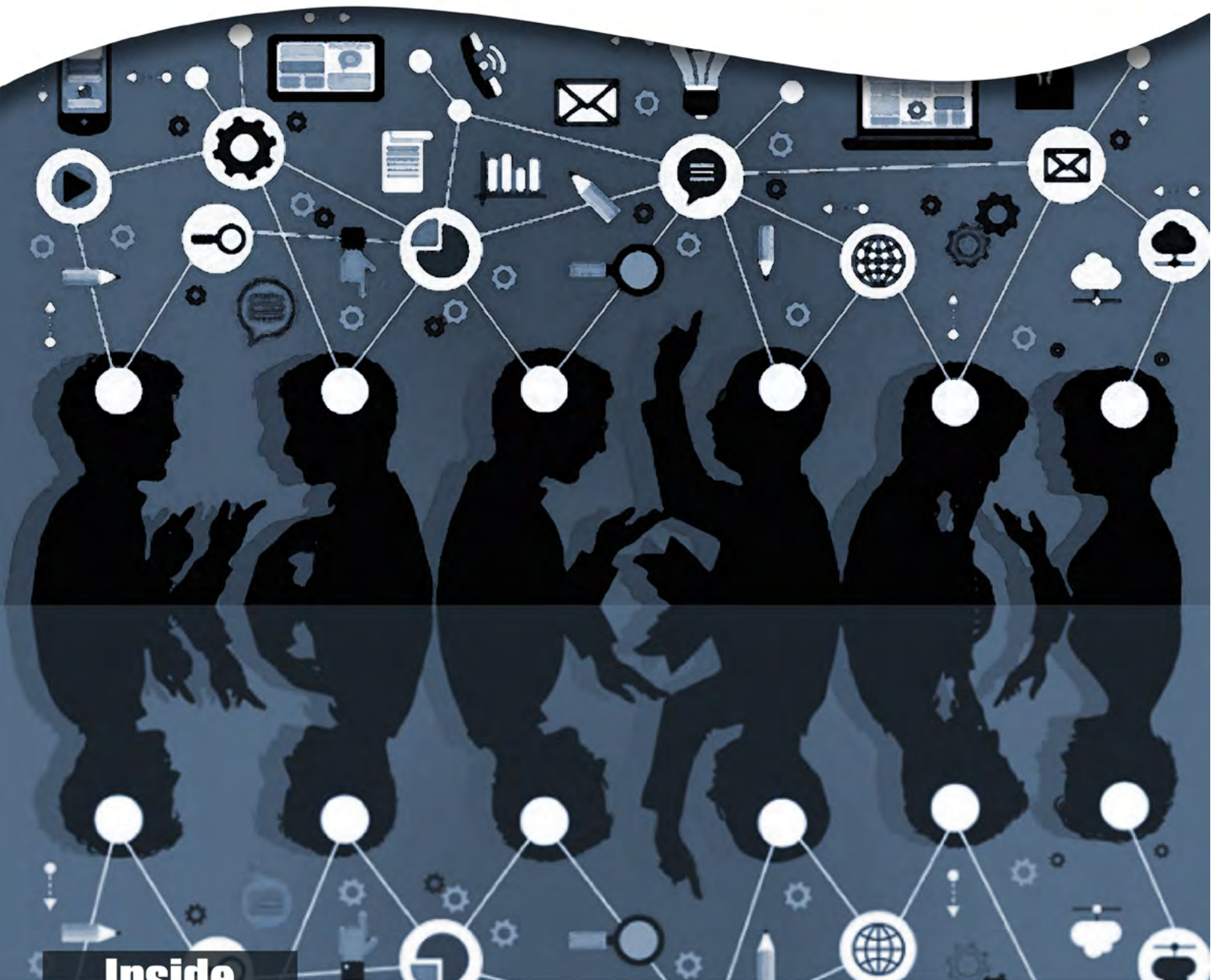


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Happy new Year
2018

Lucubrate



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Photo by: <https://www.tintri.com>

IS IT TIME FOR THE FLIPPED CLASSROOM?

