

www.collegenet.co.uk January 2015

Zoella Sugg vlogger on beauty. 320m views. First book 'Girl Online' sold 78,109 copies in one week Nov. 2014.

Robert Nay invented game App Bubble Ball age 14.

Martha Payne raised £131,666.79 for charity aged 9. 10m web hits.



Nick D'Aloiso sold App Summy for £20m to Yahoo aged 16.

Jamie Edwards built a fusion reactor aged 13.

Adora Svitak first book aged 7. Gave Ted Talk aged 13. Watch 'What adults can learn from kids'.



James Anderson set up website thinkspace.co.uk to teach coding age 16.



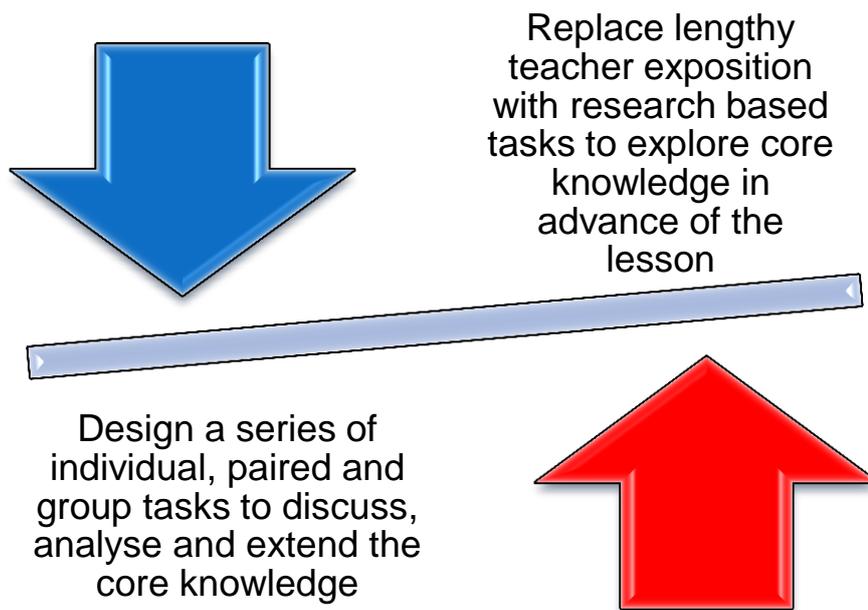
Malalah Yousafzay winner Nobel Peace Prize 2014 aged 17.

Beth Reekles wrote the best-selling book, 'The Kissing Booth' aged 15.

Lilly Singh You Tube vlogger and motivational speaker with 2.8m subscribers

The first cohort of Generation Z will enter college classrooms in September 2016. Will they wait for a teacher to stand up and present a lesson or will they visit You Tube, search Google, use websites like the Khan Academy and download apps like Revision App? **Are you ready for Generation Z?**

Flip your lessons



The traditional approach to teaching and learning is to use lesson time for 'chalk and talk' to describe and explain core topic information while the learners take notes. This process often conditions learners to be passive and to accept that their role is to listen, remain silent (apart from the few more confident learners who may ask a question) and to take notes. The focus of the teacher is more about learners 'covering' the curriculum rather than 'understanding' the curriculum. This approach will not engage Generation Z who may have already discovered more about the topic on their smart phones while the teacher is still talking. Try googling any of your key topics and see the wealth of information available. Flipped Learning invites the learners to explore specified videos, textbooks, websites and apps outside of the lesson to find answers to set questions. Design standard pro-formas to capture notes and to promote consistency and depth. Encouraging Cornell note-taking is often best and shows that old ways can still be the best. Classtime is reserved for a series of individual, paired and group tasks to analysis and evaluate the information with full teacher support and regular presentations by learners. Essentially, your aim is to flip 'lower order' information gathering out of the classroom and to engage your learners in 'higher order' thinking and reasoning in the classroom with multiple opportunities to build employability and Functional Skills. The government goal of 50% of learning online by 2017 is ambitious but reflects the natural tendency of Generation Z to seek instant, real-time information. Provide your staff with a clear 'structure' and an easy pathway to explore online learning by replacing traditional Schemes of Work with '**Learning Plans**'. The Learning Plan overcomes the technology 'barrier' and will allow all staff to experiment and to collaborate to cover their curriculum. Once all prepared it is an easy second step to go fully online. Download '**Learning Plans**' from the homepage of Collegenet.co.uk.

'Appy' New Year

Z stats

95% have internet at home.

81% are on social media.

286 average number of friends on Facebook.

193 texts per week on average and 221 for girls.

72% own a mobile with 62% smartphones.

72% want to start their own business.

53% make most purchases online.

26% like to volunteer.

69% prefer to be 'smarter' rather than 'better looking.'

