



Understanding the Flipped Classroom



What Is a Flipped Classroom?

The flipped classroom reverses the traditional classroom structure. In a traditional classroom, students spend in-class time listening to a lecture and do homework, including reading, projects, papers and other activities outside of class. Some in-class time may be used for discussion, but it's limited.

In a flipped classroom, lectures happen outside of class, using video learning technology. Students can watch lectures on their laptops, tablets or smartphones. In class time is then used for exercises, projects and discussion.

What Are the Benefits of Flipping the Classroom?

- Students can access lecture materials at their own pace, watching and re-watching as necessary. Captioning helps to support visual learners, those who are hard-of-hearing, and English language learners. Lecture materials are accessible through mobile devices to help students stay on top of classwork.
- The instructor is present and available to assist with projects, facilitate discussion and encourage interaction. This helps students to truly engage with the material and can support mastery of course material.
- Students and teachers have reported that they enjoy flipped classrooms, with 99 percent of instructors willing to flip their classes again, according to the Flipped Learning Network.

What Does the Research Say about Flipped Classrooms?

Flipped classrooms are an evidence-based learning solution that meets the needs of both instructors and students, maximizing the potential of both video learning and classroom time.

According to the Flipped Learning Network,

- 67 percent of instructors report higher test scores.
- 80 percent report improved student attitudes.

University instructors have seen failure rates drop dramatically, and the number of "A" students increase with the implementation of flipped classrooms. Attendance rates increase in flipped classes and students make learning gains faster.

- Spartan College of Aeronautics and Technology in Tulsa, Oklahoma introduced flipped classroom structures throughout their program. and pass rates increased from 83.9 percent to more than 96 percent.
- Research at Villanova College showed an increase of 10 percent in grades in STEM (science, technology, engineering and mathematics) courses for weaker students, bringing "D" students up to a "C," with an overall increase in grades of three percent.
- A 2014 study at the College of Westchester showed a dramatic reduction in the number of students with "D" or "F" grades, as well as a reduction in the number of students withdrawing from the course.



Aronson, Neil (2013). "Flipped Learning in Higher Education." Retrieved from <http://flippedlearning.org/wp-content/uploads/2016/07/HigherEdWhitePaper-FINAL.pdf>
"10 Published Results Supporting the Benefits of Flipped Learning." (2014) Retrieved from <http://www.flippedclassroomworkshop.com/results-studies-supporting-benefits-of-flipped-classroom/>