



## **Flipped Learning May Fail Without Guidance**

What New Research Says About Student Engagement

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### **WHAT RESEARCH FOUND**

A recent study proposed a new “guided flipped learning” model designed to improve traditional flipped classrooms. Researchers found that many students struggle with:

- incomplete pre-class preparation,
- weak engagement,
- and unclear in-class learning expectations.

The new guided model added:

- study-summary-quiz routines,
- think-pair-share activities,
- and clearer instructional guidance.

Results showed stronger:

- emotional engagement,
  - behavioral participation,
  - and academic achievement.
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### **WHY THIS MATTERS**

Many schools assume flipped learning automatically creates active learning.

But simply moving lectures online does not guarantee engagement.

Students may still need:

- structure,
- and guided interaction.
- accountability,



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Research interpreted for real classroom

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## CLASSROOM REALITY

Traditional Flipped Model	Guided Flipped Model
Students passively watch videos	Students process learning actively
Pre-class preparation varies widely	Guided checkpoints improve readiness
Classroom interaction may remain uneven	Structured discussion increases engagement

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## TRY TOMORROW

Before class:

- ask students to submit one summary sentence,
- one question,
- and one confusing point.

This creates accountability and activates thinking before instruction begins.

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## CAUTION

Technology alone does not create active learning.

The research suggests guided interaction remains essential.

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## ONE KEY TAKEAWAY

**Flipped learning works best when students receive structure before, during, and after instruction.**

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**Keywords:** flipped learning, student engagement, active learning, guided instruction, classroom interaction

**Reference:**

Samaila, K., Al-Samarraie, H., Tsong, C. K., & Alzahrani, A. I. (2025). *A new guided flipped learning model for lifelong learning*. *Interactive Learning Environments*, 33(3), 2509–2523.