

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

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The title "Hybrid" is misleading. Using one interactive "Self-Directed Learning" session does not make the course hybrid. Hybrid means that more than 30% of the subject is taught using a different instructional strategy. The authors describe an exciting active learning tool that increases scientific curiosity, self learning, presentation and communication skills, and engages students and makes them accountable for their own and their peers' learning. The study does not describe how the course was implemented before this innovation. Comparison of engagement and learning levels of learners before and after the innovation will produce evidence about the impact of this innovation and will convince others to adopt it. Perception of learners and instructors of this instructional strategy could have been explored to add evidence to the impact of this active learning process.