Mary Beth Hertz, HS Art/Tech Teacher in Philadelphia, USA says; “When I first started learning about the flipped-classroom model, my immediate reaction was, “This won’t work with my students.” This continues to be an argument made by a lot of rural and urban teachers. Our students just don’t have the access required for the model to really work” [1].

Student engagement with the Flipped Classroom

Mary Beth Hertz conclude that the primary reason why we should care about the flipped-classroom model is because it is forcing teachers to reflect on their practice and rethink how they reach their students. It is inspiring teachers to change the way they’ve always done things, and it is motivating them to bring technology into their classrooms through the use of video and virtual classrooms. She says that as long as learning remains the focus, and as long as educators are constantly reflecting and asking themselves if what they are doing is truly something different or just a different way of doing the same things they’ve always done. We just need to remember that flipping is only the beginning.

tures prior to class and then engage in classroom learning activities interacting with peers and instructors. Although the conceptual framework of Flipped learning may be intuitively appealing, its design and implementation involve considerable intricacy.

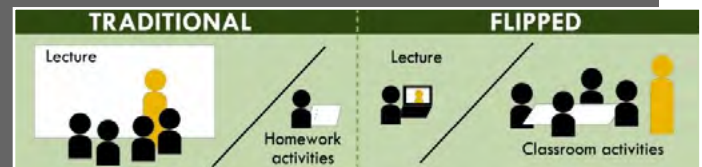


Illustration: University of Washington

Experiences with Flipped learning

The experience with and studies of the flipped learning increase. It is possible to find many successful examples. At least successful in the eyes of the teacher that try out that pedagogical model. Many studies find a positive effect of the model. However, looking at the student results make it complicated to decide if this model is better compared with other pedagogical models.

The opportunity offered by the Flipped Classroom, to adapt the traditional large group lecture and home study elements of a course, can lead to a more effective interactive learning environment. First-hand personal experience has confirmed the pedagogic theory: students engage in the subject matter through actively applying their understanding of the knowledge they have constructed. In the process, they often surprise themselves with how much they actually know. The benefits and challenges posed by this pedagogic approach have been highlighted previously (Simmons and Swan, 2015, Stripe and Carrier, 2015), but there remains an unanswered question. Could student engagement with the Flipped Classroom be dependent on the year of study it was introduced? It is possible to suggest that it does [3].

A study of students’ perspectives on a flipped learning model from 2017 con-

Flipped Learning



is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter [2].

Flipped learning is new

Flipped learning represents a newly emerging form of blended learning, where students individually watch online lec-

cluded that the students reported more personal involvement in learning, better content understanding, convenience in time and pace, and enhancement of interactions as the benefits of flipped classes. However, the heavy workloads, greater time preparation, and lacks of familiarity and motivation were mentioned as pitfalls [4].

Learning platform for Flipped learning

The Lucubrate platform can be useful for the teachers that want to flip the classroom. They can use videos and interactive material there. Alternatively, the teachers can use the platform for creating their own learning material.

[1] The Flipped Classroom: Pro and Con; <https://www.edutopia.org/blog/flipped-classroom-pro-and-con-mary-beth-hertz>

[2] McDonald, Christine and Liddell, Jan (2017) Flipped Learning and its application to undergraduate nursing education. *Dynamics of Human Health*, 4 (1). ISSN 2382-1019

[3] Cynthia J. Brame, Flipping the Classroom, Vanderbilt University

[4] Jin-Young Kim (2017): A study of students' perspectives on a flipped learning model and associations among personality, learning styles and satisfaction, in the *Journal: Innovations in Education and Teaching International* (06 Mar 2017)



Andrew Classroom De La Salle University

QUALIFICATION NEEDS FOR THE FUTURE

Understanding future skill needs is essential for shaping education and training policies, particularly as labour markets undergo dynamic transformation driven by demographic change, digitisation, extensive value chains and increased complexity in work organisation. The net result is that ready-made human capital will no longer be available to employers.



