

“Microcourse” Based Flipped Classroom Teaching Mode for Ideological and Political Education of Colleges and Universities

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ABSTRACT

"Microcourse" and flipped classroom are hot topics in the world higher education field in recent years. At present, the problems of teaching stylization and lack of learning motivation and autonomy are common in ideological and political teaching in colleges and universities. Therefore, introducing microcourses and flipped classroom into ideological and political education in colleges and universities is a beneficial attempt to change students' traditional learning mode and improve the overall teaching quality. Based on the author's learning and teaching experience, this work first expounded the basic concept of microcourse, then analyzed the feasibility of flipped classroom teaching mode of ideological and political education in colleges and universities under the "microcourse" mode, and finally put forward the targeted implementation countermeasures. The research results of this work are expected to stimulate students' initiative and enthusiasm in learning more effectively, cultivate students' ability of autonomous learning, and then achieve good results in improving students' ideological awareness and ideological quality.

Keywords: *Microcourse; colleges and universities; ideological and political education; flipped classroom; teaching mode*

1. INTRODUCTION

As the public basic course in the higher education stage of China, the ideological and political theory course in colleges and universities is the main channel of ideological and political education for college students and an important front to help students establish a correct world outlook, outlook on life and values [1]. At present, the innovation of teaching mode has become the only way for colleges and universities to deepen the reform of teaching methods and improve the quality of teaching. Applying "microcourse" and flipped classroom teaching mode to ideological and political teaching in colleges and universities and using information technology means to promote ideological and political curriculum reform in colleges and universities are helpful to form a co-construction and share mechanism of high-quality ideological and political education teaching resources [2]. At the same time, it will further arouse people to respond positively to the problems of teaching ecology, such as allocating and utilizing technical resources, optimizing teaching process, coordinating the relationship between curriculum teaching and learning, and maintaining the dynamic balance between them.

2. BASIC COGNITION OF MICROCOURSE

The definition of microcourse can be defined from three aspects in the educational circle. First, from the perspective of teaching resources, microcourse expresses knowledge points in the form of videos, which are short and concise. They are usually small knowledge points, and they are used as teaching application for students to learn. Second, from the perspective of teaching activities, students can learn independently through microcourse. With the help of informationization and reasonable teaching design, teaching activities can be carried out in the form of streaming media. Third, from the perspective of curriculum view, microcourse is an online video course. The overall point is that microcourse explains the teaching focus and analyzes teaching difficulties and key points. In this sense, the microcourse does not need to cover all aspects. According to the needs of teaching, it presents the knowledge points and concepts and principles explained by the teacher in class to students in a short and concise micro-video way, enabling students to think independently. The characteristics of the microcourse are to focus on a single knowledge point to explain. Its features and highlights are short, content focus and independent learning. The characteristics of microcourse determine that the microcourse does not need to be large and complete,

but only explains around a small knowledge point without too much paving and rendering. According to the requirements of practical teaching, microcourse is an organic combination of various teaching resources which reflect teachers' teaching and learning activities aimed at a certain knowledge point or teaching link in the course of classroom teaching.

The ontological characteristics of microcourse are obvious, and usually have the following features. First, the theme is clear and prominent, mainly around a certain knowledge point in the subject, such as key points, difficulties, doubts and other teaching activities. Microcourse can reproduce these contents, thus replacing teachers. In particular, microcourse resources are rich and diverse. The role of "microcourse" is not only limited to the anatomy of knowledge points or difficulties, but in the course introduction, core knowledge points teaching, course inquiry and after-class practice and other links, a series of "microcourse" can be designed according to the teaching needs to inspire thinking and consolidate learning [3]. Second, microcourse structure is relatively independent, most of which are short online videos as the form of expression, and online teaching videos aimed at learning or teaching applications. Third, the teaching goal of microcourse is relatively single. The teaching theme is relatively clear and it takes the teaching video as the carrier. Video production is usually controlled in 5 to 10 minutes.

3. FEASIBILITY OF "FLIPPED CLASSROOM" TEACHING MODE DESIGN OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES BASED ON MICROCOURSE

In other words, the "flipped classroom" teaching mode design of ideological and political courses in colleges and universities based on microcourse is to introduce "microcourse" into ideological and political theory course teaching, focusing on the design of a "reverse" new mode of flipped classroom teaching based on "learning first and practicing later". The design of "flipped classroom" teaching mode of ideological and political courses in colleges and universities based on microcourse has unique advantages in the context of new media. However, it does not completely negate the traditional classroom teaching method, but provides an important supplement for traditional classroom teaching, which is conducive to improving the teaching quality and effectiveness of ideological and political courses.

