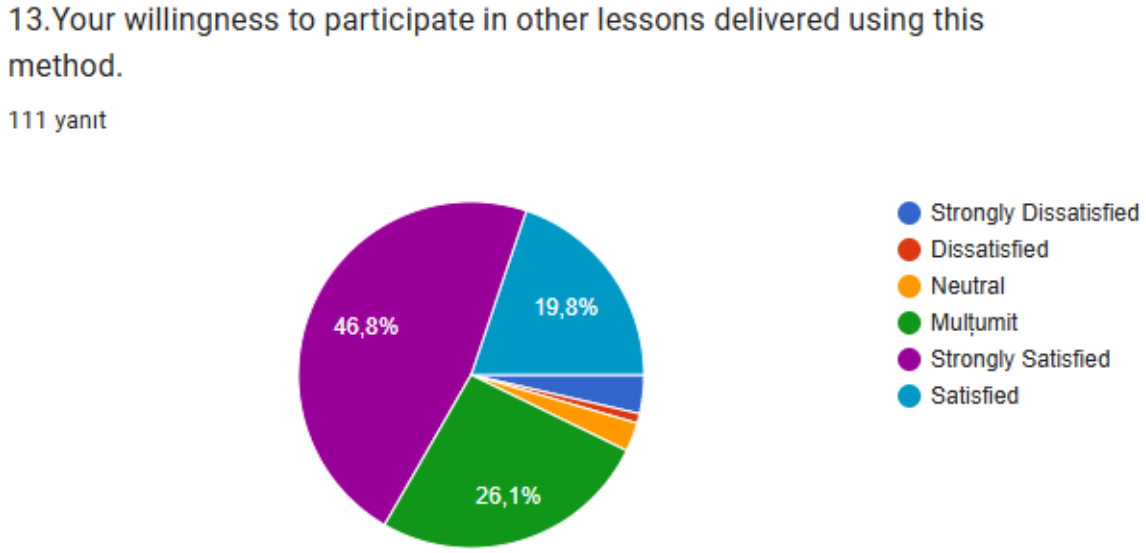
5 (Strongly Satisfied): 59 people (53.2%) | 4 (Satisfied): 41 people (36.9%) | 3 (Neutral): 4 people (3.6%) | 2 (Dissatisfied): 2 people (1.8%) | 1 (SD): 5 people (4.5%)

Overall Average: 4.32 / 5.00 | Satisfaction Rate**: 90.1%**

Detailed Analysis: Compared to traditional teacher-centered teaching models, the Flipped Learning methodology was overwhelmingly adopted (90.1%) as offering a higher quality learning experience. Participants experienced the pedagogical value of taking responsibility for learning and being active in the classroom.

Question 13: Your willingness to participate in other lessons delivered using this method.



5 (Strongly Satisfied): 52 People (46.8%) | 4 (Satisfied): 51 People (45.9%) | 3 (Neutral): 3 People (2.7%) | 2 (Dissatisfied): 1 Person (0.9%) | 1 (SD): 4 People (3.6%)

Overall Average: 4.32 / 5.00 | Satisfaction Rate: **92.7%**

Detailed Analysis: This item, which measures the level of sustained interest and trust in the methodology, achieved a high acceptance rate of 92.7%. This clearly shows that participants do not see the method as just a one-off innovation, but want to prefer it in future training processes as well.

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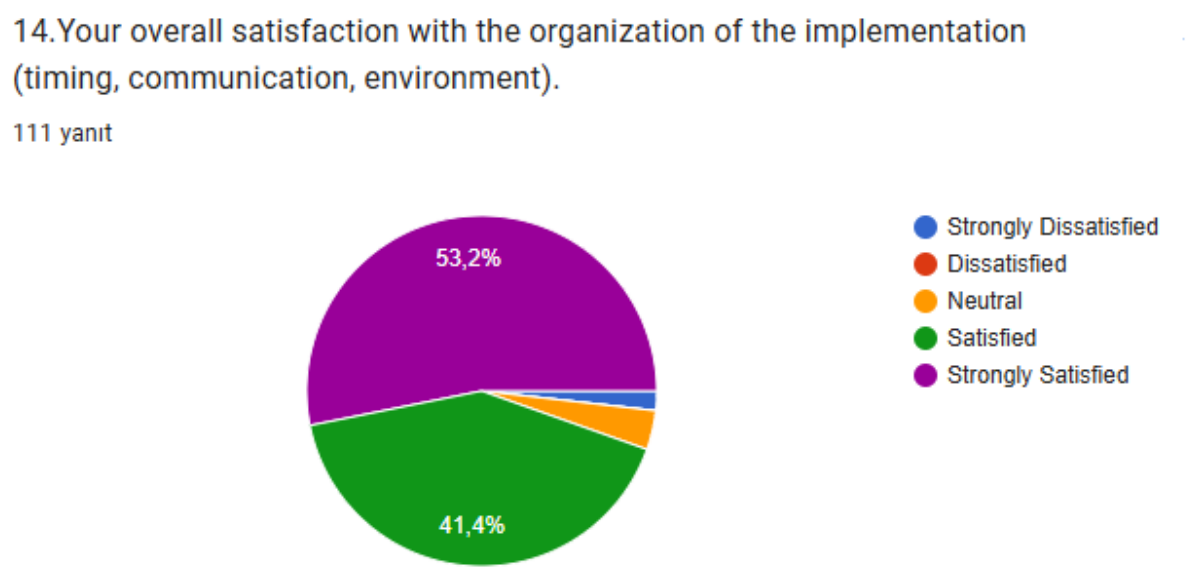
Question 14: Your overall satisfaction with the organization of the implementation (timing, communication, environment).