85% conduct assignment research online.

52% use social media to discuss their assignments.

Gen Z ask Google first, parents second, teachers third and friends last.

33% watch video lessons.

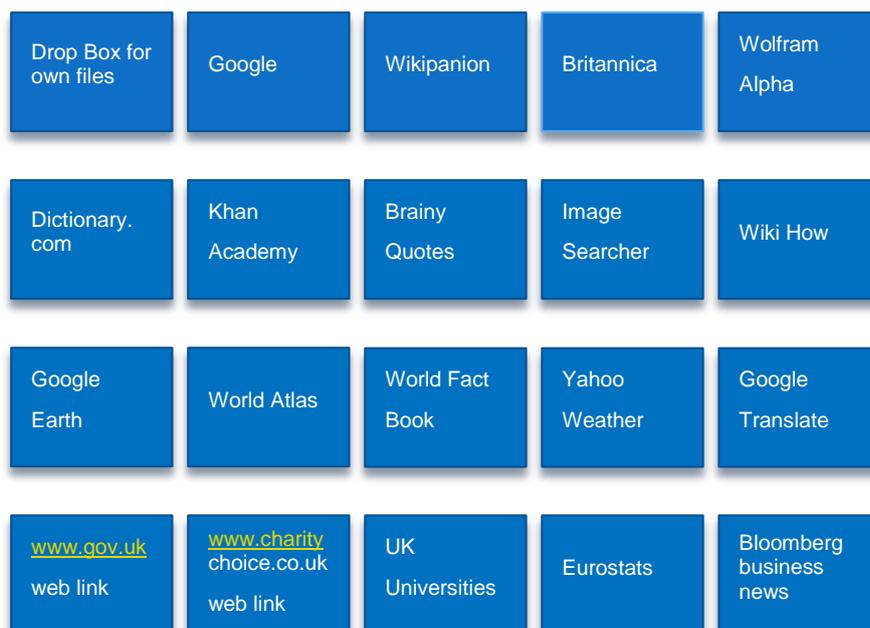
41% spend three hours or more per day on social media.

51% of boys state 'gaming' as main entertainment.

Sources: Millennium Cohort Study and Ofcom 2014

How many of your learners returned to the classroom this term with a tablet computer or a smartphone from Santa? How many started the academic year with one? Sales of tablets and mobiles overtook desktop and laptop computers in 2014 and promoted a sharp rise in the use of Apps across a wide range of information, entertainment and social media functions. There are currently 1.4 million apps in the Apple store with 128,825 of those education related and with a similar number for Android devices. On New Year's Day 2015 \$500m was spent on Apple apps the highest ever single day trading. Conducting a digital skills survey of not only ownership of technology but competence levels across Microsoft Office or Apple equivalents should be a central part of any college induction course. Generation Z may be very knowledgeable across social media but may be less confident handling a spreadsheet etc. Encouraging BYOD (bring your own device) is perhaps the fastest way to respond and this means ensuring a fully wifi campus with no dead spots. Place clusters of computers around the college and a few computers in every classroom for those without their own device or better still lease or lend a device. To date 21 High Schools in the UK have issued an ipad to all pupils. VLEs need to adopt a clear 'learning pathway' structure to avoid the clutter of random folders. Equally with thousands of apps to choose from colleges need to specify the key generic 'learning' apps to download and for course teams subject specific apps. Drop the apps into category folders to create a 'learning pathway' starting with reference apps, then books, periodicals, video, media, websites, learning tools, Functional Skills etc.

Reference apps folder



Evidence-based learning

Flipped learning is not a fad but promotes evidence-based learning. Ofsted, Professional and academic evidence all point to the significance of the following five steps for advancing learning. In the context of Flipped Learning they may be applied as follows:

Questions – Set advance questions for your lessons to explore ‘core knowledge’ and invite the learners to find the answers from specified online resources.

Core Knowledge – Specify the core knowledge for each topic i.e. the key underpinning factual information and identify useful video, textbooks, websites and apps to explore outside the lesson.

Analysis – make the focus of your lessons paired and group activities to analyse and evaluate the core information and to stretch all into ‘higher order’ thinking and reasoning along with multiple opportunities to build Functional and employability skills via reciprocal teaching and peer sharing.

Feedback – Apply the full range of feedback techniques and especially whole class and one to one to ensure each individual is making progress. Specify ‘how to improve’ for each learner on a simple Personal Actions Steps for Success (Pass) pro-forma.

Challenge – challenge isn’t about the most able but challenge for all via extended learning opportunities to stretch all to their full potential.



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Book a Flipped Learning training day for your staff to explore how to implement the above five steps plus coverage of the best educational apps, creating Learning Plans, developing online content and building independent learning and employability skills. Email Bradley@collegenet.co.uk