[**665 00 Article Flipped More teachers adopt flipped instruction**](http://r.smartbrief.com/resp/fTypDRwTfidsggqkaqbvhUalemls?format=standard)
A growing body of research in support of flipped instruction has led to increased popularity and excitement among teachers for the learning model. A recent study by the Flipped Learning Network and Sophia Learning shows that 78% of teachers now have flipped a lesson -- compared with 48% two years ago. [eSchool News (free registration)](http://r.smartbrief.com/resp/fTypDRwTfidsggqkaqbvhUalemls?format=standard)

**Flipped learning skyrockets across the nation**

Posted By Laura Devaney On July 8, 2014 @ 6:00 am In Curriculum,Digital Learning and Tools,Featured Flipped Learning,Featured on eSchool News,Flipped Learning,News,Research,Top News

### Once brand new, the flipped learning model further cements its position in classrooms

[1]Though no learning model is perfect, flipped learning offers educators and students one way to boost engagement and make learning much more interesting and organic.

And as more research highlights this learning model’s benefits for students and teachers, more educators are motivated to give it a try.

Researchers from the Flipped Learning Network and Sophia Learning sought to update 2013 data with [new figures](http://researchnetwork.pearson.com/educator-effectiveness/resources/flipped-learning-resources) [2] to reflect just how quickly and broadly flipped learning is expanding.

A [February 2014 survey released in May 2014](http://www.sophia.org/flipped-classroom-survey?utm_source=twitter&utm_medium=organic&utm_campaign=flippedinfographic) [3] reveals that the term “flipped learning” is recognized by 96 percent of teachers–an increase from 74 percent over the past two years.

(Next page: The newest data on flipped learning)

In 2012, fewer than half of teachers–48 percent–said they had flipped a lesson during that school year. In 2014, that number jumped to 78 percent, with 96 percent of those teachers saying they would recommend it to fellow educators.

Math (33 percent) and science (38 percent) are still the most popular flipped subjects, but while only 12 percent of English/language arts teachers flipped their classrooms in 2012, 23 percent reported doing so in 2014.

Students are increasingly turning to online videos as part of flipped learning–from 40 percent in 2012 up to 60 percent in 2013. When it comes to videos used for flipped learning:

* 77 percent of teachers have students watch videos they have created
* 52 percent of teachers share videos that have been created by other teachers
* 30 percent are willing to or have assigned content created by education vendors

Forty-six percent of teachers in the survey have been teaching for more than 16 years, which researchers took as a positive sign that flipped learning is not just for new and younger teachers.

Teachers said that students with special needs, those in Advanced Placement, English language learners, and students from low-income households seemed to benefit most from flipped learning.

A formal definition for flipped learning was established in March 2014. Flipped learning is “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

Flipped learning’s four pillars are:

1. Flexible environment
2. Learning culture
3. Intentional content
4. Professional educator

New for 2014 are 11 indicators, which educators can use to self-assess their flipped learning efforts or progress. These indicators include markers such as:

* I provide students with different ways to learn content and demonstrate mastery
* I prioritize concepts used in direct instruction for learners to access on their own
* I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction

Though some classrooms don’t lend themselves to flipped learning success, and student access at home remains an issue perhaps the biggest concern is the time it takes to create and develop a flipped learning course.

The report notes that more research is needed, but existing research has proven that flipped learning “represents an innovative approach to teaching with the potential to create active, engaged and learning-centered classrooms.”