Structural change

An analysis published by CEDEFOP discuss the developing of Vocational Education and Training and skilled works in Europe [1]. The analysis suggests that structural change at the sectoral level will be reinforced by changes within sectors which affect the way goods and services are produced and delivered. These will continue to produce a general increase in the demand for skills (as measured by both occupation and qualification) over the medium to longer term. The analysis predict that the employment polarisation will continue, with significant growth in employment also in some less skilled areas, especially in the service sector. These jobs are often poorly paid with negative implications for job quality and social inclusion.

Why do we see Changes in the Demand for Skilled Workers in Europe?

The report points out that the changing patterns of demand are common across most countries in Europe and are driven by similar factors:

- demography,
- globalisation,
- international competition,
- technological change.



Illustration: Cedefop

Together, these drivers are leading to significant shifts in employment from primary and manufacturing towards services. Technological change and related factors are also driving changing occupational and qualification patterns in similar directions in most countries. There are, however, some notable variations between different parts of Europe, depending on the stage of economic development, and different industrial structures. Yet there is continuing convergence, as newer Member States are expected to move towards output and productivity paths of older Member States.

[1] Cedefop (2016). Future skill needs in Europe: critical labour force trends. Luxembourg: Publications Office. Cedefop research paper; No 59. 2016

WHAT SKILLS AND ATTRIBUTES DO EMPLOYERS EXPECT PROSPECTIVE EMPLOYEES TO HAVE?

Employers today expect their prospective employees to have much more than just good grades. They are looking for persons who display a host of generic qualities such as leadership, problem solving, customer service and good communication skills.

Global players

Many employers are now global players. They expect and want employees to be international in their outlook, able to recognise and work with diversity, to have had work and life experiences that enhance their capacity to perform internationally and (increasingly) have the ability to speak more than one language.

In today's world also, content knowledge is so quickly changing and graduates will need much more than content to be as equipped as they can be for today's complex, fast-paced and global world. Information and ideas transcend national boundaries and they certainly exceed content knowledge alone.



Professor Nita Temmerman (PhD)

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Negotiate and adapt to changes

Students need to appreciate that learning is and will be for them a life-long and life-wide involvement. They need to be reminded how their diploma/degree aims to present them with discipline and generic learning opportunities that develop their analytical capacity, creative aptitude and adaptive ability so they are able to negotiate and adapt to inevitable workplace changes.



Embedded in teaching - learning processes

A significant part of the planning process for all higher education institutions is to develop a set of graduate attributes for students that all courses offered by the institution will incorporate into its teaching - learning processes. These attributes are not an add-on and something to be taught on top of discipline content knowledge. They should be embedded in subjects through various learning activities and student assessment - qualities such as good written and oral communication and responsible use of digital technologies; initiative, creativity and critical thinking; team-work and cross-cultural understanding. They should produce graduates who will be employment ready as well as capable of creating new employment opportunities for their community. These represent the skills that should be encouraged and developed to compliment disciplinary

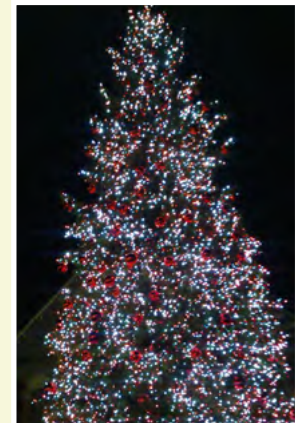
knowledge, skills and understandings.

Overall student learning

The role and usefulness of graduate attributes and their relationship to the overall student learning experience must also be effectively articulated to students. All graduates should be able to confidently articulate their knowledge of such graduate qualities to prospective employers and demonstrate their appropriate application of them within the work environment right from the beginning of their career.

END OF 2017

The Lucubrate project was established by NKB in 2017. At the end of this year, we see that more than 100 000 people are weekly recognizing information and activities from Lucubrate. We hope all of them benefit from the project.



We will send a thank you to all our subscribers and all Lucubrate friends. Together we will meet 2018 with great expectations.

(Lucubrate <https://lucu.nkb.no/>)

(NKB <https://nkb.no/>)

THE LUCUBRATE MANAGEMENT WISH ALL A MERRY CHRISTMAS AND A HAPPY NEW YEAR

The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

The Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- Our purpose is to bring Quality Education and Skills Everywhere.
- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

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