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## Reimagining Physical Education through Flipped Learning: A Systematic Review of Pedagogical Innovations

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### Abstract

The purpose of this research is to look into the use of Flipped Learning in Physical Education. The PRISMA standards for systematic reviews and meta-analyses were followed in this review investigation. The study must be published within the prior five years, from 2020 to 2024. In this research procedure, the following key-words are used: (1) Flipped Learning; (2) Physical Education. The search engines Science Direct (Science Citation Index Expanded; Social Science Citation Index; Arts & Humanities Science Citation Index). Flipped learning in PE benefits can provide an experimental reference for research on later adolescent education, self efficacy, enhance students' serve accuracy, serve quality, and self-reflection, influencing students' perception and, consequently, the success of this active methodology, self-efficacy successful, concretize, particularly constructive and interactive learning activities. Flipped learning in physical education emerges as a transformative approach, leveraging digital technologies to enhance students' engagement, physical activity levels, and understanding of key concepts. By restructuring the traditional classroom model, educators can optimize class time for active participation and personalized instruction, ultimately fostering holistic development and lifelong fitness habits among students.

Keywords: Flipped Learning, Physical Education, Systematic Literature Review

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