3.1 From the perspective of teaching reform

The traditional teaching mode of ideological and political theory course is mostly "cramming education", which

emphasizes students' acceptance of learning. Drawing lessons from the "flipped classroom" teaching mode based on the concept of "microcourse" and using modern teaching technology, the position of teachers and students in traditional teaching can be changed through the reverse arrangement of knowledge transfer and internalization. The flipped classroom realizes the transformation from "pay attention to theory" to "pay attention to students", from "in-class" to "after-class", from "teaching" to "learning", and from "traditional teaching" to "innovative teaching", which is the mode of "reverse order innovation" in the teaching reform of ideological and political theory course in colleges and universities, and an effective way to realize the transformation of the teaching material system of ideological and political theory course to the teaching system in colleges and universities.

From the perspective of personalized learning, under the prevalence of informal learning, learning is moving towards mobilization, miniaturization, fragmentation and focus. The traditional ideological and political theory course resources are also unable to meet the needs of learners due to disadvantages such as "large unit, large capacity, and inconvenient for personalized learning and transmission". The ideological and political theory courses in colleges and universities use "microcourse" to design the flipped classroom teaching mode, which meets the needs of individualized and fragmented learning of college students in the digital age. Its quick interaction makes "teaching" and "learning" promote each other, provides an important supplement to the traditional classroom teaching, and also has a great influence on the teaching structure, teaching mode, teaching idea and the position of teachers and students in the teaching process [4].

3.2 From the perspective of actual effectiveness

In recent years, many schools and educational fields have tried to turn over the new model of classroom for different classes, different subjects and different curriculum types. Practice has proved that some have achieved good results, while others have achieved mediocre results. The difference lies in whether the design of the teaching mode of "flipped classroom" meets the needs of students and whether the characteristics of specific subject knowledge and the rules of education and teaching are considered. According to different national conditions, different school conditions and different teaching conditions, the same teaching mode should be combined with its own conditions and characteristics to re-innovation.

4. IMPLEMENTATION COUNTERMEASURES OF "FLIPPED CLASSROOM" TEACHING MODE BASED ON MICROCOURSE

4.1 Teaching preparation stage of teachers

The implementation of any kind of teaching mode can not be separated from the careful design and preparation of the early stage. In order to implement the mixed teaching mode based on "flipped classroom", teachers should first make clear the teaching objectives, requirements and curriculum contents stipulated in the syllabus of Introduction, and the key points in teaching and the difficulties that students may encounter in their study should be highlighted. Second, teachers should make PPT courseware according to the course content, and at the same time make micro videos according to the knowledge points in the course, or select some video materials suitable for teaching content on the network to upload to the online teaching platform, putting them in the four columns of "teaching courseware", "teaching video", "wonderful lesson" and "microcourse sharing" of teaching resources, and putting corresponding learning materials in other columns. Third, before the beginning of the course, teachers should publish the weekly student self-study task list in the course notice, which stipulates the content (basic learning resources) and the content of the selected learning (extended learning resources) that students should learn in a certain period of time, so that students can make clear the learning task.

4.2 Pre-class self-study stage of students

When teachers complete all the teaching preparation work, students' self-study before class must follow closely, which is one of the key links to the effectiveness of this teaching model. According to the study task list, students first learn the basic teaching resources, which are mainly courseware matching with the content of the textbook PPT, micro video, and wonderful courses. In the process of learning, students can write down the problems and confusion that they cannot understand and submit them to the discussion board of the course for teachers and other students to discuss and answer, which also provides teachers with materials for answering questions in class and for intensive teaching. Second, after self-study, students can do some exercises in the "reference material" column related to this section. In addition, at this stage, teachers can also use the method of group study to arrange some topics, such as a small survey and a special speech, which are completed by group cooperation [5]. The biggest advantage of this way of learning is autonomy and individuation, taking into account the learning characteristics and learning ability of different students. Students with good learning foundation can finish quickly, while students with poor learning foundation can watch it

repeatedly, and as long as they complete their learning tasks within the prescribed period, it is helpful for students to arrange their own learning tasks independently and reasonably. Certainly, this stage is not laissez-faire, teachers should check each student's learning time and submitted questions on the online learning platform at any times, and give the necessary supervision for students who do not seriously self-study.

