



The role of the Teacher, Trainer, or Assessor (TTA)

Though their research into the concept of flipped learning Ozdamli and Asiksoy (2016) highlighted the following skills that a TTA should undertake:

Creating learning conditions based on questioning (Bergmann & Sams, 2012)

Instead of transferring knowledge directly, being a guide to make learning easy (Johnson & Renner, 2012)

Making effective use of digital tools (Bergmann & Sams, 2012)

Sharing lecture videos or other suitable platforms as out of class activity (Bishop & Verleger, 2013)

Providing feedback by using pedagogical strategies (Nolan & Washington, 2013)

All the above roles mentioned by Ozdamli and Asiksoy have their place and must be considered when the concept of flipped learning is approached and implemented into a teaching strategy. All undertaken well and with direction should enable higher attainment and understanding for an apprentice but there can be more to this in terms of enabling effective student learning. Allison (2023) suggests five themes from their research into enabling effective student learning in English Colleges. These attributes are:

Staff who care.

Build a positive relationship with students.

Develop student soft skills.

Challenge current practice.

Put emphasis on students.

As cited in Allison (2023) having passionate teachers has been hallmarked as a key aspect of good vocational pedagogy (Lucas *et al.* 2012). Without this the TTA may not be prepared to go that extra mile and prepare the necessary resources for the flipped learning environment and follow this up within their one to ones or discussions.

misconceptions they have (Qian and Lehman 2017), and so if there is not an effective relationship where the teacher understands this, then students may continue to have problems.

Allison (2023),

Without the TTA building on the production roles mentioned by Ozdamli and Asiksoy (2016) supported with the interpersonal themes and practices suggested by Allison (2023) the role of the TTA may not be as effective as it can be in the delivery of the flipped learning model for apprentices. The TTA must understand that this flipped learning model does take dedication and alignment with the concept for this to have success. Failure will occur at some point as the TTA, and apprentice understand and develop their understanding of the learning concept, and this should not be a deterrent to developing this skill. Reflecting on practice and then developing from this will be an ongoing aspect and should be a key thought * n BT /F([(an)3(d)-122(t)s

-class time, reviews or discussions at the workplace having evaluation as the educational approach's main strength, not the instructional films. This period offers far more chances for active, experience learning to assess higher-order cognitive abilities. To scaffold students' progress towards Bloom's taxonomy's higher stages, teachers must move the instructional material outside of the classroom where technological support can be a contributing factor but is not the main emphasis of the delivery.

Conclusion

Ultimately the concept of flipped learning can have a very powerful effect to the attainment and advances in knowledge for an apprentice, but it does have to be a conjoined effort in

to consider the flipped learning approach due to the limiting time constraints that they spend with an apprentice during their apprenticeship programme. The flipped learning approach can provide a maximal impact with the limited time spent with an apprentice but for this to occur, the approach must be implemented with dedication and thought with a very consistent method used throughout. The methodology of flipped learning needs to be taught to the apprentices and understood to make sure that the concept is followed and applied correctly. If this is not undertaken, then the lines can be blurred and full understanding from the apprentice may not be achieved in terms of the higher order thinking ideologies. It is an approach worthy of consideration and if maximised, has the potential for significant gains in the learning and development of the apprentice involved.

References

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