# Article information:

How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction - ScienceDirect
<https://www.sciencedirect.com/science/article/abs/pii/S0360131519301617>

# Article summary:

1. The flipped classroom is an active and student-centered learning experience that can help bridge the gap between knowledge and skills acquired in higher education and those required in the workplace.

2. This research presents a successful flipped classroom proposal to better understand its influence in terms of knowledge, skills, and engagement, using variance-based partial least squares structural equation modeling (PLS-SEM).

3. The study also analyzes Generation Z's satisfaction with the use of the flipped classroom in higher education, exploring how knowledge, skills, and engagement exert a causal effect on students' levels of satisfaction.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article “How the Flipped Classroom Affects Knowledge, Skills, and Engagement in Higher Education: Effects on Students’ Satisfaction” provides an overview of how the flipped classroom approach can be used to bridge the gap between knowledge and skills acquired in higher education and those required in the workplace. The article is well written and provides a comprehensive overview of the topic. It includes a detailed description of what constitutes a flipped classroom approach as well as an analysis of how it affects knowledge, skills, and engagement among students.

The article is based on extensive literature review which provides evidence for its claims. Furthermore, it uses quantitative methods such as PLS-SEM to analyze data from questionnaires administered to students about their experiences with the flipped classroom approach. This adds credibility to its findings as it allows for more reliable results than qualitative methods alone would provide.

However, there are some potential biases that should be noted when considering this article’s trustworthiness and reliability. Firstly, while it does provide evidence for its claims from literature review, it does not explore any counterarguments or alternative perspectives which could weaken its conclusions or provide additional insights into the topic at hand. Secondly, while it does use quantitative methods to analyze data from questionnaires administered to students about their experiences with the flipped classroom approach, it does not provide any information about potential sampling bias or other sources of error that could affect its results. Finally, while it does mention possible risks associated with implementing a flipped classroom approach such as technology failure or lack of student engagement/motivation/preparation for class activities outside of class time, these risks are not explored in detail which could lead to an incomplete understanding of potential issues associated with this teaching method.

In conclusion, this article provides a comprehensive overview of how the flipped classroom approach can be used to bridge the

# Topics for further research:

* Flipped classroom approach in higher education
* Benefits of flipped classroom approach
* Challenges of flipped classroom approach
* Student engagement in flipped classroom
* Technology failure in flipped classroom
* Student motivation in flipped classroom

# Report location:

<https://www.fullpicture.app/item/d6cd2b9b783f97a9781994123ef27441>