5 (Strongly Satisfied): 59 People (53.2%) | 4 (Satisfied): 46 People (41.4%) | 3 (Neutral): 4 People (3.6%) | 1 (SD): 2 People (1.8%)

Overall Average: 4.44 / 5.00 | Satisfaction Rate: **94.6%**

Detailed Analysis: It is understood that logistical preparations, venue suitability, technical equipment integration, time management, and announcement/communication processes were managed smoothly. The high level of organizational success directly supported the pedagogical efficiency of the training process.

Question 15: Is there a specific part of the implementation you would like us to improve, or any additional comments you would like to share?

- I think the content is useful
- Using tech is good
- I think the content is useful
- It is not necessary.
- With this method lesson will be more enjoyful
- I think the contect iş useful
- strongly satisfied
- Good job!
- With dışa matcher
- I think the content is quite successful and should continue to improve.
- I think the content is useful and good
- The lessons could be more interesting with this

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- I have nothing to comment on.
- A very suitable method for a thorough understanding of the topic
- Nu am comentarii.
- Using tech materialls is really good.
- It was an interesting experience
- In my opinion the content is useful but there could be different activities.
- All was extremely well organizeze and I am very sariafied wirh The activities
- un portal cu materialelele organizate pe categorii ar fi foarte util
- Mulțumesc pentru această oportunitate!
- The content is benaicial
- Sunt mulțumita de cum functioneaza totul. Felicitari echipei pentru efort!
- the content is beneficial
- Using teach is good
- Nothing to add
- the content is benefitial
- No, there aren't.
- The introduction of lesson.
- Using tech materrials is realy good
- It is not the case.
- Using tech materidls is really good.
- there could be different activites
- I liked this project and i haven't got problems with it.
- It is a well-structured and implemented course, and I felt that it brought added value to my understanding of the subject.
- The content is a beneficial
- The success of a Flipped Classroom program depends on the combination of clear and relevant learning objectives, a skilled and supportive facilitator, engaging and practical learning resources, active learner participation, and the effective application of acquired knowledge and skills in real-world contexts.
- the contact is succesfuly
- The contetn benefition
- Ok
- Not now.
- I think the content is useful
- With this method lessons could be more effective .
- the content is a benefical
- The training was well organized and easy to follow. The materials provided before the session were useful and helped me prepare for the activities. I enjoyed the practical tasks and the opportunity to work with other participants. The trainer created a positive learning environment and encouraged active participation. Overall, it was an interesting and valuable experience that I can apply in my professional activity.
- I have no suggestions.
- The contect is beneficial

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- I think that this content would be enjoyful and satisfied for me.
- There could be different activites
- ı think the content is useful
- The content successful
- Successful contact
- I think that it will be very useful to build a strong motivation and to increase learners' engagement trough various strategies adopted by the former.
- It is useful to make the lesson more attractive.
- İ think the content is useful
- It is an ambitious teaching-learning-assessment model that requires more work on the part of the teacher. If the work is done correctly, the results can be motivating for both learners and the teacher.
- succestful contact
- I was happy with the course.
- Everything was well organized.
- The content is succesful
- There could be different activities
- thank you.
- Succesful contents
- My motivation as a teacher fulfilling multiple roles will inspire learners to abandon the role of passive listeners and progress through the FLIP ON model, becoming creators through learner-centered strategies.

Thematic Analysis Report of Open-Ended Feedback (Question 15)

1. Content Benefit and Success (Highest Frequency)
The overwhelming majority of participants directly emphasized the quality, enjoyment, and usefulness of the modules and digital materials prepared.

