

# THE UPSIDE OF UPSIDE DOWN

Results From First National Survey on  
Faculty Perspectives on Flipped Classrooms



# ADDRESSING A BROKEN SYSTEM

Since 2000, the **cost** of higher education has

**DOUBLED**   


while college enrollment is on the

**DECLINE** 



It takes **18 years** for a college student to

**BREAK EVEN**

on the costs of their bachelor's degree

(College Board, 2013)



“Students enjoy coming to class a lot more  
since I started flipping my classroom.

They **PERFORM BETTER,**

**RETAIN MORE  
KNOWLEDGE**

and

**ARE MORE  
ENGAGED** during class.”

Music Professor



# WHY UNIVERSITIES FLIP



- 1** Better learning experience for students: **84%**
- 2** Greater availability of technology: **66%**
- 3** Positive results from initial trials: **61%**



“I like that the flipped model puts the student  
more in charge of their learning experience.

I’m seeing an **INCREASE**  
in the number of students taking my courses,

an **INCREASE**  
in learning and enthusiasm

and a **DECREASE**  
in boredom.”

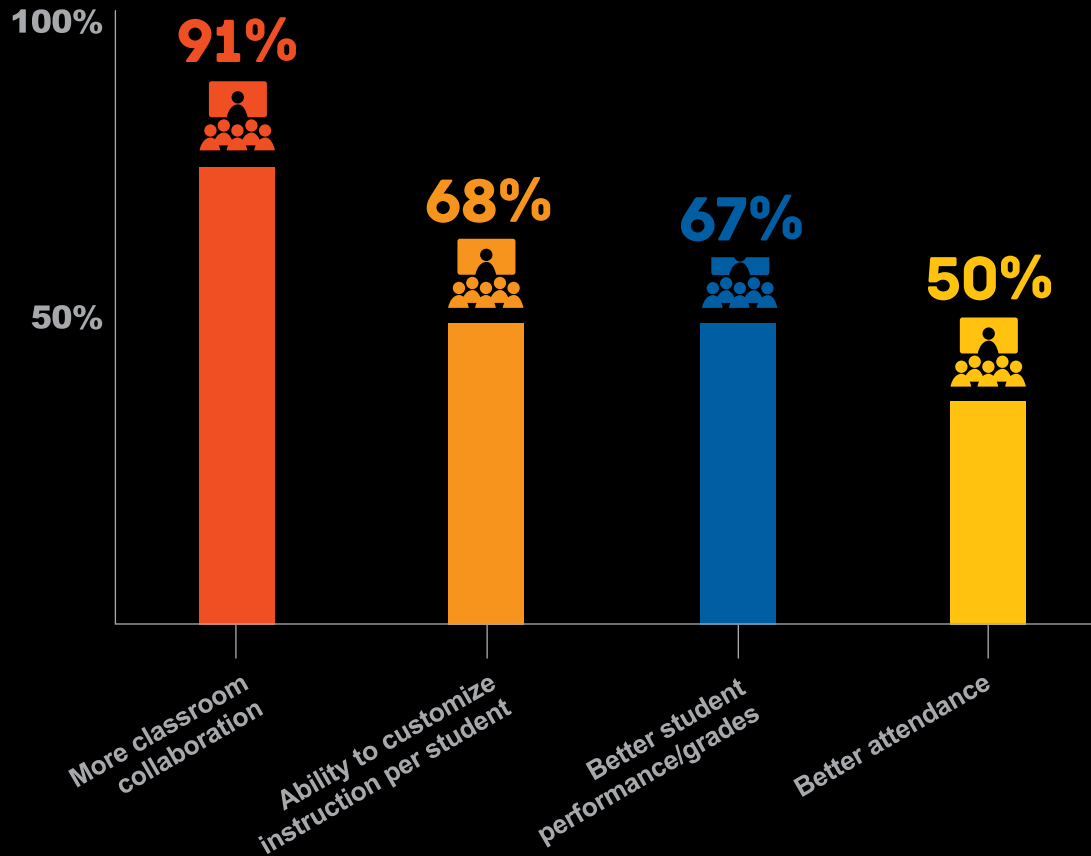
Associate Professor, Global and Sociocultural Studies



