DOI https://doi.org/10.51647/kelm.2023.6.2

STYMULOWANIE INTEGRALNOŚCI AKADEMICKIEJ UCZNIÓW W WARUNKACH ODWRÓCONEGO UCZENIA SIĘ

Yuliia Klymovych
nauczyciel Katedry Komunikacji Międzykulturowej i Edukacji Języków Obcych,
Państwowy Uniwersytet im. Iwana Franki w Żytomierzu (Żytomierz, Ukraina)
ORCID ID: 0000-0002-6991-5263
julia.klymovych@zu.edu.ua

Adnotacja. W artykule zbadano wpływ odwróconego uczenia się na postrzeganie przez uczniów koncepcji uczciwości akademickiej we współczesnym środowisku edukacyjnym. Odwrócone uczenie się, charakteryzujące się samokształceniem online, a następnie zbiorową pracą w klasie, stanowi zmianę paradygmatu w edukacji, tworząc wyzwania i możliwości dla uczciwości akademickiej. W badaniach zastosowano podejście łączone, obejmujące analizę literatury przedmiotu, ankietę oraz eksperymentalne wdrożenie modelu odwróconego uczenia się w ramach kursu „Praktyczny kurs języka angielskiego". Autor odnosi się także do wyzwań współczesności, podkreślając znaczenie zrównoważonej ewaluacji, która uwzględnia zarówno komponenty online, jak i offline proponowanego podejścia. Ponadto w artykule zaproponowano szereg strategii oceny umiejętności językowych w ramach odwróconego uczenia się, takich jak ocena rówieśnicza w zakresie zadań mówienia, ocena formalna w zakresie czytania i słuchania oraz zadania w zakresie pisania zbiorowego, które mogą zapobiegać nieuczciwości akademickiej ze strony uczniów.

Słowa kluczowe: edukacja, szkolnictwo wyższe, flipped learning, rzetelność akademicka, umiejętności językowe, ocenianie.

FOSTERING STUDENTS' ACADEMIC INTEGRITY IN THE FLIPPED LEARNING ENVIRONMENT

Yuliia Klymovych
Lecturer of the Department of Cross-Cultural Communication
and Foreign Language Education
Zhytomyr Ivan Franko State University (Zhytomyr, Ukraine)
ORCID ID: 0000-0002-6991-5263
julia.klymovych@zu.edu.ua

Abstract. The article investigates the impact of flipped learning on students' perceptions of academic integrity in the contemporary educational area. Flipped learning, characterized by independent acquiring of knowledge online and subsequent collaborative activities in the classroom, presents a paradigm shift with both challenges and opportunities for maintaining academic integrity. The study employs a mixed-methods approach, integrating literature analysis, surveys, and experimental implementation of flipped learning in the "Practical English" course. The author also delves into challenges, emphasizing the importance of a balanced evaluation that considers both online and offline components of the suggested approach. Moreover, the paper introduces a set of strategies for assessing language skills within the flipped model, such as peer assessment for speaking tasks, formative assessments for reading and listening, and collaborative writing tasks, etc., which can prevent students from academic misconduct.

Key words: education, higher education, flipped learning, academic integrity, language skills, assessment.

СТИМУЛЮВАННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ СТУДЕНТІВ В УМОВАХ ПЕРЕВЕРНУТОГО НАВЧАННЯ

Юлія Климович
викладач кафедри міжкультурної комунікації та іншомовної освіти,
Житомирського державного університету імені Івана Франка (Житомир, Україна)
ORCID ID: 0000-0002-6991-5263
julia.klymovych@zu.edu.ua

Анотація. У статті досліджено вплив перевернутого навчання на сприйняття студентами поняття академічної доброчесності в сучасному освітньому середовищі. Перевернуте навчання, що характеризується самостійним засвоєнням знань онлайн та наступною колективною роботою в аудиторії, представляє собою зміну освітньої парадигми, створюючи труднощі та можливості для забезпечення академічної доброчесності. У дослідженні використано комбінований підхід, включаючи аналіз літератури з теми, опитування та експериментальну реалізацію моделі перевернутого навчання в курсі "Практичний курс англійської мови". Автор також розглядає виклики

сьогодення, наголошуючи на важливості збалансованого оцінювання, яке враховує як онлайн, так і офлайн компоненти запропонованого підходу. Крім того, у роботі пропонується низка стратегій для оцінювання мовних умінь в межах перевернутого навчання, таких як взаємооцінювання для мовленнєвих завдань, формальне оцінювання для читання та аудіювання, а також колективні письмові завдання, які можуть запобігти проявам академічної недоброчесності з боку студентів.

