



Interactive Learning Alone Is Not Enough

What New Research Says About Engagement in Flipped Classrooms

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WHAT RESEARCH FOUND

A recent study examined how flipped classrooms and interactive learning environments influenced student engagement in life sciences education. The research found that combining:

- flipped learning,
- hands-on activities,
- peer interaction,
- and digital learning tools

improved student participation and understanding.

The study also emphasized that engagement includes:

- behavioral engagement,
 - emotional engagement,
 - and cognitive engagement.
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WHY THIS MATTERS

Many classrooms now use:

- quizzes,
- apps,
- videos,
- and digital platforms.

But engagement is not merely technological activity.

Students engage more deeply when learning feels:

- interactive,
 - purposeful,
 - collaborative,
 - and emotionally meaningful.
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Research interpreted for real classroom

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CLASSROOM REALITY

Surface Interaction

Students click answers

Technology dominates attention

Participation looks active

Deep Engagement

Students think critically

Learning goals guide interaction

Understanding becomes active

TRY TOMORROW

After a digital activity:

- ask students to explain *why* an answer is correct,
- compare ideas with peers,
- or apply learning to a new situation.

Reflection deepens engagement.

CAUTION

Digital activity can create the illusion of learning without deep understanding.

Interactive tools work best when paired with meaningful thinking tasks.

ONE KEY TAKEAWAY

Engagement grows when technology supports thinking rather than replacing it.

Keywords: student engagement, flipped classroom, interactive learning, digital tools, active learning

Reference:

Chen, F.-Z., Chen, L.-A., Tseng, C.-C., et al. (2025). *Enhancing student engagement and learning outcomes in life sciences*. *Discover Education*, 4, 102.
