

# Teaching Sports-Based Films Through Flipped Classroom in Institutes and Universities

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## ABSTRACT

This paper analyzes how to use sports-based films as an effective means in reinforcing basic language skills and in nurturing critical thinking of the college students through flipped classroom. Advantages for using flipped classes, principles for selecting suitable flipped classes, key elements and design of teaching contents are stressed. With the help of online resources and sports film videos, the course realizes the flipping of classroom, the flipping of teaching and learning so as to help the students familiar with the underlying reasons and criteria for sports films. The learning mode is changed from controlled learning to autonomous learning. The students learn independently, comprehend the culture and background knowledge related to sports through targeted lectures and discussions so that the learning outcomes are improved.

**Keywords:** Sports-based film, Flipped class, College student, Autonomous learning, Character building.

## 1. INTRODUCTION

Film has an enchantment all of its own, uniting people from many walks of life and forming a creative cultural space no matter where it is in the world. Sports provide a forum to learn skills such as discipline, confidence and leadership and teach core principles, such as tolerance, co-operation, respect, value of effort and how to manage victory, as well as defeat for character building. When these positive aspects of sports are emphasized, sports become powerful vehicles through which the schools can work towards achieving its goals of character building. The use of sports-based films in the college classroom, especially through flipped classes, can help the students feel the sports experience as spectators and be deeply immersed in the good characters reflected through sports, expanding the students' understanding of sports events, sports skills, sports values and society.

## 2. ADVANTAGES OF FLIPPED CLASSES USED IN SPORTS-RELATED FILM TEACHING

Film is an art form with the functions of public morality and social education, providing valuable entertainment for the younger generation. The political values contained in film symbols are very close to those

taught in schools, where the students form their world view. The sports film appreciation plays a positive role in the students' character building, helps the students understand and appreciate the highest ideal of the characters in the film, and understand what is honesty, courage, love and self sacrifice, achieving the function of educating students from moral, political and social aspects. The right way of entertainment brought by sports movies can promote moral progress. Sports films constantly create tall and big characters and put forward stories that affect people's pursuit of a better life, which can become the most powerful natural force to promote human progress. Sports movies always guide students to support the government's legal norms and be good citizens who will not change the basic political procedures. The second is to improve the government by eliminating corrupt elements.

Flipped classroom plays a very important role in sports film teaching. It is a kind of teaching form in which the teachers clip videos, the students watch the videos at home before or after class, internalizing knowledge through face-to-face communication and group discussion between teachers and students in class. Sports-related film flipped classroom takes the students as the centre, and the teachers are the designers, instructors, helpers and learning partners of the students. It not only changes the traditional teaching mode in

which the teachers impart knowledge related to sports in class and the students review and consolidate it after class, but also breaks the tradition of teacher as the center. The students have more chances to explore into the world of sports. With the help of multimedia information technology such as network, computer and even mobile phone, the students can acquire knowledge of sports before class by watching the micro lesson teaching videos. In this process, students can choose their favorite learning methods on the condition that they ensure that the real in-depth learning occurs before class. The process of knowledge internalization is put into practice through such mode. In the classroom, through the discussions, the understanding of knowledge of sports will be developed into a deeper level.

### **3. KEY ELEMENTS FOR SPORTS-RELATED FILM FLIPPED CLASSES**

The sports-related film flipped classroom requires real in-depth autonomous learning before class because all the films must be watched before class. Furthermore, discussions over topics and questions of the films in class encourage different views can lead the understanding of knowledge to a deeper level. The students watch micro lesson videos that are carefully clipped and carry out pre-class learning activities, which are by no means a simple preview of knowledge of sports, but in-depth learning and understanding of knowledge. It puts forward higher requirements for the recording of micro lesson videos, and enables the students to learn independently. On the basis of the students' autonomous learning, the teachers should also help the students' understanding to a deeper level through the discussion and sharing of individual learning activities in the classroom. Meanwhile, teachers should also be clear that the biggest value of flipped classroom is reflected in effective face-to-face interaction between teachers and students as well as group face-to-face learning activities.

There are three key elements in a successful flipped classroom. The first is the recording of micro classes of the sports films. Flipped classroom no longer takes the regular class hour as a unit, but the micro clipped classes. A micro flipped class centers around some certain information of sports, and the quality of design will directly determine the teaching effect of flipped classroom. Therefore, combined with the school situation, discipline characteristics, class situation and the students' situation, problem-solving targeted micro flipped classes can be designed. The second is in-depth autonomous learning before class. Flipped classroom needs the students to complete problem-solving independently before class. Meanwhile, it puts forward high requirements for the effect of the students' autonomous learning before class. It is not simply the

preview of knowledge or information, but calls for in-depth learning and understanding, which is the key to achieve good effect in flipped classroom. The third is the organization of classroom learning activities to help students internalize knowledge about sports and core values, to check how deep the students' pre-class learning is and how efficient micro class is.

