



# LAW FACULTY STUDY SHOWS BETTER STUDENT RESULTS WITH FLIPPED CLASSROOM

## KEY FINDINGS

- *More than 70 percent of respondents are very or extremely familiar with the flipped-classroom concept.*
- *More than half say student learning improved with the flipped-classroom method.*
- *Flipped-classroom adoption today represents an emerging market poised for accelerated growth.*
- *Faculty are looking for legal research and writing videos that are easy to use, provide strong legal expertise and use sound teaching methods.*

## SUMMARY

With today's emphasis on innovation in legal education, faculty are looking for opportunities to increase student engagement, integrate more technology, strengthen class content and improve learning outcomes. One solution on the fast track is the flipped-classroom model. Going beyond assigned readings, this approach provides students with online access to videos, tutorials, Microsoft® PowerPoint® presentations and other resources they can view prior to class—freeing up class time for deeper discussions, problem-solving and hands-on activities.

This trend is clearly gaining momentum. The flipped-classroom market for schools in North America is expected to grow at a compound annual growth rate of 35 percent between 2016 and 2020.<sup>1</sup> Potential advantages of that growth are significant. "Flipped classrooms may be considered the new trend in education, but the approach has the potential to create much needed in-class time for faculty to work with students on developing the practice skills they are now expected to have upon graduation."<sup>2</sup>

Legal research & writing (LR&W) professors face many challenges. They need to cover a large amount of content with limited class time while ensuring students learn two of the most important practical skills desired by legal employers: legal research and writing.<sup>3</sup>

To what extent are LR&W professors adopting the flipped-classroom approach? What are the benefits and outcomes for faculty and students? These questions are addressed in this report, which summarizes results of a survey conducted by LexisNexis® in December 2016 among 220 LR&W professors and librarians at U.S. law schools.

## CHARACTERISTICS AND ADOPTION OF THE FLIPPED CLASSROOM

For purposes of this study, a flipped classroom is defined as the assignment of any online content (videos, podcasts, PowerPoint presentations and exercises) for students to experience outside the classroom. The study found that LR&W adoption of the flipped classroom represents an emerging market poised for accelerated growth.

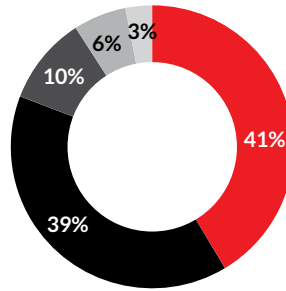
The majority or 75 percent of respondents say they have used or are currently using a flipped-classroom approach. In fact, 41 percent have integrated this method for one to two years, 39 percent for three to four years, and 16 percent for five or more years.

Adopters who are the most supportive of the flipped-classroom method consider it one of their classroom best practices, and 23 percent who haven't tried it yet think it might be a valuable teaching method.

The time students spend completing flipped-classroom homework varies slightly. The majority or 61 percent of faculty assign one to two hours per week of online learning outside class, and 29 percent assign three to four hours per week.

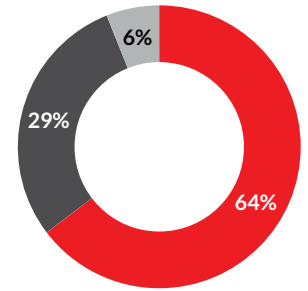
### Years of Using Flipped-Classroom Method

- Less than 1 academic year
  - 1–2 academic years
  - 3–4 academic years
  - 4–6 academic years
  - 7 or more academic years
- n=160



### Flipped-Classroom Method Usage Plan

- Plan to decrease the use of the flipped-classroom methodologies
  - Plan to keep the use of the flipped-classroom methodologies about the same
  - Plan to increase the use of the flipped-classroom methodologies
- n=160

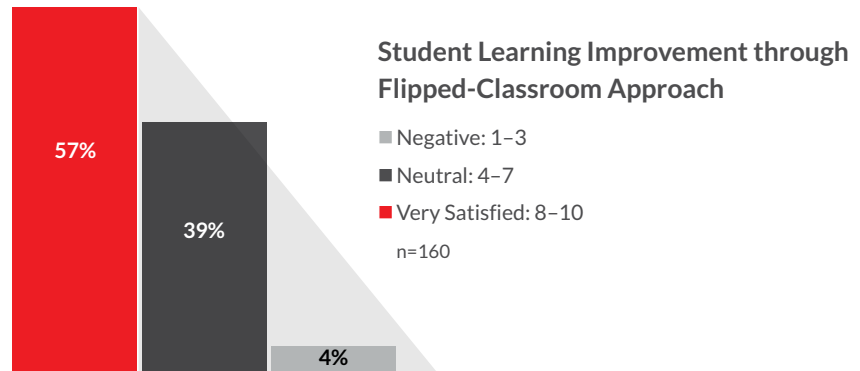


Q: How long have you been using the flipped-classroom approach?

