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**Contact: Amber Taylor, 703-201-4893**  
amber@taylored-communications.com

## **More Administrators and Teachers Point to Flipped Learning Use and Potential**

### **New Speak Up 2013 Findings Show Growth in Flipped Classroom Implementation and Interest**

**Washington, D.C.** – A quarter of administrators identified flipped learning as having a significant impact on transforming teaching and learning in their school district, surpassing other digital learning trends such as educational games and mobile apps (21 percent) and even online professional learning communities for teachers and administrators (19 percent), according to new findings from Speak Up 2013 to be released during the CoSN 2014 Annual Conference on Friday. An additional 40 percent of administrators said they were interested in their teachers “trying flipped learning” this year.

The white paper, *Speak Up 2013 National Research Project Findings: A Second Year Review of Flipped Learning*, reveals significant growth in just one year in interest and implementation of flipped classrooms and a drop in concerns about student online access. Teacher interest in professional development on making quality instructional videos and on how to best use class time in a flipped classroom remained high, but this concern among administrators has declined while some are beginning to provide this training.

“Students, teachers and administrators are increasingly interested in tapping into digital tools such as video to transform the classroom experience. From this research, it is evident that the flipped learning model is gaining the attention of educators who are interesting in improving student achievement and teacher effectiveness by leveraging digital tools to enable innovation,” said Julie Evans, CEO of Project Tomorrow.

During the fall of 2013, more than 403,000 K-12 students, parents, teachers, administrators and community members participated in the 11<sup>th</sup> annual Speak Up online surveys facilitated by the national education nonprofit organization, Project Tomorrow. For the second year, in conjunction with the Flipped Learning Network, specific questions were asked of students, educators and administrators on flipped learning and use of videos in the classroom.

For the survey, flipped learning was defined as using lecture videos as homework while utilizing class time for more in-depth learning such as “discussions, projects, experiments and to provide personalized coaching to individual students.”

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The five-page white paper will be available online at [www.flippedlearning.org/research](http://www.flippedlearning.org/research) and [http://www.tomorrow.org/speakup/2014\\_FlippedLearningReport.html](http://www.tomorrow.org/speakup/2014_FlippedLearningReport.html). (Contact Amber Taylor, [amber@taylored-communications.com](mailto:amber@taylored-communications.com), for an advanced copy).

“We know from other research that teachers who are flipping their classrooms report higher student achievement, increased student engagement and better attitudes toward learning and school,” said Kari M. Arfstrom, Executive Director of the Flipped Learning Network. “Many flipped teachers report that their job satisfaction has improved and they are feeling re-energized, so we are excited to see more teachers and administrators looking to implement this model in their schools.”

Speak Up 2013 flipped learning findings include:

- One out of six math and science teachers are implementing a flipped learning model using videos that they have created or sourced online.
- 16 percent of teachers say they are regularly creating videos of their lessons or lectures to students to watch.
- 45 percent of librarians and media specialists are regularly creating videos and similar rich media as part of their professional practice.
- 37 percent of librarians are helping to build teacher capacity by supporting teachers’ skills in using and creating video and rich media for classroom use.
- While, almost one-fifth of current teachers have “learning how to flip my classroom” on their wish list for professional development this year, 41 percent of administrators say pre-service teachers should learn how to set up a flipped learning class model before getting a teaching credential.
- 66 percent of principals said pre-service teachers should learn how to create and use videos and other digital media within their teacher preparation programs.
- 75 percent of middle and high school students agree that flipped learning would be a good way for them to learn, with 32 percent of those students *strongly agreeing* with that idea.

“These results show that both more professional development for teachers and tapping into librarians and media specialists to support teachers’ fledgling implementations of flipped learning show great promise,” said Arfstrom.

### **About Project Tomorrow**

Project Tomorrow® is the nation’s leading education nonprofit organization dedicated to the empowerment of student voices in education. With 17 years of experience in the K-12 education sector, Project Tomorrow regularly provides consulting and research support about key trends in K-12 science, math and technology education to school districts, government agencies, business and higher education. The Speak Up National Research Project annually polls K-12 students, parents and educators about the role of technology for learning in and out of school and represents the largest collection of authentic, unfiltered stakeholder voice on digital learning. Since 2003, over 3.4 million K-12 students, parents, teachers, librarians, principals, technology leaders and district administrators have shared their views and ideas through Speak Up. [www.tomorrow.org](http://www.tomorrow.org)

### **About Flipped Learning Network**

The mission of the Flipped Learning Network™ (FLN) is to provide educators with the knowledge, skills, and resources to successfully implement Flipped Learning. The goals of the FLN are to 1) Serve as the hub connecting educators engaged in Flipped Learning; 2) Facilitate and collaborate on research relevant to Flipped Learning; and 3) Provide access to professional learning opportunities on Flipped Learning.

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