### **4. PRINCIPLES IN DESIGNING SPORTS-RELATED FILM FLIPPED CLASSES**

It is necessary to providing the students with supporting notes on the key content of micro flipped classes. In the design of micro class exercises, the teachers should ensure that the difficulty and quantity of exercises are designed appropriately to help students grasp new knowledge. Flipped classroom teaching requires a high degree of participation of the students, which changes the role of students and gives students learning flexibility. In the process of knowledge transfer, students can choose their own learning resources and make their own learning plans to complete the pre-class learning of micro class. In a sense, flipped classroom truly realizes the students' personalized learning. The students need to constantly discuss with their classmates and teachers, and interact with their own specific learning experiences in order to expand and deepen their understanding of knowledge.

Nevertheless, the teachers should grasp students' learning feedback of problems in time and carry out targeted personalized counselling to ensure the success of the students' autonomous learning and the quality of pre-class autonomous learning, including teachers' monitoring of students' autonomous learning process and students' self-monitoring. The students should also understand the learning results and progress of their peers in the learning group when they are in cooperative learning. Most of the classroom time is given to the students, so that the students can devote themselves to classroom learning activities, leaving only a small part of the time for the teachers to provide targeted guidance for the students, and enhance the interaction between the students and the teachers. The key to successful flipped classroom lies in whether the teachers can scientifically and effectively organize the classroom learning activities. The students cooperate to complete the learning tasks, and complete the internalization process of knowledge through cooperative learning.

### **5. DESIGN OF SPORTS-RELATED FILM FLIPPED CLASSES**

Digital resources of MOOCS and online film resources provide rich resources for the implementation of flipped classroom. In the teaching process of flipped classroom, the students can complete in-depth learning before class through electronic teaching resources on

MOOCS or micro lesson videos uploaded by the teachers. They are informed of the specific teaching arrangements through issuing announcements, and encouraged to complete the pre-class learning tasks independently. In this way, they can use the rich digital resources to learn the more things. In order to meet the needs of the students' personalized learning, the teachers should combine their own school situation, subject characteristics and students' characteristics and needs to develop relevant personalized courses in addition to the use of possible teaching resources.

Generally speaking, the duration of micro flipped class depends on the size of the problem to be presented, which should be controlled within 20 minutes, preferably within 10 minutes. In order to ensure that the micro lesson has a strong pertinence and is convenient for the students to understand, each micro lesson must be aimed at a specific knowledge point or sports event. In order to avoid distracting students' attention, it is necessary to ensure that the micro lesson effectively use sports inquiry, which involves asking sports questions, collecting and analyzing various sources of evidence, distinguishing the significance of evidence based on the sports questions and developing a sports historical interpretation of sports events. In order to inquire into sports, the students are asked to finish the content in tables like this.

**Table 1.** Examples of Inquiries

Film Title	Sports	Theme (s)	Questions for Inquiry
Li Na	Tennis	Personal Narrative	What is the key to Li Na's success?
Miracle	Hockey	National Narrative, Patriotism	How does historical event become important in understanding sports?
Going Vertical	Basketball	National Narrative, Patriotism	How does politics play a part in this film?
The Blind Side	American Football	National Narrative Individual Success	How can people like Big Mike be helped in the U.S and in your country?
Fever Pitch, Legend	Football	National Pastime	How do you understand "Football permeates our (British) culture"?

Other questions for inquiry might include: What do you notice about the questions across all the films you viewed here? Which film would you most like to view in the entirety? Why? Did the film makers answer his/her guiding questions (s) through the course of the films? Would you like to recommend the films to anyone else, why? The core is to understand the relationship between individual and the society, and to appreciate that sportsmanship is the spirit of keeping

health and making progress. Sports can reflect a person's unremitting struggle and can change one's destiny. In this way, the students' understanding and exploration into sports could be broadened.

## 6. CONCLUSION

In this paper, concept of flipped classroom is introduced into the college sports film course. Its characteristics are highlighted in the course design, emphasizing the practicality of English and the innovation of character education, which promotes the teaching reform and the improvement of English application ability of the students, and also enhances the reform of foreign language education ideas, education theory, education means, teaching methods and teaching content. The flipped sports-based film classroom proves to be a good pedagogy for enhancing formative learning outcomes.

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