

Research on the Flipped Classroom Teaching Design of the Course Business Communication Based on Microlectures

Yaxue Peng

Wuhan Business University, Wuhan, 430056, China

E-mail: 176781743@qq.com

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Abstract. The key goal of flipped classroom is to help students to mutually transfer knowledge after class and to internalize knowledge in class, and finally effectively solve the problem of in-class diversity of students' learning efficiency and after-class lack of consolidation. This paper studies how to integrate microlectures into the teaching of the course Business Communication in flipped classroom. Specifically, this paper will introduce the design ideas of microlectures as well as the methods and steps of flipped classroom teaching, and show the concrete implementation process, which can provide reference for the teaching of other similar courses.

Introduction

The rapid development of Internet gives rise to the occurrence of mobile learning. People use mobile phone, PAD and other mobile devices to access information, watch the video, memorize English words, get and process information at any time and any place. This has provided the possibility of changing the traditional teaching mode. *Business Communication* is the elective course for the students from economics, trade, secretarial and other liberal arts majors. [1] This course aims to cultivate students' interpersonal communication skills, team communication consciousness and team work spirit, so as to better adapt to their future jobs.

At present, most teaching of this course still applies the "case analysis + discussion" teaching mode. Students almost have no direct contact with enterprises. [2] As a result, when applying this kind of teaching model, students can not really understand the theoretical knowledge and core content of this course, and finally affect the implementation of teaching objectives.

Through the WeChat public platform, this course design mobile microlectures to explore the integration of mobile microlectures and traditional teaching. With the help of the construction of WeChat public platform and effective teaching design, the mobile microlectures which can meet the needs of the students would be gradually designed and developed. [3] In this way, flipped classroom teaching can effectively integrate with microlectures to achieve the mutual support and mutual promotion.

The feasibility of applying flipped classroom teaching model in Business Communication

The course *Business Communication* is an elective course for students from economics, trade, secretarial and other liberal arts majors. It aims to cultivate students' awareness of interpersonal communication skills, team-working skills and spirit, business negotiation skills, and business etiquette. Different from the teaching of general social science courses, communication itself is a very practical activity; students need to carefully experience various communication strategies and techniques in the process of business practice. Flipped class is one of the hot spots in the research area of microlectures application, the key concept of it is to transfer knowledge after class and internalize knowledge in class. [4] With the help of the microlectures platform and students' fragmentation spare time, students can study at the station, airport or other places. In their learning process, students at different levels can repeat learning according to their own needs. In class, discussing and answering questions between teachers and students can effectively arouse the

initiative of classroom learning. In view of these characteristics, the course *Business Communication* has certain advantages and feasibility in the implementation of flipped classroom teaching.

The operability of teaching content and combination of teaching and practice

This course has strong operability which belongs to business field. The teaching purpose of it is to enable students to understand the basic knowledge and skills, characteristics, steps of international business communication, and to carry out cross cultural business communication. Some knowledge points are integrated into different subjects, such as business negotiation etiquette, the impact of cultural differences on international business negotiation, and some related problems that need attention when negotiating with clients from different countries. Some teaching contents can be taught through simulated negotiation activity, such as ensuring the negotiation objectives, choosing negotiation strategy and tactics, and learning negotiation psychology. Theories and basic concepts are taught online, while case studies, problem discussions and simulated negotiation are conducted in real classroom to test students' learning efficiency. [5] This kind of model causes the separating of theoretical teaching and practice. In addition, it can also deepening the students' understanding of knowledge points and greatly improve the teaching efficiency and validity.

The teaching model meets the needs of students and improve students' learning interests

When teachers choose the traditional way to teach, students often complain that the teaching content is not closely integrated with the after-class practice. In other word, they feel that they are learning how to "paper talk". Although the teachers often invite some related professionals to teach students some business communication examples in real business conditions, students are dubious of some skills, tactics, and content of business communication due to their lack of experience. In order to solve this problem, teacher has organized several simulated business negotiations, so that students can feel the charm and difficulty of business communication. [6] Therefore, applying simulated business communication into the classroom is in line with students' wishes and actual needs. At the same time, it will promote students' learning interest and help students to test self-study effect.

Rich related network resources ensure the implementation of flipped classroom teaching model

Some liberal arts majors also have online courses now, such as the economics and management majors. High quality online resources include not only the open curriculum resources movement at Massachusetts Institute of Technology, but also the open classes at Harvard and Yale University, open learning programs in the UK and courses at Khan College. Some business schools also have open video resources related to negotiation and leadership, negotiation and innovation, etc. These open courses provide a good resource base for the pre-learning of the flipped classroom teaching model in this *Business Communication* course. There is not much experience of applying flipped classroom teaching model in business courses which can be used for reference. In addition, the problems of network technology and teaching platform also needs urgent breakthrough. Next, this paper will take the course *Business Communication* as an example to design the basic teaching process of flipped classroom teaching model.

Teaching design of flipped classroom based on mobile microlectures

Construction of flipped classroom teaching model

There are three steps in designing the micro flipped classroom: establish a public WeChat accounts, design the microlecture, flipped classroom teaching. The specific process is shown in figure 1.