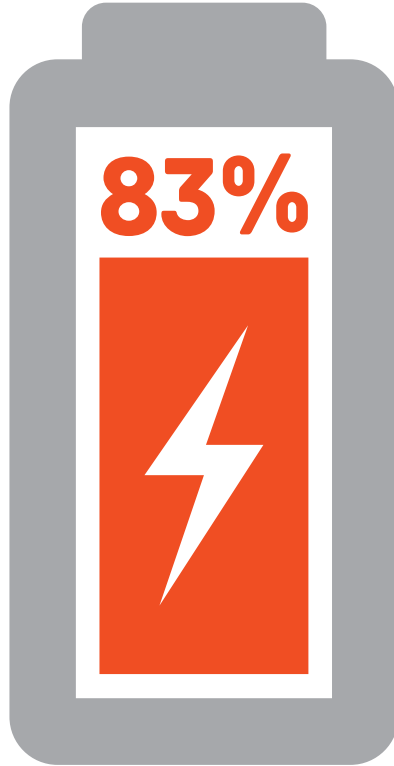
# FLIPPING IS ABOUT RESULTS



# BENEFITS



# FLIPPING IS ENERGIZING



of teachers strongly agree or agree that their attitude towards teaching has changed positively since flipping





At the end of a traditional lecture,

**I USED TO BE  
EXHAUSTED**

but with the flipped model, I end classes

**FEELING INSPIRED  
AND ENERGIZED**

Professor & Associate Dean for Academic Affairs



# STUDENT BENEFITS

Personalized learning environment



68%



81%

Improved mastery of information

Improved retention of information



80%



“When a classroom is flipped, the workload goes up and students react negatively initially because they have to put in more time.

Most students end up feeling more

**ENGAGED**  
**AND INSPIRED**

after the initial adjustment happens, however, and seem to retain knowledge longer.”

Associate Provost for the Center for Innovation in Learning



# IT'S WORTH IT



86%

agree that **student attitudes have improved**  
since adopting the flipped classroom



# MODEL IS EMBRACED DESPITE CHALLENGES

Biggest faculty needs for

**FLIPPING:**  
EGIBBING:

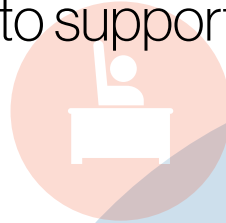


## BIGGEST FACULTY NEEDS FOR FLIPPING



Professional development to support the model:

# 60%



“Even with significant financial support, it is hard to pay for the amount of time and expertise that goes into designing and developing a high-quality flipped course.”

Assessment & Evaluation Specialist



## BIGGEST FACULTY NEEDS FOR FLIPPING



Shifting from a teacher-centric to a student-centric instruction approach:

# 52%

“When adopting the flipped classroom there is a bit of departmental momentum that needs to be broken, because instructors, like anyone else, get used to one way of working and it can be hard to change that method completely.”

