

**The Effectiveness of the Flipped Classroom Model on
Knowledge Acquisition in Health Education among Students
of the Physical Education**

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Abstract:

This study aimed to investigate the impact of the flipped classroom approach on the cognitive achievement of physical education students in a health education course, compared to traditional instruction. Employing an experimental design, second-year students were divided into two groups: a flipped classroom group and a traditional instruction group. The flipped classroom strategy was implemented with the first group, while the second group received conventional lectures. Cognitive achievement was assessed through five electronic examinations. The findings revealed statistically significant differences between the two groups, favoring the flipped classroom approach in all assessments. The study concluded that the flipped classroom is an effective pedagogical strategy for enhancing cognitive achievement and recommended its wider implementation across various academic levels and subjects within the faculty.