

The Application of the Student-Centered " Flipped Classroom" Teaching Mode in the Teaching Process of " Situation and Policy"

Rui Yang^{1,*}, Yan Fang²

¹Clinical Medicine Department, Shaanxi University of Traditional Chinese Medicine, Xianyang City, Shaanxi Province, 712046;

²Department of Basic Medicine, Shaanxi University of Traditional Chinese Medicine, Xianyang City, Shaanxi Province, 712046

*Corresponding author. Email: 342975684@qq.com

ABSTRACT

"Flipped Classroom" is an independent, interactive and personalized teaching mode based on network technology environment. In order to solve the problems existing in the teaching of traditional situation and policy courses, the teaching mode "Flipped Classroom" based on MOOCs and "micro class" has been put forward. As the research object is a group of 56 students majoring in clinical medicine in Shaanxi University of traditional Chinese Medicine, teaching practice work and the situation of mastering knowledge of the "Flipped Classroom" are evaluated, analyzed and summarized in this paper. The results showed that the students in the experimental group were better than those in the control group ($p < 0.05$) in the all three aspects, and 83.92% of the students were willing to continue to carry out the "Flipped Classroom" teaching mode. This paper suggested that "Flipped Classroom" can not only strengthen basic knowledge learning, but also improve the students' learning interest and train their teamwork ability.

Keywords: *Flipped Classroom, situation and policy, Teaching applications*

1. INTRODUCTION

General Secretary Xi Jinping emphasized that ideological and political theory courses should be developed during the process of improvement, and ideological and political education should have the characteristic of affinity and pertinence at the Conference for National University Ideological and Political Work in December 2016. General Secretary Xi Jinping hosted the teacher symposium of national school ideological and political courses on March 18, 2019 and stressed the facilitation of reform and innovation in ideological and political theory courses and the continuous enhancement of the ideology, theory, affinity and pertinence of ideological and political theory courses. The course, Situation and Policy, is fully featured with distinct timeliness and integrity, and is well-liked by students. However, the reality is that in the traditional Situation and Policy teaching, it is up to the teachers to guide the students. How to enhance the affinity and pertinence of the course is a pressing matter of the moment. MOOCs, Massive Open Online Courses, refer to "large-scale courses which is available on the Internet" in our country [1]. "Micro-class" which refers to "micro-video online course" is situational, multi-functional online video courses which are designed and developed in accordance with the knowledge points or teaching links of a certain discipline by the way of the micro learning video [2]. With

the occurrence and development of MOOCs, a novel classroom teaching model Flipped Classroom has begun to more and more popular in American schools since 2012, in response to make up the shortcomings of MOOCs. Flipped classroom marks a teaching mode that the teachers provide students with teaching videos which are made by teachers themselves before class or the teaching videos which are created by other well-known teachers. The students watch the teaching videos after class and then conduct a face-to-face communication with the teachers in class and complete assignments [1].

2. METHODS^[1,3,4]

2.1 The Establishment of Network Platform for the Course Situation and Policy

① Establish the network platform for Situation and Policy by means of course network resources of MOOCs and network social software. Take advantages of network resources to establish the platform for student communication and teachers-students communication.
② Organize activities in which the teachers in teaching and research group gather together to prepare lessons, taking Chinese influence in the construction of the Belt and Road

Initiative as the teaching content (6 periods). ③Set up a self-test system. ④Send the syllabus, teaching plans, and courses PPT and teaching video of the course Situation and Policy via the Internet.

2.2 Student Grouping

Class 1405 (56 people) of clinical medicine serve as the experimental group, 8 groups on average; 7 people in each group with a teacher for full-time accompany setting up a QQ group. There are a team leader, a recorder, and a spokesperson in each group. At the same time, class 1406 (57 students) of clinical medicine serve as the control group, applying traditional teaching.

2.3 Preparation before class (students' independent study before class)

①The task list is distributed in accordance with the teaching arrangement of the course Situation and Policy two weeks before class. The task list acts as the orientation of problem, helping students to have a clear understanding of their learning goals and to enhance the efficiency of independent study ②Students watch the micro video of the course to acquire knowledge and are involved in discussion via the network platform. ③2-3 times group discussion before class, students decide where to discuss and when to start, and then communicate and discuss with the teacher by the network platform. Each group determines 1-2 questions for class discussion.

2.4 Taking Class (class discussion)

①The group raises questions. ② Class discussion for 2-3 minutes. ③ the teacher randomly selects a student from another groups to answer questions. ④ Quick Responses Questions and debates (1-5 people every time). ⑤The group announces the answer. ⑥ The teacher makes a summary and evaluates the discussion and the answer of each question.

2.5 Consolidation after class (after-class analysis and summary)

In accordance with the teaching situation of each class, the teacher makes comments and summarizes, and sends the excellent learning resources or key learning content in the form of "micro-classes" to the network platform for the students to learn after class.