Ключові слова: освіта, вища освіта, перевернуте навчання, академічна доброчесність, мовні уміння, оцінювання.

Introduction. In the dynamic area of modern education, traditional teaching methodologies are increasingly giving way to innovative approaches that employ the power of technology. One such pedagogical evolution that has gained momentum is the introduction of **flipped learning (FL)** by Jonathan Bergman and Aaron Sams (Bergman & Sams, 2012). At its core, this pedagogical approach shifts the focus from teacher-centered instruction to student-centered engagement. According to Y. Song "*flipped learning is a student-centered approach that inverts traditional lessons, by providing content to students outside of the classroom that would usually be taught by the teacher at school*" (Song, 2020). Scientists J. Bishop and M. Verleger define FL as "*interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom*" (Bishop & Verleger, 2013). To summarize, the basic principles of flipped learning involve the pre-assignment of instructional content, often in the form of video lectures, presentations or any other online materials, which students independently review outside of class. Classroom time is then dedicated to collaborative activities, discussions, problem-solving, etc., allowing educators to provide targeted support based on individual student needs.

Such shift in the learning process not only fosters a more personalized and interactive educational experience but also empowers students to take ownership of their learning journey. By engaging with content independently at home and collaboratively applying knowledge during face-to-face sessions, students develop critical thinking skills, deepen understanding of the subject matter, and, what is more important – increase sense of responsibility for their own learning. The advantages of flipped learning extend beyond the classroom, as it accommodates diverse learning styles, promotes self-directed learning, and, when implemented effectively, can enhance student motivation and engagement (Roach, 2014).

Unfortunately, this paradigm shift not only redefines the classroom experience but also poses both challenges and opportunities for maintaining and enhancing **academic integrity**. The International Center for Academic Integrity defines academic integrity as a commitment to five fundamental values: *honesty, trust, fairness, respect, and responsibility* (ICAI, 2021). Together, these five values form a holistic framework that goes beyond the alignment with rules and regulations: it encourages a deep commitment to ethical behavior, fostering an educational environment where students, educators, and institutions collectively ensure both the quality of education and professional development of individuals within the academic sphere (GGI, 2023).

In the 21st century the asynchronous nature of content consumption and increased opportunities for remote collaboration require deep awareness of academic misconduct. Educators play a pivotal role in fostering an environment where the emphasis is on understanding and application rather than cramming, and designing assessments that evaluate comprehension rather than rote memorization. Moreover, the integration of technology, while a cornerstone of flipped learning, also demands the implementation of tools and strategies to detect and prevent plagiarism or any other manifestations of academic dishonesty. It is also noteworthy, that educating students on the importance of individual contributions, intrinsic motivation and the pursuit for knowledge is crucial to reinforce the principles of academic integrity in the context of flipped learning, ensuring that the benefits of this pedagogical approach are realized meaningfully (Bretag, 2016: 380).

Hence, the primary **aim of this study** is to investigate the effectiveness of flipped learning in fostering students' academic integrity. Through an in-depth exploration of students' experiences and perceptions, this research seeks to understand the impact of flipped learning on the development, reinforcement, or potential transformation of academic integrity values and behaviors. By analyzing both quantitative and qualitative data, the study aims to provide insights into the extent to which flipped learning methodologies contribute to the cultivation of a culture of honesty, responsibility, and ethical conduct among students.

The realization of this aim involves a number of **research objectives**:

– to conduct a comprehensive examination of students' initial perceptions and attitudes toward academic integrity in traditional learning environments through a pre-survey;

– to introduce and implement a flipped learning model within selected course, replacing conventional teaching methods and materials;

– to administer a post-survey following the flipped learning implementation to capture any shifts or changes in students' attitudes and behaviors related to academic integrity;

– to evaluate the role of technology in the flipped learning model, focusing on how the integration of online platforms and digital resources impacts students' engagement with academic content and their adherence to academic integrity principles.