4.3 Internalization and improvement of knowledge stage in class

This stage is also one of the key links in the success of this teaching model, including several necessary steps. First, students discussion inquiry. After pre-class preparation and self-study, students have recorded the doubts that need to be explored with their classmates and teachers. At this time, teachers can form the whole class into several study groups to facilitate their full discussion, and teachers can also submit the collected general confusion to the various groups of the class for discussion. In order to carry out the group discussion in a formal and substantive way, the necessary division of labor must be carried out among the members of the group, and the group leader, recorder and scorekeeper must be determined to form the results of the discussion. Teachers answer questions and engage in discussions to effectively organize and supervise. Second, each group should give the presentation. The conclusions of each group on the topics they discuss (or common themes of each group) are reported to the class from the podium for evaluation by other groups. Third, teacher comments and instruction. In view of the opinions formed in the process of discussion and inquiry, teachers should give appropriate comments and guidance. Especially for the point of view that cannot achieve consistency or wrong point of view, teachers should give a clear-cut positive or negative evaluation, so as to give students correct ideological guidance, improve students' ideological awareness and ideological quality, and make students' ideas meet the requirements of socialist core values [6]. Fourth, teachers should also set aside a certain amount of time to sort out and elaborate on the content of the topic they have learned, focusing on the theme, main line, main point of view and its methodological significance, so that students can form a systematic knowledge system and theoretical system, which is also a major part of improving students' quality and ability.

4.4 Integration into social practice stage

This stage is not a process connecting the past and the future, but a teaching stage or step interspersed with the previous four stages. Social practice is the four ideological and political courses that must be carried out with a certain number of hours. Based on the social resources and conditions of the school and its surroundings, the integrated social practice can be divided into the campus

practice and the real outside social practice. The campus practice is mainly carried out by combining the basic theory of Introduction course with the cultural and scientific activities in school, such as launching small debate competitions, reading classic original works, organizing academic salons, conducting "social hot spots face-to-face" discussion and speech activities, carrying out career planning, scientific and technological innovation, and quality development. It has a general name called "dream stage", so as to cultivate students' comprehensive quality and ability. Social practice outside school includes

research activities, visiting activities, voluntary service activities, and visiting good people and celebrities activities, which connects the theory of socialism with Chinese characteristics with the relevant knowledge of social and economic development, so that students can experience life in a rich and colorful society, understand the essence of Marxism localization in China, and internalize theoretical knowledge in mind and externalize it in practice. Its implementation process is shown in figure 1.

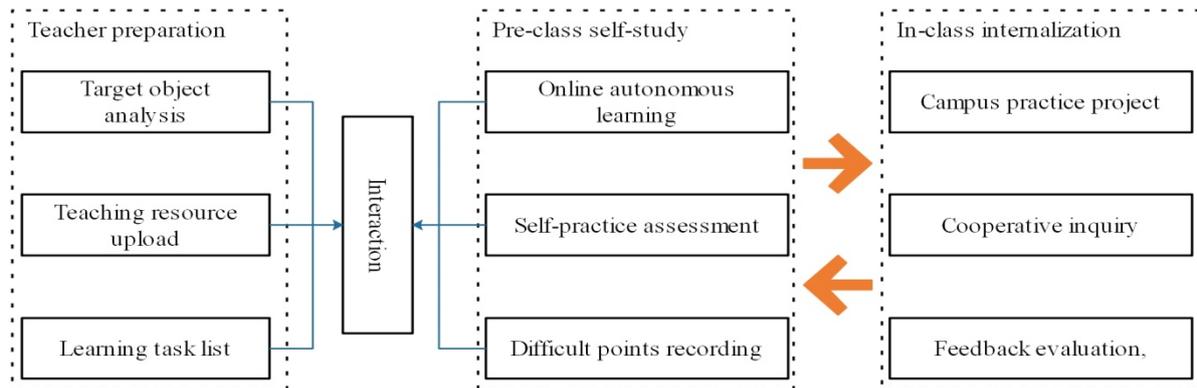


Figure 1. Framework of flipped classroom implementation based on microcourse

5. SUMMARY

With the continuous reform of the training mode of talents in colleges and universities, the gradual improvement of the importance of ideological and political courses and the continuous development of network information technology, the flipped classroom teaching mode has good opportunities to develop. Teachers can screen network materials in advance and provide them to students, which can not only ensure students' good development direction, but also improve their learning initiative. In the long run, this teaching mode will inevitably gradually replace the dominant position of the traditional teaching mode, so that the learning process is more vivid and the learning effect is more effective. At the same time, the flipped classroom based on microcourse is a "student-centered" teaching reform, which uses technical resources to optimize the teaching process and keep a dynamic balance between teaching and learners. Through the combination of microcourse teaching and classroom discussion, the combination of excellent teachers explaining the course content and a teacher leading students to study and discuss can be realized. Teachers with high quality can explain theoretical problems, and teachers have time and effort to communicate and solve students' ideological problems in interaction, so that the classroom form of online listening and offline discussion can fully promote students' autonomous learning while realizing the effective guidance of thinking ability. In ideological and political classes, teachers should let students learn independently,

conveniently, happily and effectively. In order to solve the problem of how to allocate teaching resources more reasonably and effectively, how to use new technology and carrier in the dissemination of knowledge and theory more reasonably and effectively, and how to realize the dynamic balance between teaching and learning more reasonably and effectively, it provides an effective way to optimize teaching ecology.

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