2.6 Testing and evaluation of teaching effects

Get to know the interest and initiative of students in gaining the knowledge of Situation and Policy according to group discussion records and the results questionnaire surveys; check the students' mastery degree of the basic knowledge of the course Situation and Policy and evaluate the teaching effects by the way of online quizzes and quick responses questions; Test students' teamwork ability through practice report and students' ability to innovate by writing a short paper. Comprehensive performance = online quiz (30%) + quick response question (10%) + practice report (40%) + short paper (20%)

2.7 Statistical data analysis

In this experiment, SPSS19.0 statistical analysis software is applied to carry out the statistical data analysis. The data are in $\bar{x} \pm s$, and comparisons between groups in single factor variance analysis.

3. RESULTS

3.1 Teaching Effects of Flipped Classroom

The students showed great enthusiasm and intense interest in the educational reform of flipped classroom. Each group was well-organized. More than 80% of the students made full preparations before the class discussion and consulted much information about the construction of Belt and Road initiatives from books, newspapers and website, having a strong learning initiative. The discussion atmosphere was animated, which shows the remarkable communication skills of students. The students raised lots of problems. 80% of them were solved through group discussions, 10% by the hint of the teacher, and 10% by discussion of the whole class. The research results of the questionnaire survey on students (Table 1) show that the teaching model flipped classroom enables students to obtain a more comprehensive and in-depth understanding of what they have learned and is conducive to cultivating students' independent learning ability and communication ability, and makes it possible for students to improve learning efficiency and effect; 83.92% of students are willing to study in flipped classroom, and only 3.58% of students shows unwillingness to continue studying in flipped classroom. The main reason lies in the great academic stress. And studying in flipped classroom lengths the time for learning and increases the concentration on learning.

Table 1 The Teaching Effect of Flipped Classroom Compared with Traditional Teaching (% , n=56)

The Master of Knowledge Acquired	Absolute Comprehensive and In-depth 23.22	Comprehensive and In-depth 57.14	General 12.5	Bad 7.14
Cultivation and Improvement of Independent Learning Ability	Absolute advantageous 26.79	advantageous 58.93	General 12.50	Adverse 1.78
Cultivation and Improvement of Communication Ability	44.64	48.21	1.78	5.36
Cultivation and Improvement of Teamwork Ability	51.79	33.93	8.93	1.59
Learning Effect	Excellent 37.50	Good 42.86	General 12.50	Bad 7.14
Learning Efficiency	Great 35.71	High 41.07	General 14.29	Low 8.93
Continue to Study in Flipped Classroom	Absolute Yes 39.28	Yes 44.64	General 12.50	No 3.58

3.2 Comparative analysis of the comprehensive performance of the two groups ($\bar{x} \pm s$, n = 56)

The students in the experimental group are obviously better

than the students in the control group in the test, demonstrating that flipped classroom exerts great influence to help students acquire basic knowledge and improve students' comprehensive ability (see Table 2).

Table 2 Comparative Analysis of Test Score ($\bar{x} \pm s$, n=56)

	Online Quiz	Quick Response	Practice Report	Short Paper	comprehensive performance
Control Group	63±19.6	68±18.7	69±17.6	62±20.4	67±18.9
Experimental Group	71±15.7*	77±17.1*	78±14.8*	78±18.1*	75±17.7*

Tip: * Comparison with the control group, $p < 0.05$

4. DISCUSSION

When instructing Situation and Policy, teachers have been standing on the platform for many years. Fewer and fewer students are unwilling to look up at the blackboard, and show passive interest in participating in the classroom activities [5]. Flipped classroom, transforming the traditional teaching model of which the teachers just instruct students in the classroom and the students complete their homework after class, has re-planned that how should the students and teachers reasonably utilize time when studying in the classroom, which fostered the innovation of the traditional teaching model, marking a novel mode for independent learning and the combination of classrooms on campus with MOOCs. The reform has effectively avoided the cramming method of teaching, making the content of the students deeply understand the course, and it has stimulated the students' interest in learning [6]. Modern social psychology points out that human behavior is determined by behavioral intention which is affected by individual's attitude and the environment that exerts great influence to the learning evaluation [7]. In the teaching of the course Situation and Policy flipped classroom, the system of learning evaluation in consist of the online quiz, quick response, practice report and short paper writing, which effectively stimulates the students' learning initiative. The research results show that the students in the experimental group in the above four parts for evaluation are significantly better than those in the control group in the research , which is recognized and accepted by most students. The teaching model flipped classroom provides students with an opportunity to improve innovative ability, thinking ability, teamwork ability and independent learning ability [8]. In the flipped classroom, the teachers are not allowed to decide everything by themselves and the students are also willing to absorb the knowledge and reason which are formulated by the discussion[9].

However, clinical medicine students who have the great academic stress hold the view that when the classroom teaching time becomes longer, they will face the problem of insufficient learning ability [10] and difficult to get started [11]. In addition, students need to not to be affected by traditional teaching models and inherent learning habits, and at the same time it is of great necessity to cultivate the motivation for making in-depth learning [12]. The course Situation and Policy" flipped classroom needs to have further development and improvement in the attractiveness and timeless of teaching content.

5. CONCLUSION

The "flipped classroom" teaching mode reform of situation and policy course has injected vitality into the classroom. Through previewing the text independently, making discussion in the classroom and forming conclusion, students can internalize classroom knowledge into their own core political quality, thereby realizing the "keep in mind" and "keep in heart" of college ideological and political

courses.

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