– to synthesize the findings to draw meaningful conclusions regarding the effectiveness of flipped learning in fostering academic integrity and provide recommendations and implications for educators to enhance the integration of flipped learning strategies while promoting academic integrity within educational settings.

Materials and Methods. The methodological framework of this research aimed to comprehensively explore the influence of flipped learning on students' academic integrity, utilizing a combination of literature analysis, survey instruments, and the experimental implementation of flipped learning in an academic setting.

Literature Review. A comprehensive analysis of existing studies, theoretical frameworks, and best practices in the fields of flipped learning and academic integrity serves as a theoretical basis for our research.

Flipped Learning Experimental Implementation: The implementation of our flipped learning algorithm throughout the designated period of the academic term involved a systematic progression through four key stages, encapsulated in the acronym "**FLIP"**:

– The first stage, "Facilitation (F)", initiates the process where students hone their anticipation skills and are engaged in discussions to outline the content of the upcoming module.

– The second stage, "Learning Online (L)", unfolds as students independently delve into online learning materials and assignments at home.

– The third stage, "Interaction (I)", is executed in the classroom setting, fostering collaborative activities that shape students' professional competence and enhance deep comprehension.

– Finally, the fourth stage, "Post-Class Activities (P)", allows students to assess their achievements and strategically plan their ongoing development.

This structured algorithm ensures a comprehensive and sequential implementation of flipped learning, effectively blending independent online engagement with interactive classroom dynamics to optimize students' learning experiences.

Data Collection & Analysis. The pre-survey was administered at the beginning of the academic term, capturing students' initial perspectives on academic integrity. Following the completion of the flipped learning modules, the post-survey was administered to the same group of students to assess changes in their attitudes toward academic integrity. Survey responses were subjected to quantitative analysis using statistical tools to identify significant shifts in students' perceptions of academic integrity, while open-ended survey questions provided qualitative data, which were analyzed to uncover students' personal insights and experiences.

Results and Discussion. The subjects in this research are university students (a total of 40 respondents) who took the "Practical English" course and were studying at the Institute of Foreign Philology (Zhytomyr Ivan Franko State University) in the first semester of the 2023-2024 academic year. Prior to the study, we examined the students' awareness of academic integrity. The data were collected and kept as the *baseline data*. Following the implementation of our flipped learning model, we administered the post-experiment survey to gather insights into the students' awareness and attitudes regarding both academic integrity and flipped learning experience (*post-experiment data*).

As for the baseline data, only 15% of participants were fully familiar with the concept of academic integrity (*"Do you know what* ***academic integrity*** *is?"*), indicating relatively low baseline awareness among the group of respondents (*Fig. 1*).

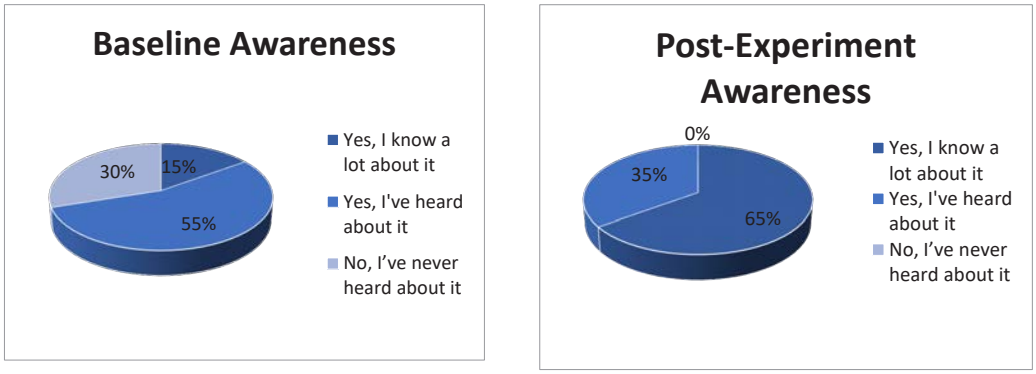

Fig. 1. Comparison of baseline and post-experimental students' awareness of academic integrity

After the experiment, there was a notable increase in awareness, with 65% of respondents expressing that they now knew a lot about academic integrity. This suggests a positive shift in participants' understanding and knowledge following exposure to the flipped learning environment. As students were engaged with various assignments and quizzes on the platform, they had clear instructions, guidelines and assessment rubrics provided for each task, which improved their awareness of honesty in academic work. Additionally, the flipped learning model allowed supplementary discussions with the teacher, offering students the opportunity to seek clarification, discuss ethical considerations, and gain insights into the importance of academic integrity.

