

Analysis on Flipped Classroom Teaching Mode of Liberal-arts Courses in Colleges and Universities

Taking the *English Teaching Method* Course as an Example*

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Abstract—The flipped classroom, which is a subversive teaching mode, brings vitality to the university classroom. It is not only applicable to the teaching practice of science and engineering courses, but also effective in the teaching practice of liberal arts courses. Therefore, according to the current liberal arts course teaching, this paper summarizes the current situation and main problems in the use of flipped classroom, and then puts forward the application of flipped classroom teaching model in liberal arts course teaching based on the case of *English Teaching Method* course of English major in colleges and universities.

Keywords—*flipped classroom; teaching mode; liberal arts curriculum*

I. INTRODUCTION

Flipped classroom, as known as flipping classrooms, flipping learning, reversing classrooms, etc., sprang up in 2007 at Forest Park High School in Colorado, USA. The concept of flipped classroom first appeared in the speech *Creating Education with Video* delivered by Salman Khan at TED Conference in 2011. Since then, this new teaching form has become well known to many teachers and attracted wide attention from the global education community [1]. In 2011, the Canadian Global Mail rated the flip classroom as one of the major technological changes that have affected classroom teaching since 2400 BC. Later, the Horizon Report 2014, published by the New Media Consortium (NMC) listed it as one of the six important educational technologies that affect learning, teaching, and innovation research. This subversive transformation of teaching mode has brought vitality to the classroom in Colleges and universities, especially the teaching practice of science and engineering courses. However, some studies suggest that the flip classroom is mainly applicable to science and engineering courses, and has less effect on humanistic courses [2]. By discussing the current situation and challenges of the development of liberal arts course teaching,

this paper puts forward the application of flipped classroom in liberal arts course teaching.

II. THE CONCEPT AND APPLICATION OF FLIPPED CLASSROOM

A. The Concept of Flipped Classroom

As a new type of teaching form, flipped classroom has completely overturned the traditional transfer teaching mode with the support of information technology since its birth in the United States. The process of knowledge internalization is realized through classroom discussion, communication and collaboration. The prominent feature of flipped classroom is the use of network information technology to enable students to complete independent learning through teaching video. Network information technology is important, but it is not the essence of flipped classroom teaching. The teaching mode of flipped classroom is a change of strategy. Under the guidance of teachers, the assignment is replaced by the activity and the teaching arrangement is reversed." The ideological basis behind the flipped classroom model is primarily mastery learning"[3]. This is a kind of practice that truly converts student learning from passive to active, respects individual differences, allows students to better control their own learning rhythm in a relaxed and pleasant atmosphere, and the development of interactive teaching. Bergman and Sams also acknowledge that "in the flipped classroom model, teachers leverage technology to provide students with new audiovisual options in lesson preparation. More importantly, the class time is redefined as the activity time with students as the main body, and the class is regarded as the place for cooperation and communication [4]."

B. The Use of Flipped Classroom

At first, flipped classroom was just a small-scale teaching exploration carried out by some teachers due to teaching difficulties caused by time, place and other factors. In China, flipped classroom was first introduced in 2012 by Zhang Yueguo and Zhang Yujiang in the article entitled *Perspective of 'Flipped Classroom' in Information Technology Education for Primary and Secondary Schools* [5]. After only five years, the Flipped Classroom themed search on CNKI showed 20078

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relevant records (Retrieval time: September 30, 2017), and it is not hard to find from these literature materials that flipped classroom has been widely used in various teaching practices at all levels.

III. THE DILEMMA FACED BY FLIPPED CLASSROOM TEACHING OF LIBERAL ARTS

Although the research on flipped classroom of liberal arts courses has been carried out by various schools at all levels and certain achievements have been made, there is still a lack of in-depth research on problems and strategies in the current research. In view of this, this paper, combined with the current situation of liberal arts course teaching, summarizes the current situation and main problems of flipped classroom application.

A. Lack of Inquiry Awareness in the Teaching Process

As Bergman and Sams say, "For centuries, teachers have required students to prepare before they arrive at school, usually asking them to read a portion of the text. The flipped classroom mode only makes use of modern network technology to provide students with new audio-visual options in lesson preparation, so that students can learn by themselves first. Meanwhile, it redefines classroom time as student-oriented activity time, and the classroom is regarded as a scene of interactive communication. [4]" In reality, the teaching of liberal arts courses is mainly based on theoretical teaching, while the liberal arts class that introduces the teaching concept of flipped classroom still attaches importance to lecture-based teaching. However, face-to-face classroom teaching is transformed into online video teaching. In essence, the traditional "preview first" has not changed, but has become a way of "preview video first", which has not really enable students to realize self-exploration in the teaching process, nor has it really change the essence of receptive learning in traditional teaching. Flipped classroom is a process of deep learning, which requires teachers to carry out pre-evaluation on students and make dynamic adjustment according to the situation of students, that is, the process guidance of deep learning. However, in the process of teaching, most teachers fail to determine the starting point of learning for students, lack of differentiated strategies for deep learning to meet students' needs for preset knowledge and skills, which makes it difficult to achieve teaching objectives.