Keywords: "I think the content is useful", "The content is beneficial", "Successful contact/content", "It was an interesting experience".

Analysis: This feedback qualitatively confirms the quantitative data on a 1-5 Likert scale (high satisfaction of 95.5% in Q1 and Q9). It shows that both the theoretical and practical foundations of the content were embraced by the target audience.

2. Technology Integration and Digital Materials
The use of digital tools and technological materials before and during the lesson was received very positively.

Key Phrases: "Using tech materials is really good", "Using tech is good", "un portal cu materialelele organizate pe categorii ar fi foarte util" (A categorized materials portal would be very useful).

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Analysis: It appears that learners perceive the use of technology not as a burden, but as an element that facilitates learning and makes the lesson more engaging. A Romanian participant's suggestion for a categorized portal for materials offers a concrete development idea for future sustainability steps.

3. Pedagogical Impact and Flipped Learning Method Evaluation
Participants expressed the contributions of the methodology to learning outcomes, motivation, and the teacher/student role with academic and qualified comments.

Key Phrases:

"A very suitable method for a thorough understanding of the topic."

"With this method, lessons could be more effective/enjoyable."

"It is an ambitious teaching-learning-assessment model that requires more work from the teacher. If the work is done correctly, the results can be motivating for both learners and the teacher."

"My motivation as a teacher fulfilling multiple roles will inspire learners to abandon the role of passive listeners..."

Analysis: It is observed that participants evaluated the method not only from the perspective of a learner but also from the perspective of a practicing teacher. The motivational power of Flipped Learning, which initially increases the teacher's workload but transforms passive listeners into active producers in the long run, is emphasized.

4. Development and Improvement Suggestions (Constructive Feedback)
Although the majority of participants stated that they were satisfied with the process, 3 key areas for improvement stand out for future applications:

Activity Variety: "In my opinion, the content is useful, but there could be different activities." / "There could be different activities." (Participants stated that more diverse techniques/gamification tools could be used in classroom applications.)

Lesson Introduction Phase: "The introduction of the lesson." (It was suggested that the initial warm-up/introduction phase of the lesson could be structured a bit more.)

Learner Motivation: "Increase learners' engagement through various strategies adopted by the trainer." (It was recommended that trainers develop different strategies to increase classroom participation.)

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5. General Satisfaction and Gratitude Expressions
Positive wishes and thanks were offered to the organization, trainers, and project team.

Keywords: "Good job!", "Everything was well organized", "Mulțumesc pentru această oportunitate!" (Thank you for this opportunity!), "Felicitari echipei pentru efort!" (Congratulations to the team for their efforts!)

CONCLUSION AND GENERAL EVALUATION

1. Methodological and Pedagogical Success
The results of the FLIP ON - A3 Activity Evaluation Questionnaire reveal that the Flipped Learning approach, applied with a focus on adult education, was completed with an extremely high success and acceptance rate. The overall satisfaction rate, obtained from a total of 111 international participants, ranged exceptionally from 89.2% to 95.5%, with an average score of 4.41 / 5.00 for all questions. It is observed that fundamental problems encountered in traditional education models, such as "passive listening in the classroom" and "insufficient time," have been overcome thanks to this application. Participants shifted theoretical knowledge acquisition to before the lesson, completely transforming the classroom environment into a space for discussion, problem-solving, and interaction.

2. Key Areas and Strengths High Digital Accessibility and Content Quality (Q3: 4.52 & Q9: 4.50): The easy accessibility and comprehensibility of the prepared digital materials facilitated participants' preparation for the lesson. Furthermore, the chosen themes of Netiquette, Sustainability, and Media Literacy perfectly aligned with the participants' interests and needs. Transformation in the Instructor Role (Q7: 4.49): The shift of instructors from a knowledge-transmitting role to a facilitator/guide role created a participant-centered learning environment. In-depth and Applied Learning (Q8: 4.48 & Q5: 4.41): Allocating class time to practical work increased the retention of information and ensured the achievement of learning objectives (Q11: 4.42).

3. Strategic Recommendations for Future Applications Flexible and Modular Time Management: Although 90.1% of participants found the preparation material durations acceptable, presenting pre-lesson materials in short 5-7 minute "micro-content" segments would further increase satisfaction for adults with busy work schedules. Sectoral and Practical Diversity: To further improve the professional applicability score (Q10: 4.29), customized application scenarios for different professional groups and daily life could be included in classroom cases. The fact that 92.7% of participants indicated their desire to attend new trainings organized using this method (Q13) is extremely strong and concrete evidence of the project's sustainability and the dissemination of the Flipped Learning model to corporate training activities.

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