Consequently, the increase from 15% to 65% in awareness highlights the impact of the flipped learning on participants' familiarity with academic integrity. It's noteworthy that participants concurrently had another subject related to academic honesty during the same term. This raises the possibility that exposure to multiple educational contexts contributed to the observed increase in awareness.

One more pre-experiment question was connected with cheating, plagiarizing, or using inappropriate materials in online and offline learning environments (*Fig. 2*).

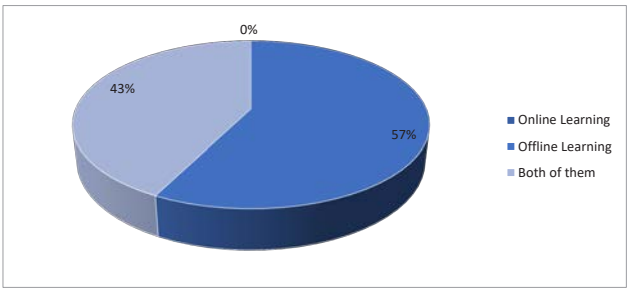

Fig. 2. "Which learning format gives students more chances to cheat, plagiarize or use any other kind of inappropriate supplementary materials?"

A notable portion of the respondents (43%) believe that both online and offline learning environments provide equal opportunities for cheating, plagiarizing, or using inappropriate materials. This suggests a perception that the risk of academic misconduct is present in various learning formats. A majority (57%) of students specifically identified online learning as presenting easier opportunities for cheating and plagiarism. This perspective may be influenced by factors such as the virtual nature of interactions, possibility of using assisting AI tools and potential challenges in monitoring students' behavior during online assessments.

Strikingly, none of the participants indicated a belief that offline learning offers opportunities for cheating or plagiarizing. This suggests a contrasting view, implying a perception that in-person, offline learning environments may pose fewer risks for academic misconduct, which we take into account in our further recommendations.

The inquiry into the potential for plagiarism and using supplementary tools in online environment naturally leads us to a related post-experiment question about employing AI tools for assignment completion within the learning platform (*Fig. 3*).

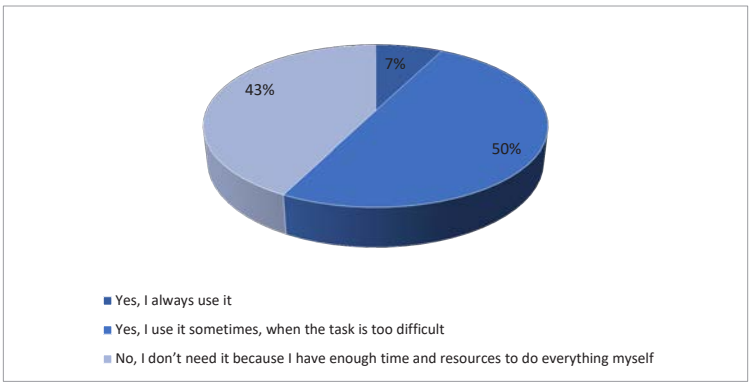

Fig. 3. "Do you use AI tools to complete assignments on the learning platform?"

About 7% of participants indicated that they always use AI tools, suggesting a consistent reliance on these tools for assignment completion.

Notably, 43% of respondents expressed that they did not need AI assistance because they have adequate time and resources to complete assignments independently. This perspective suggests a level of self-regulation and confidence among a significant part of the surveyed group.

A majority of students (50%) mentioned that they use AI tools occasionally, particularly when tasks are too difficult for them or when they have time constraints, which limit their ability to complete assignments on their own. Such results highlight common students' motivations for seeking AI assistance in academia and make us, on the one hand, reconsider the amount and complexity of online flipped learning component, and on the other hand, include discussions, resources, or modules specifically focused on responsible online academic behavior and time management.

