

# THE FLIPPED LEARNING MODEL: EXECUTIVE SUMMARY

With interest continuing to grow around this topic, the Flipped Learning Network™, along with researchers from George Mason University and with support from Pearson, undertook a comprehensive review of research relevant to the Flipped Learning model. Members of the FLN's Research Committee contributed to the extensive bibliography and reviewed the full length Literature Review. A list of the authors, contributors and committee members can be found in the Literature Review and accompanying White Paper.

## DEFINITION

The Flipped Learning model of instruction, while virtually unknown a few years ago, is gaining attention and adherents among teachers and administrators in American K-12 and postsecondary classrooms. In this model, some or most of direct instruction is delivered outside the group learning space using video or other modes of delivery.

Class time, then, is available for students to engage in hands-on learning, collaborate with their peers, and evaluate their progress and for teachers to provide one-on-one assistance, guidance and inspiration.

The shift is from a teacher-centered classroom to a student-centered learning environment.

In 2007, two rural Colorado chemistry teachers, Jonathan Bergmann and Aaron Sams, often referred to as the pioneers of flipped learning, were concerned that students frequently missed end-of-day classes to travel to other schools for competitions, games, and other events. They began to use live video recordings and screencasting software to record lectures, demonstrations, and slide presentations with annotations. In their book *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012), they reported that after they flipped their classrooms, students began interacting more in class, and because time could be used more flexibly, students who were behind received more individual attention while advanced students continued to progress.

## RESEARCH AND RESULTS

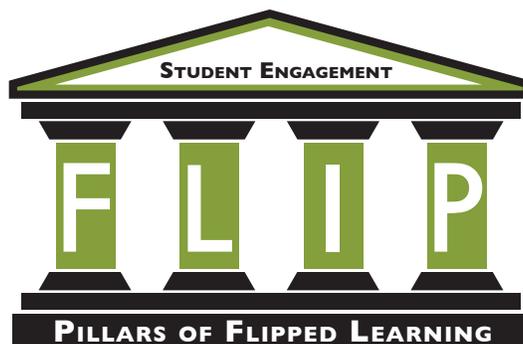
Quantitative and rigorous qualitative data on Flipped Learning is limited, but there is a great deal of research that supports the key elements of the model with respect to instructional strategies for engaging students in their learning.

The research on Flipped Learning that does exist generally consists of teacher reports on student achievement after adopting the model (based on course and/or state test scores), descriptions of flipped classrooms, course completion rates, disciplinary actions, and surveys measuring an array of outcomes, such as teacher, student and parent attitudinal changes.

In general, teachers who are flipping their classrooms report higher student achievement, increased student engagement, and better attitudes toward learning and school. Many flipped teachers report that their job satisfaction has improved and are feeling re-energized by their heightened interaction with students. This initial research suggests that the Flipped Learning model is promising and warrants further inquiry.

Experienced educators involved in the not-for-profit Flipped Learning Network™, along with Pearson identified four essential elements of Flipped Learning. While there is no “how-to” list associated with the Flipped Learning model, there are several unifying themes identified as the four Pillars of F-L-I-P™, an acronym for Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

# THE FOUR PILLARS OF F-L-I-P™



## FLIPPED LEARNING REQUIRES:



### FLEXIBLE ENVIRONMENTS

Flipped classrooms allow for a variety of learning modes; educators often physically rearrange their learning space to accommodate the lesson or unit, which might involve group work or independent study. They create Flexible Environments in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and how students are assessed.



### LEARNING CULTURE

In the traditional teacher-centered model, the teacher is the main source of information. In the Flipped Learning model, there is a deliberate shift from a teacher-centered classroom to a student-centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities through various student-centered pedagogies. As a result, students are actively involved in knowledge formation through opportunities to participate in and evaluate their learning in a manner that is personally meaningful.



### INTENTIONAL CONTENT

Flipped educators continually think about how they can use the Flipped Learning model to help students gain conceptual understanding, as well as procedural fluency. They evaluate what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt various methods of instruction such as active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject matter.



### PROFESSIONAL EDUCATORS

The role of Professional Educators is even more important, and often more demanding, in a flipped classroom than in a traditional one. During class time, teachers continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional educators are reflective in their practice, connect with each other to improve their trade, accept constructive criticism, and tolerate controlled classroom chaos. While Professional Educators remain very important, they take on less visibly prominent roles in the flipped classroom.

## FOR MORE INFORMATION

The full length Literature Review titled *A Review of Flipped Learning* includes a review of the research base upon which the Flipped Learning model is built, including student-centered, active learning and Cognitive Load theory, among others; how the model serves diverse student populations; and the role of technology. We also provide an analysis of implementations and results in K-12 schools and institutes of higher education. We address shifting attitudes towards Flipped Learning by educators, administrators, students and parents, and discuss the concerns about the Flipped Learning model.

[www.flippedlearning.org/review](http://www.flippedlearning.org/review)

A shorter version of the Literature Review is provided in *The Flipped Learning Model: A White Paper*. All of these documents are free, licensed under the Creative Common License.

[www.flippedlearning.org/summary](http://www.flippedlearning.org/summary)