Biology Professor



## BIGGEST FACULTY NEEDS FOR FLIPPING



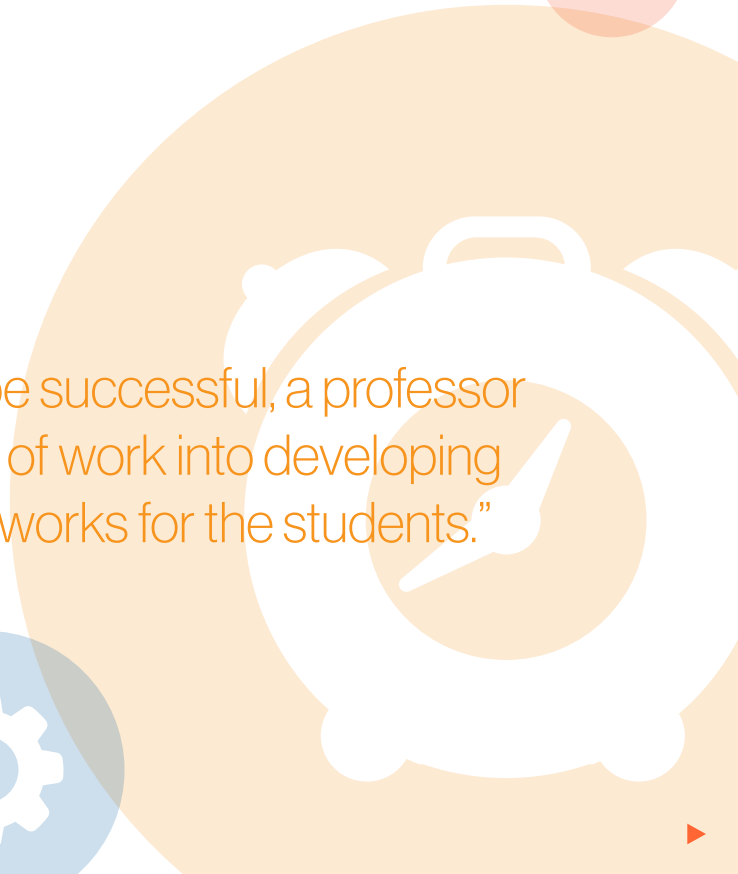
Time to create or format existing course content:



# 75%

“In order for a flipped classroom to be successful, a professor needs to put a tremendous amount of work into developing the course to make sure the format works for the students.”