Additionally, we explored another dimension by posing a question "*How stressful is your independent online work on the learning platform?*". Respondents were asked to rate their stress on a scale ranging from 1 to 5. A substantial majority, approximately 50% of respondents, indicated that working on the platform is not stressful at all, choosing "1" or "2" on the scale. Notably, none of the students selected the highest rating, "5", suggesting a unanimous idea that the online work on the platform is not a source of significant stress or pressure for the participants.

The next question centered around students' attitudes toward online group assignments, requiring participants to choose from a range of options that best reflected their perspective (*Fig. 4*).

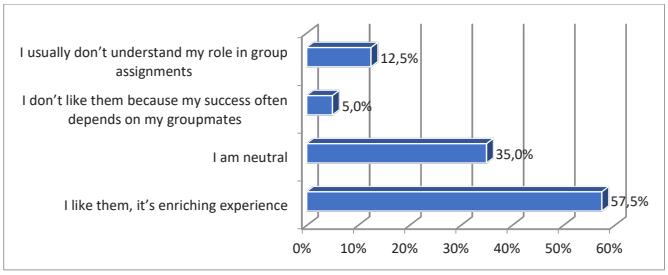

Fig. 4. "What is your attitude towards online group assignments?"

More than half of the students (57.5%) expressed a positive attitude toward online group assignments, indicating that they find this collaborative experience enriching. This positive response suggests an appreciation for the collaborative learning opportunities facilitated by online group assignments.

A small percentage (5%) of students expressed a dislike for online group assignments, showing concerns that success often depends on their group mates. Another part of respondents (12.5%) indicated that they usually don't understand their role in group assignments. This response highlights a potential challenge related to communication, coordination, or clarity of roles within online group collaboration, which requires additional attention. Getting concerns about group dependency, it may be worthwhile to explore a balance between individual and group assessments within the flipped learning model. This can help address individual contributions while still appreciating the benefits of collaborative learning and idea of group management.

As previously stated, the shift from a teacher-centered to a student-centered approach in education requires students to take responsibility for their learning, actively engage in learning activities, manage their learning processes, and establish an environment where they play a central role. Scientists emphasize the importance of the 21st century skills (problem-solving, critical thinking, effective communication and mediation, creativity, information and media literacy, cooperation, etc.), and *self-directed learning* stands out as a crucial skill, empowering students to actively participate in the generation of knowledge and formation of their own educational trajectory (Alsancak Sirakaya & Ozdemir, 2018).

In our final open-ended question we aimed to receive students' insights about flipped learning and academic integrity: **"*Do you think that flipped learning approach is effective enough, particularly for fostering students' academic integrity? Why?*".** The answers were as follows:

– *"Yes, because in this way the students are responsible for their level of knowledge and can improve it on their own".*

– *"I think yes, this approach really motivates. Personally, I didn't feel any kind of anxiety or pressure, and as a result, I didn't need to cheat or plagiarize. It was sheer pleasure to work this way".*

– *"I think it is effective but not for all students. Some of us can learn independently without cheating but another part needs teacher's explanations and discipline".*

– *"Yes, flipped learning can be effective when implemented correctly. It can improve student learning outcomes, engagement, and retention".*

– *"Yeah, because it's very exciting and you can revise something if you forget".*

– *"Effectiveness may depend on the subject matter, student demographics, and the implementation of the approach. Overall, this is an effective way, but it won't work for students who lack motivation or time".*

– *"It's quite effective because you can practise something before your lesson and know what you're going to speak about".*

– *"Yes, I think this approach is highly effective because it allows students to comfortably work independently and then work in class to consolidate knowledge".*

The received answers indicate that students recognize the personalization and flexibility afforded by the approach, emphasizing its efficiency in promoting responsibility and independent learning. Others acknowledge the effectiveness of flipped learning for academic integrity promotion, noting that some students may require additional teacher support and discipline.

Based on the survey findings, we've made up a list of recommendations on how to foster academic integrity in flipped learning settings:

– The flexibility of working at their own pace in a flipped learning environment can contribute to a decrease in students' plagiarism and cheating.

– The extended time and flexibility provided by flipped learning allow students to explore additional resources, leading to more relevant and thoroughly checked submissions.

– The online platform's features enable teachers to monitor all student work, detect plagiarism, and identify copied content.