Q: What are your plans for using flipped-classroom methodologies in the next academic years?

### IMPROVED LEARNING AND EFFICIENCY

In evaluating the effect of the flipped classroom on student performance, more than half of faculty respondents say learning improved.



Q: In considering how the flipped classroom has improved your teaching, please evaluate whether student learning has or has not improved.

Proponents of the flipped classroom identified several key benefits, including more “teachable moments” as better prepared students—stimulated by audio and video content—become more engaged during class. Increased efficiency is another top benefit; professors find they can cover a wider range of topics in a semester.

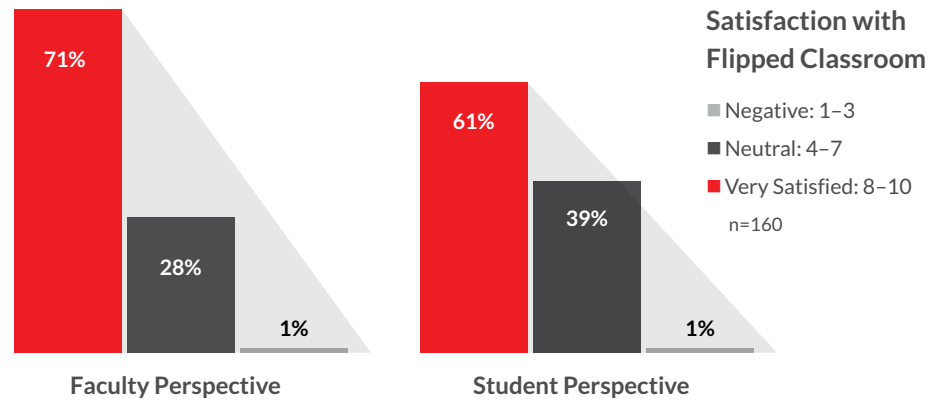
They described these student benefits:

“Giving the students the background/how-to before coming to class ... so in class we can work on problems, learn how to use databases, understanding concepts, ideas, and have a conversation about the tools or ideas.”

“Students learning before class and coming into class better prepared to apply what they learned at home.”

Satisfaction with the flipped-classroom approach is high. Overall, most faculty respondents (71 percent) are satisfied. When thinking about satisfaction from their

students' point of view, they report that 61% of students are satisfied with the flipped-classroom approach.



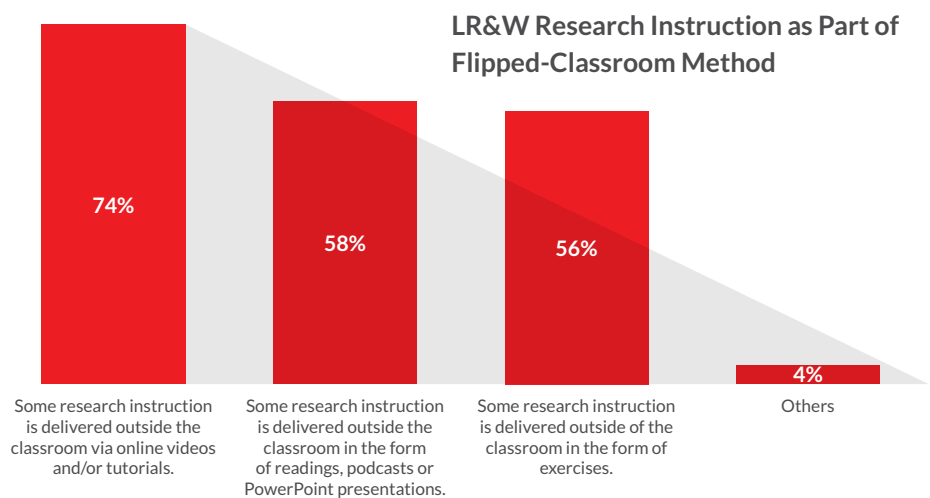
Q: In thinking about your overall satisfaction as an instructor of a flipped-classroom course, how would you rate your level of satisfaction?

Q: In thinking about your students' point of view with the flipped classroom, how would students rate their level of satisfaction?

