

Review of: "Hybrid Approach - A 21st Century Skill in Science Education"

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The article presents the results of a study carried out on the use of the flipped classroom concept in the teaching of the subject module. The results show the increased interest and motivation of the students. The research was conducted in several phases with students working in groups, preparing presentations, organizing discussion and brainstorming.

It is desirable that the authors present the overall strategy that they followed and more clearly explain the relationship of this strategy with science education and related competencies.

In terms of outcomes, clearer evidence needs to be provided to evaluate presenters.

In the conclusion, the authors largely repeat what was written in the abstract. The hybrid nature of this approach to learning has not been clarified.