– Group assignments, when employed meaningfully, can serve as a deterrent to cheating, as group members may be collectively responsible for any academic dishonesty.

– Providing clear rubrics can guide students and instructors, reducing the likelihood of cheating by offering a transparent framework for assessment.

– The shift of graded assessments from the online environment to the offline setting which aligns with the students' perception of offline learning environment as incompatible with academic integrity violation.

We suggest concentrating on the last point, as it allows teachers to observe students' learning outcomes and prevent their academic misconduct. While the potential for cheating exists during individual study periods, the core philosophy of flipped learning positions the classroom as the arena for analyzing, synthesizing, evaluating and creating (or "higher-order" thinking skills) (Abosalem, 2016).

Students, having had enough time for practice and exploration at home, are challenged to showcase their knowledge in the context of practical, real-world situations within the classroom setting. This approach not only cultivates a deeper understanding of the subject matter but also requires students to comprehend the nuances of application, emphasizing the importance of critical thinking and problem-solving skills. By active demonstration of knowledge in the classroom, the flipped learning model serves as a powerful motivator for students to engage authentically with the material, fostering a more comprehensive and lasting educational effect.

As the teacher cannot directly control how students work online at home, the classroom becomes a space where their understanding and skills are thoroughly assessed and reinforced, ensuring that students have the opportunity to demonstrate their knowledge in a controlled environment. Within the classroom setting the teacher can guide, evaluate, and provide targeted feedback on students' performance and application of the learned material. Additionally, activities completed on the learning platform, while valuable for language skill development, are mainly not graded. It proves that platform-based activities serve as a means for practice and reinforcement rather than formal assessments, emphasizing the importance of the classroom as the main point for evaluation and interaction within the flipped learning framework.

In the table below teachers can find some additional ideas to control and assess students' language skills formation, integrating both formative and interactive elements, which ensure academic honesty in flipped learning settings. We also added a number of tools to assist assessment and make it more interactive (*Table 1*).

Occasionally, students may come to the classroom unprepared, lacking completion of assignments on the platform. In such cases, the teacher has the opportunity to assess students based on their in-class performance, considering their ability to apply the learned material and engage in discussions. While an excellent mark might be challenging without online preparation, the *dual evaluation* of both online and offline components allows for a comprehensive assessment.

Importantly, the online tasks contribute significantly to students' ability to communicate effectively, acquire specialized vocabulary, and discuss specific topics during in-class activities. This integrated approach ensures that students recognize the connection between their online and offline work, emphasizing the importance of consistent engagement and academic integrity within both elements for an effective language learning experience.

Conclusion. In closing, the effectiveness of flipped learning in fostering academic integrity lies in its ability to merge online and offline components strategically. The classroom, as the focal point for assessment, provides a controlled environment for students to authentically demonstrate their knowledge, while asynchronous content

Table 1

Students' language skills assessment strategies to foster academic integrity in the context of flipped learning

Language Skills	Assessment strategies to foster students' academic integrity in flipped learning environment	Assisting Tools
Receptive Language Skills (Listening & Reading)	Implementation of in-person interactive assessment for reading and listening tasks completed at home, ensuring students receive feedback on their performance and language skills.	– Poll Everywhere; – Kahoot; – Quizlet; – Mentimeter; – Google Forms.
	Conducting interactive Q&A sessions in the classroom to explore specific aspects of the assigned reading or listening materials.	– Slido; – Vevox – Mentimeter.
	Creating questions related to students' independent reading or listening work.	– Padlet; – Milanote; – Google Jamboard.
	Incorporating follow-up discussions in the classroom to delve deeper into the themes and concepts introduced during independent reading or listening activities.	– Padlet; – Google Jamboard; – Piazza; – Miro.
Productive Language Skills (Speaking & Writing)	Having students record audio or video responses to speaking tasks at home.	– Zoom; – Loom; – ScreenPal.
	Assigning students to prepare plans for their written assignments at home and implement writing workshops during classroom time.	– Google Docs; – Microsoft Word Online; – Padlet.
	Fostering collaborative writing tasks in the classroom.	– Scribe.
	Using classroom time for interactive speaking activities.	– Wordwall; – SpeakerClock.

consumption and remote collaboration demand students' awareness of academic misconduct, urging educators to emphasize understanding over memorization. Thus, by cultivating culture of academic honesty and encouraging open communication about the value of integrity, educators can empower students to navigate the challenges of a flipped learning environment with ethical responsibility.

