

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

Julio Benegas¹

¹ Universidad Nacional de San Luis

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This work is a report of a classroom experience in which the teachers aimed at “improving their (students’) self-confidence and to eliminate the fear of the science subject”. They proposed that students searched for information about chosen subjects and deliver a short presentation to the whole class, followed by a general discussion on the subject exposed. Although this aim is a worthwhile one, and usually not taken into consideration in regular, traditional teaching, this report does not provide objective evidence about the convenience of the proposed approach, only providing the personal opinion and feelings of the authors. For these reasons, it cannot be recommended for publication.

The only measuring instrument, a rubric given in Table 3, only deals with the quality of students’ presentations. Fulfilling qualitative opinion of the researchers are the only evaluation of the rest of the objectives, as clearly seem in the final “Conclusions” section. There is also ambiguity about the students’ sample, defined sometime as Grade 6, but in another place as Grade7. This is a terminology used normally for primary school children, but the classroom pictures seem to show high school teenagers. Also is not clear the subjects covered by course, with subjects going from black holes, to UFO’s, tigers and oceans. Apparently these so different subjects were given with some depth, since, in their own words the presentations “required high knowledge of physics concepts”, and “the presenter was able to explain concepts like dark matter, quantum, merging singularities etc”. Another unclear point is how the whole class benefited from this experience, since only four students prepared the presentations, while the rest of the class only listened and discussed them.