Assistant Dean in IT



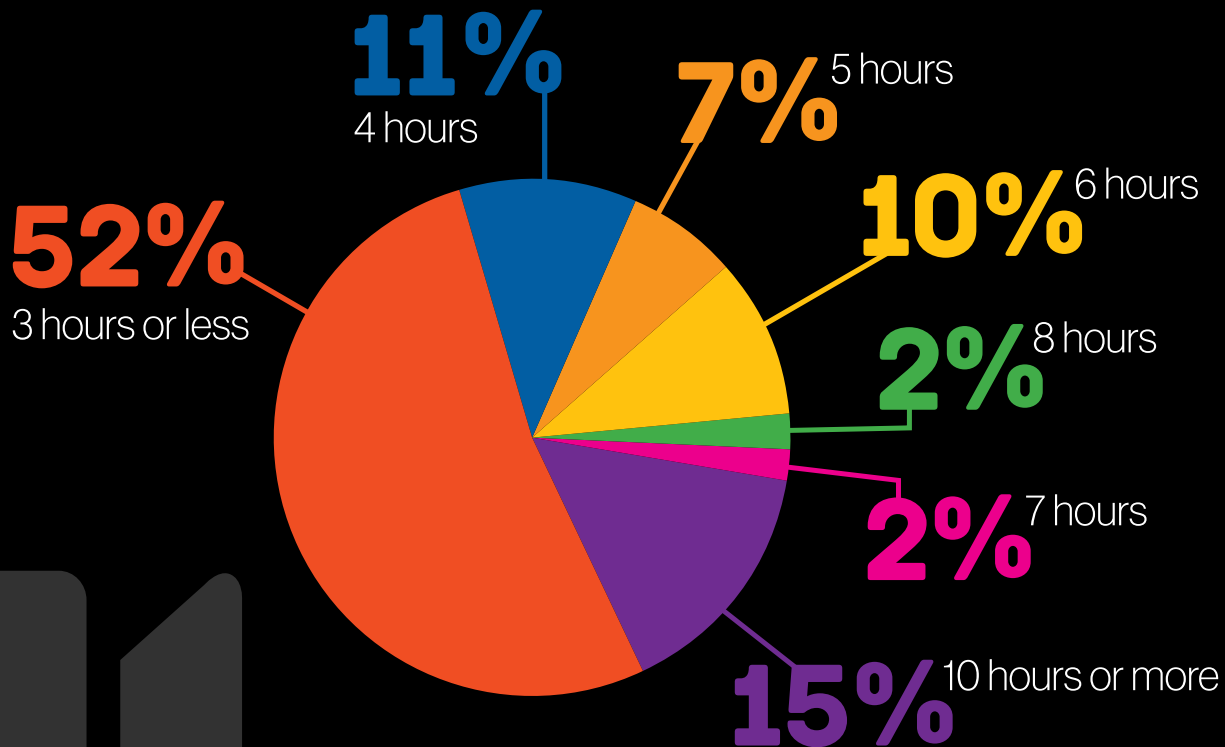


**TIME TO**

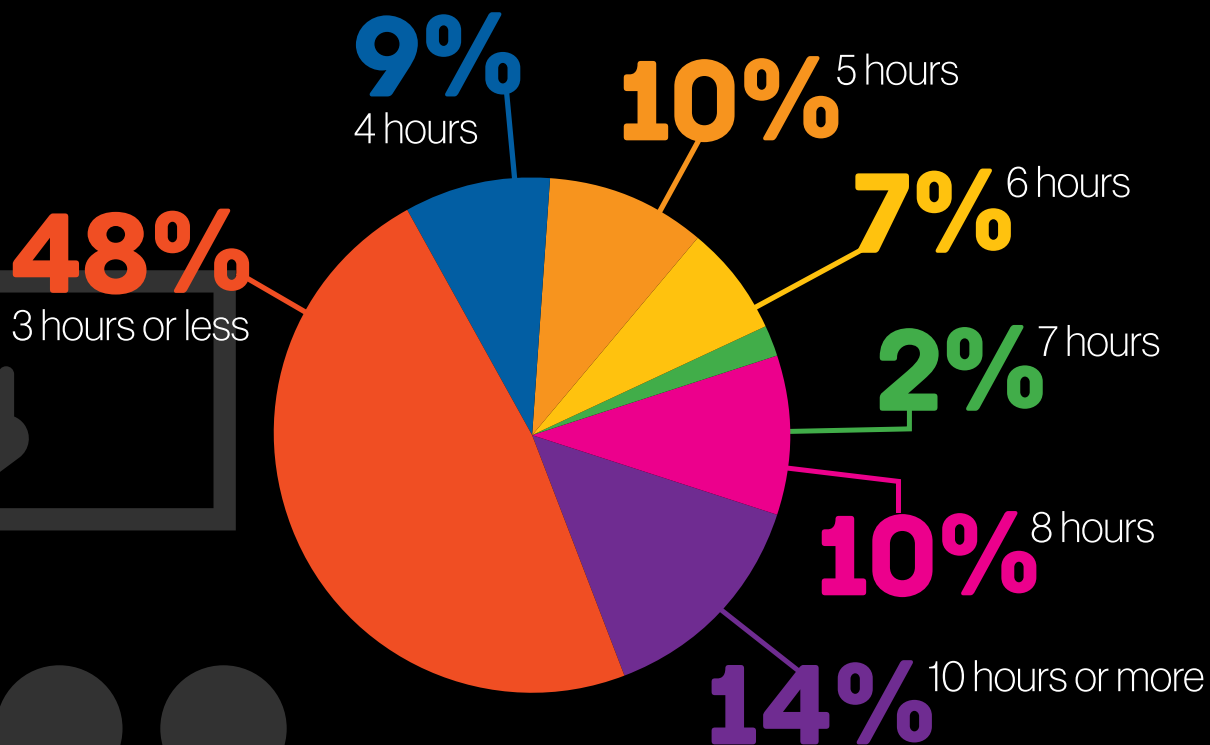
**FLIP**  
FLIP



# TIME SPENT CREATING VIDEO EACH WEEK



# TIME SPENT CREATING IN-CLASS EXERCISES EACH WEEK





Agree the ideal classroom size for a flipped classroom is 11-30 students

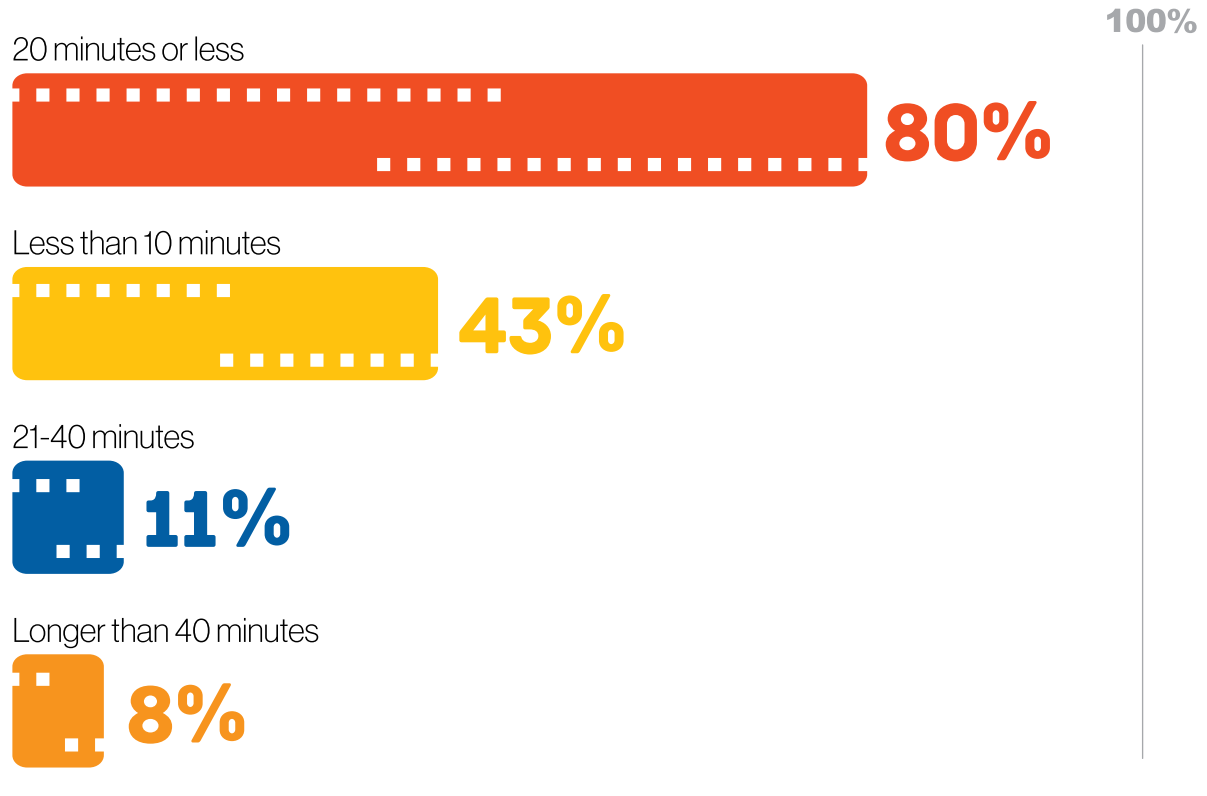
**69%**

“But the flipped model can be modified as long as the ratio of students to professors or teaching assistants remains one instructor to roughly 25 students.”

Associate Dean in Academic Affairs & Veterinary Medicine Professor



# OPTIMAL VIDEO LENGTH



**FREE**  
**COMPANION**  
**WEBINAR**  
**AND SLIDES**



**WATCH**

The Upside of Upside Down



# SURVEY METHODOLOGY

## STUDY BY:

The Center for Digital Education,  
in association with Sonic Foundry

## OBJECTIVE:

To better understand what motivates  
faculty to flip their classrooms

309 responses collected from members  
of CDE's Education Exchange, in an online  
survey during August to October 2013:

- 73% from a 4-year college or university
- 27% from a 2-year community college

