THE UPSIDE OF UPSIDE DOWN

Results From First National Survey on Faculty Perspectives on Flipped Classrooms
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

TOP 3

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

50% are already flipping or plan to by Winter 2014

57% say their flipped classroom is “successful”

81% say “improved mastery of information” is the top student benefit
- More classroom collaboration: 91%
- Ability to customize instruction per student: 68%
- Better student performance/grades: 67%
- Better attendance: 50%
FLIPPING IS ENERGIZING

83% 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.
STUDENT BENEFITS

- Personalized learning environment
  - Improved mastery of information: 81%
  - Improved retention of information: 80%

- 68%
“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:
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
TIME SPENT CREATING VIDEO EACH WEEK

- 52%: 3 hours or less
- 11%: 4 hours
- 7%: 5 hours
- 10%: 6 hours
- 2%: 7 hours
- 2%: 8 hours
- 15%: 10 hours or more
TIME SPENT CREATING IN-CLASS EXERCISES EACH WEEK

- 3 hours or less: 48%
- 4 hours: 9%
- 5 hours: 10%
- 6 hours: 7%
- 7 hours: 2%
- 8 hours: 10%
- 10 hours or more: 14%
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

- 20 minutes or less: 80%
- Less than 10 minutes: 43%
- 21-40 minutes: 11%
- Longer than 40 minutes: 8%
FREE COMPANION WEBINAR AND SLIDES

WATCH The Upside of Upside Down
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