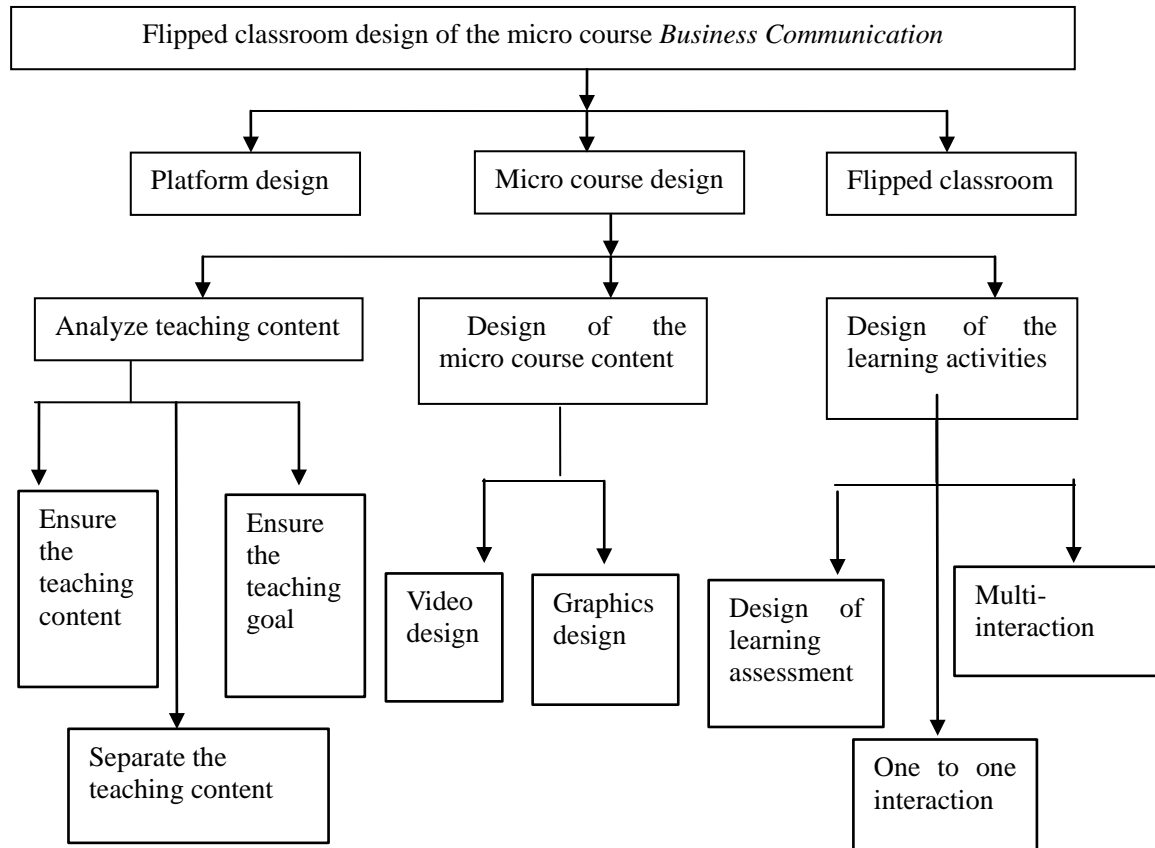


Figure 1: overall frame of the teaching design of the course *Business Communication*

WeChat public platform construction includes the opening of platform, platform advertisement and platform optimization. In detail, the opening of platform includes filling in the information about the platform and curriculum information, and guide learners to learn the micro mobile courses. Platform advertisement includes advertising this platform to students, such as let them follow this accounts through searching accounts or scanning two-dimensional code. In addition, there should be more than 1000 students follow this public accounts. Platform optimization includes the navigation design of the platform menu, the typesetting and revision of the course content, and humanized design of the interface. The design process of mobile micro course is based on the traditional teaching design. It follows the general process of traditional teaching design, distinguishes both the difference between informal learning and formal learning, and the difference between mobile learning and traditional learning. The overall teaching goal and content of the course *Business communication* is separately designed into each different short, fragmental and relaxing teaching episodes. Selecting materials, organizing materials, editing and making, uploading and pushing, all these steps form teaching content of every micro course. Its contents include video, image, text and other teaching content which is suitable for WeChat public platform.

The implementation of flipped classroom teaching

Firstly, teachers create the teaching video. Then, students watch the video at home or outside. Finally, teachers and students share and talk about their learning achievements and experience. This process would be the normal procedures for the flipped classroom. All in all, the teaching content would be pre-studied by students, and then the classroom time would be spent on discussing other problems.

a. The making of pre-class teaching video

Many economic and business online teaching resources have very high quality, but some but some resources have no language subtitles which make students feel hard to understand it. Therefore, teachers must do well on the key points in the video to help poor students to deal with their anxiety. In addition, many of the existing video content does not completely fit teachers'

teaching content. As a result, teachers need to cut and edit the video well. If necessary, teachers need to redesign and record the video. After releasing the task requirements and pushing related video on the platform, teachers also need to count the data and analyze students' learning effect.

b. After-class self-learning by watching micro-video

If students have incomprehensible knowledge points and questions, teachers need to timely track students' online self-test feedback, and collect students' doubts, then teachers would explain these difficulties and doubts at first in classroom. After answering the questions, teachers can divide students into groups and encourage them to help each other. In each group, one group leader needs to be elected to organize the whole discussion and interaction. After the discussion and learning in the flipped classroom, students would learn communicating skill of business negotiation in short time. In addition, teachers can observe students' learning efficiency by monitoring students' business communicating skills and ability.

Conclusion

Flipped classroom teaching model can effectively improve students' learning enthusiasm and learning effect, and thus has received widespread attention from educators. There still exist some problems and difficulties in applying this model into social science courses teaching. For example, how to solve the lack of application and research of this model in social science courses, how to solve problems of encouraging students who have different learning autonomy in pre-teaching period, how to efficiently combine teaching content and micro video, how to further innovate the testing of students' learning efficiency, etc. This paper discusses the characteristics of the course *Business Communication* and the feasibility of applying the flipped classroom teaching model into the courses, and then makes an overall design of teaching program.

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