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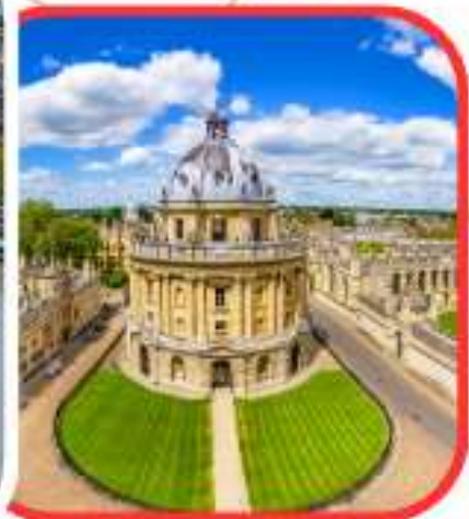## EUROASIAN ONLINE CONFERENCES

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Integration of "Flipped Learning" and the "Know – Want to know" – "Learned" (KWL) method as a way to improve Educational Quality in Higher Education

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Abstract. The increasing demand for high-quality education in higher education institutions requires the adoption of student-centered and innovative teaching approaches. Traditional lecture-based instruction often limits students active participation and independent learning skills. This article examines the pedagogical possibilities of integrating the Flipped Learning model with the KWL (Know–Want to Know–Learned) method as an effective approach to improving the quality of education in higher education. The study analyzes the theoretical foundations of both methods, their complementary features, and the advantages of their joint application. The proposed integration is aimed at increasing students learning motivation, reflexive thinking, and assimilation indicators.

Keywords: higher education, educational quality, Flipped Learning, KWL method, student-centered learning.

Introduction. Improving educational quality remains one of the central challenges of modern higher education. Rapid technological development, digitalization, and changing labor market requirements necessitate a shift from traditional teacher-centered instruction to student-centered learning models. In many higher education contexts, conventional teaching practices still focus primarily on the transmission of theoretical knowledge, leaving limited opportunities for active learning, reflection, and practical application.

As a response to these challenges, innovative pedagogical models such as Flipped Learning have gained increasing attention. At the same time, reflective learning strategies, including the KWL (Know–Want to Know–Learned) method, have proven effective in promoting meaningful learning. The integration of these two approaches provides a structured framework that supports independent learning before class, active engagement during class, and reflection after class.

Theoretical Foundations of Flipped Learning

Flipped Learning is an instructional approach in which traditional teaching elements are reversed. Instead of receiving theoretical content during classroom time, students engage with learning materials independently before class through videos, texts, and digital resources. Classroom sessions are then dedicated to interactive activities, discussions, problem-solving tasks, and collaborative learning.

Research indicates that Flipped Learning enhances student engagement, increases preparation for class, and allows instructors to focus on higher-order cognitive activities. This model transforms the role of the teacher from a lecturer to a facilitator who guides students through active learning processes. As a result, classroom time becomes more meaningful and learning outcomes improve.

Pedagogical Potential of the KWL Method. The KWL method is a reflective learning strategy based on three stages: what learners already Know, what they Want to know, and what they have Learned. This method encourages students to activate prior knowledge, set learning goals, and reflect on newly acquired knowledge.

In higher education, the KWL method supports metacognitive development by helping students monitor their own learning processes. The "Know" stage allows instructors to diagnose students' prior knowledge, the "Want to know" stage increases learning motivation, and the "Learned" stage promotes reflection and self-assessment. Consequently, the KWL method contributes to deeper understanding and long-term knowledge retention.

Integration of Flipped Learning and the KWL Method

The integration of Flipped Learning and the KWL method creates a coherent and systematic learning model. In this integrated approach, the "Know" and "Want to know" stages are applied during the pre-class phase of Flipped Learning. Students analyze the topic independently, identify what they already know, and formulate questions or learning objectives.

During classroom sessions, interactive activities such as discussions, case studies, and group tasks are organized based on students pre-class preparation. This stage allows learners to apply theoretical knowledge in practice and receive immediate feedback. At the end of the lesson, the "Learned" stage of the KWL method is implemented, enabling students to reflect on their learning outcomes and evaluate their progress.

The combined use of Flipped Learning and the KWL method offers several pedagogical advantages. First, it enhances students learning motivation by actively involving them in the learning process. Second, it develops independent learning and critical thinking skills. Third, it promotes reflective learning through systematic self-assessment.

Moreover, this integrated approach improves communication and collaboration among students, as classroom time is devoted to interactive tasks rather than passive listening. The model is particularly effective in courses that require active language use, problem-solving, and practical application of knowledge.

Educational quality in higher education is closely linked to students engagement, learning outcomes, and satisfaction with the learning process. The integration of Flipped Learning and the KWL method contributes to these

indicators by creating an active, reflective, and learner-centered educational environment.

By fostering autonomy and responsibility for learning, this approach aligns with modern educational quality standards. It also supports instructors in designing more flexible and adaptive learning experiences that address diverse student needs.

Conclusion. The integration of Flipped Learning and the KWL (Know– Want to Know–Learned) method represents an effective pedagogical strategy for improving educational quality in higher education. This approach enhances student engagement, supports reflective learning, and promotes the development of essential academic competencies. Further empirical research may focus on measuring learning outcomes and student perceptions to validate the effectiveness of this integrated model in different academic disciplines.

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