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Original article

Effectiveness of flipped classrooms in nursing education: systematic review and meta-analysis

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ABSTRACT

Background: The flipped classroom has generated considerable interest in nursing education in the last few years, especially in higher education in China. However, research to date has been insufficient to confirm the effectiveness of the flipped classroom approach. Since most of the Chinese studies are published in Chinese journals, they may not be easily accessible to international researchers. Therefore, this meta-analysis aimed to review the effectiveness of a flipped classroom in nursing education both in English and Chinese databases.

Objective: The aim of the present study was to identify the robust available evidence about the effectiveness of flipped classrooms in nursing education through a systematic review and meta-analysis.

Methods: A systematic search of English databases, including PubMed, EMBASE, Science Director, CINAHL and Google Scholar, and Chinese databases, including Chinese National Knowledge Infrastructure (CNKI), WanFang Data, VIP Information and Chinese Biomedical Literature (CMB), were conducted to identify peer-reviewed

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