### MECHANICS AND ASSESSMENT

A variety of resources and tools are used in integrating the flipped classroom. The use of online video/tutorials exceeds the use of PowerPoint or exercises for the same purpose. Online videos and tutorials are by far the most popular at 74 percent, while 50 percent of respondents also assign readings, podcasts, PowerPoint presentations and/or exercises outside of class.

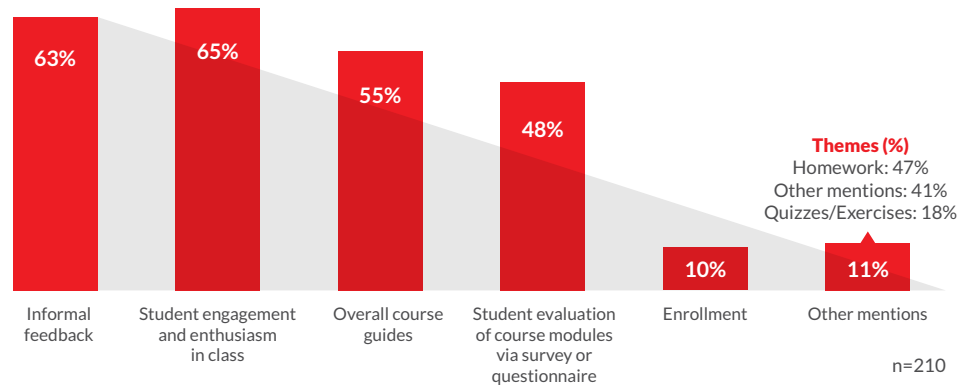
Most use a combination of vendor and self-developed videos for the flipped classroom. When evaluating satisfaction with educational videos, they identify the most important factors as ease of use, legal expertise and educational teaching methods, followed by production quality.



Q: What statements best describe the LR&W research instruction as part of your flipped-classroom approach? Please select all that apply.

This study indicates that the flipped-classroom approach has a positive impact on student learning. Faculty evaluate and assess results through a combination of measures. When asked how they prove flipped-classroom methodologies are effective in improving retention and performance, 65 percent say they measure success through student

engagement and enthusiasm in class, 63 percent through informal feedback and smaller percentages through course guides and student surveys or questionnaires.



Q: What evaluation methods do you use to prove effectiveness in improving retention and performance?

### LEXIS® LEARN SUPPORTS THE FLIPPED CLASSROOM

LexisNexis provides law school faculty with Lexis® Learn<sup>4</sup>, an online learning platform to supplement research curricula used in legal education. Lexis Learn is designed to help students learn legal research fundamentals through interactive online videos with built-in assessment so that instructors can focus on more in-depth content and activities during class.

More than 67 percent of respondents say they are familiar with Lexis Learn. Over two thirds are “very likely” to use educational videos if provided in Lexis Learn. Since online video is the most popular resource assigned in a flipped-classroom environment, Lexis Learn is clearly a tool that can support and facilitate implementation of flipped-classroom methods.

### CONCLUSION

The flipped-classroom model in law schools shows promise of a breakthrough with the potential for more efficient, effective teaching and training for legal practice. It’s also gaining momentum: 93 percent of survey respondents plan to keep using or increase their use of flipped-classroom methodologies in the coming years.

Faculty respondents who consider it among their best practices say the online pre-class preparation helps increase student engagement and teachable-moment opportunities during class, while improving educational efficiency and increasing the focus on practical skills as professors prepare students for the legal workplace.

Those who have used the flipped-classroom method are satisfied with available educational videos. Their criteria for evaluating videos include strong ease of use, legal expertise and teaching methods.

As faculty consider ways to incorporate or enhance the flipped-classroom approach, they can benefit from a growing flipped-classroom experience base among legal research and writing colleagues and the ongoing release of new materials, such as Lexis Learn, to meet their needs. In a challenging legal and educational environment, the flipped classroom is helping faculty achieve performance objectives and prepare students for success.

<sup>1</sup>“Report: Flipped Classroom Market in North America to Grow 35% Over Next 4 Years,” Richard Chang, Associate Editor, TJHE Journal, November 2016.

<sup>2</sup>“Answering the Call: Flipping the Classroom to Prepare Practice-Ready Attorneys,” by Alex Berrio Matamoros, Capital University Journal, Winter 2015, 43 Cap. U.L. Rev. 113.

<sup>3</sup>“Hiring partners reveal new attorney readiness for real-world practice,” LexisNexis white paper, 2015.

<sup>4</sup>More information about Lexis Learn: [www.lexisnexis.com/learn](http://www.lexisnexis.com/learn)

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