This study, while offering insights into students' perceptions and behaviors, has preliminary nature and needs further investigation. Research of the long-term impact of flipped learning on students' academic integrity will contribute to a more comprehensive understanding of this issue.

References:

1. Abosalem, Y. (2016). Assessment Techniques and Students Higher-Order Thinking Skills. *International Journal of Secondary Education*, 4(1), 1-11. http://doi.org/10.11648/j.ijsedu.20160401.11
2. Alsancak Sirakaya, & D., Ozdemir, S. (2018). The Effect of a Flipped Classroom Model on Academic Achievement, Self-Directed Learning Readiness, Motivation and Retention. *Malaysian Online Journal of Educational Technology*, 6(1), 76–91. https://files.eric.ed.gov/fulltext/EJ1165484.pdf
3. Bergmann, J.; Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day* (1st ed.). ISTE: Washington DC, USA.
4. Bishop, J. L.; Verleger, M. A. (2013, June 22). *The flipped classroom: A survey of the research.* In Proceedings of the ASEE National Conference Proceedings, Atlanta, GA, USA. https://www.researchgate.net/publication/285935974_The_flipped_classroom_A_survey_of_the_research
5. Bretag, T. (Ed.). (2016). *Handbook of academic integrity*. Singapore: Springer Singapore. http://doi.org/10.1007/978-981-287-098-8
6. GGI Insights. (2023). How to Promote Quality Education: Tips and Strategies. Gray Group International [GGI]. https://www.graygroupintl.com/blog/how-to-promote-quality-education
7. International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity.* (3rd ed.). https://academicintegrity.org/resources/fundamental-values
8. Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, 17, 74–84. http://doi.org/10.1016/j.iree.2014.08.003
9. Song, Y. (2020). How to flip the classroom in school students' mathematics learning: Bridging in-and out-of-class activities via innovative strategies. *Technology, Pedagogy and Education*, 29(3), 327–345. https://doi.org/10.1080/1475939X.2020.1749721

Список використаних джерел:

1. Abosalem Y. Assessment Techniques and Students Higher-Order Thinking Skills. *International Journal of Secondary Education*. 2016. 4 (1), P. 1-11. [in English] URL: http://doi.org/10.11648/j.ijsedu.20160401.11
2. Alsancak Sirakaya D., Ozdemir S. The Effect of a Flipped Classroom Model on Academic Achievement, Self-Directed Learning Readiness, Motivation and Retention. *Malaysian Online Journal of Educational Technology*. 2018. 6(1), P. 76-91. [in English] URL: https://files.eric.ed.gov/fulltext/EJ1165484.pdf
3. Bergmann J., Sams A. Flip Your Classroom: Reach Every Student in Every Class Every Day, 1st ed. ISTE: Washington, DC, USA. 2012. 111 p. [in English]
4. Bishop J. L., Verleger M. A. The flipped classroom: A survey of the research. *In Proceedings of the ASEE National Conference Proceedings*, Atlanta, GA, USA (22 June 2013). P. 1–18. [in English] URL: https://www.researchgate.net/publication/285935974_The_flipped_classroom_A_survey_of_the_research
5. Bretag T. Handbook of academic integrity. Singapore: Springer Singapore. 2016. 463 p. [in English] URL: http://doi.org/10.1007/978-981-287-098-8
6. Gray Group International [GGI]. How to Promote Quality Education: Tips and Strategies. 2023. [in English] URL: https://www.graygroupintl.com/blog/how-to-promote-quality-education
7. International Center for Academic Integrity [ICAI]. The Fundamental Values of Academic Integrity, 3rd ed. 2021. 17 p. [in English] URL: https://academicintegrity.org/resources/fundamental-values
8. Roach T. Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*. 2014. 17, P. 74–84. [in English] URL: http://doi.org/10.1016/j.iree.2014.08.003
9. Song Y. How to flip the classroom in school students' mathematics learning: Bridging in-and out-of-class activities via innovative strategies. *Technology, Pedagogy and Education*. 2020. 29(3), P. 327–345. [in English] URL: https://doi.org/10.1080/1475939X.2020.1749721