B. Lack of Teaching Skills

The teaching mode of flipped classroom is that teachers make courseware in advance or use existing teaching courseware for processing, so that students can obtain resources on the Internet and complete the transfer process of the knowledge points, and turn the classroom into a place for teacher-student interaction and discussion. Therefore, the implementation of flipped classroom not only requires the support of networked teaching environment, but also requires teachers to have the technology and skills to navigate the networked teaching environment. Teachers of liberal arts courses are accustomed to the traditional theoretical teaching mode. They are caught by surprise in many forms of practical teaching, such as case teaching, problem-oriented teaching and so on. Their lacking digital media technology may directly

lead to the liberal arts class difficult to achieve effective flip such as science and engineering courses. The lack of digital media technology directly leads to the fact that it is difficult to realize the effective reversal of science and engineering courses in the liberal arts flipping classroom. Most teachers of liberal arts courses have not mastered video recording software such as Camtasia Studio, Jing, OutStart Trainer, etc., nor are they familiar with audio technology, teaching case digitization processing technology, or resource upload and download technology, etc., which are the basic skills of video recording in flipped classroom. In addition, in the practice of flipped classroom, teachers of liberal arts curriculum lack corresponding professional skills in how to guide students to discuss cases, group activities, practical exploration and other aspects, leading to classroom disorder, handan toddlers, making the substantive teaching content in classroom teaching missing, and failing to transfer subject professional knowledge and skills well.

C. It Is Difficult to Break Through the Mindset

Flipped classroom is not only the individual teaching behavior of teachers, but also closely related to the overall school work ideas and organizational guidance of the school. Taking class size setting as an example, based on the generally implemented small-class size teaching in the United States, the effect of flipped classroom is well presented. However, the number of liberal arts courses in colleges and universities in China is mostly based on large classes, and the teacher-student interaction in class is subject to this, which will inevitably affect the in-depth learning in the classroom. Colleges and universities pay more attention to the top-level design, such as the construction of disciplines and majors, and pay less attention to and guide the change of teachers' teaching methods, and fail to provide the necessary organizational guarantees in the construction of departments. Traditional teaching methods and case analysis methods are still used in most liberal arts courses. Few of them can break the thinking pattern of liberal arts course teaching in teaching methods. Most of the flipped classes encouraged are mere formalities, lack of effective combination with the characteristics of colleges, disciplines and specialties, there is no real quiet thinking about how to design students to make good use of their free time. Liberal arts courses are subject to the influence of "be a model for others" and "preaching, imparting knowledge and solving doubts" emphasized in traditional teaching, especially the leading role of teachers in classroom teaching and supervision. Although the student-centered educational thought advocated by constructivism has impacted the traditional concept of teacher-centered, flipped classroom is a kind of mixed learning method, which is not teacher-centered or student-centered, but a mixed educational thought marked by Blended-learning, in other words, a combination of dominant and subjective education thought. The change of this idea is a severe challenge faced by the teachers of liberal arts courses. Colleges and departments in colleges and universities have an inescapable guiding responsibility, and it is impossible to effectively implement the flipped classroom based on the individual strength of teachers.

IV. APPLICATION OF FLIPPED CLASSROOM IN LIBERAL ARTS COURSES

A. Necessity

The Ten-Year Development Plan of Education Informatization (2011-2020) of China points out that "the development of education informatization should be guided by the innovation of educational ideas, based on the construction of high-quality educational resources and information-based learning environment, and centered on the innovation of learning modes education models. Strengthen the application of information technology. Improve teachers' application of information technology, renew teaching concepts, and improve teaching methods and teaching effect. Encourage students to use information means to learn actively and independently, and enhance the ability of using information technology to analyze and solve problems." Currently, there are two major problems in flipped classroom practice research: "first, flipped classroom research pays little attention to liberal arts courses, and liberal arts courses lack flipped classroom case and experience reference; Second, existing studies generally only focus on academic performance and lack of studies on the influence of course atmosphere, learning interest, learning process, ability development and learning satisfaction." [6] Liberal arts courses have changed from merely focusing on theoretical knowledge in books to focusing on various knowledge and skills. Therefore, in order to complete the teaching task of combining theory with practice in a limited time, it is a good choice to integrate flipped classroom teaching concept into liberal arts courses.

B. Feasibility

With the rapid development of computer technology and network technology, the courseware resources of network transmission teaching content can be realized through advanced technology and software support. Based on the clear teaching objectives of liberal arts courses, teachers can make use of VC, high-level programming languages such as JAVA and Powerpoint, Flash and Authorware multimedia software for processing the teaching content, The traditional face-to-face knowledge points are transformed into digital network teaching resources with pictures and videos, causes the student to obtain situation which is different from traditional experience, and inspire the interest of students in learning theory and practice combination. By changing the traditional boring lecture-style liberal arts course teaching method and presenting the teaching content to students in a vivid way, flipped classroom not only realizes the change of means to deliver the teaching content, but also change the knowledge points of courses into teaching resources shared among colleges and universities through the network platform. The practice of flipped classroom concept in liberal arts courses in colleges and universities can solve the problem of how to effectively combine theory with practice in liberal arts courses to a certain extent. Students can directly understand teaching knowledge points through digital network teaching resources before class, so as to facilitate teachers to use the saved interpretation time in class for case study and group activities, and stimulate students' desire to explore.

C. Teaching Mode Design and Application Case

This paper combines the case of English Teaching Methodology for English majors in colleges and universities to explore the application of flipped classroom teaching mode in the teaching of liberal arts courses. The course of English Teaching Method has strong practicality, contains more elementary theory knowledge, It mainly covers the basic concepts of English teaching, communicative teaching principles and task-based teaching ideas, English curriculum standard, the method of preparing and writing teaching plans and classroom management, teaching methods of language knowledge, the four skills of listening, speaking, reading and writing teaching, comprehensive language skills teaching, teaching evaluation, individual differences learners and learning strategy training, education and technology development and utilization of resources and the teaching material evaluation and use and so on, the theoretical content is relatively boring. According to the characteristics of this course, in order to improve students' interest in learning and realize the organic combination of theory and practice, let students learn by doing, let teachers teach by doing, design the flipped course teaching mode of liberal arts curriculum integrated with cooperative learning, and provide empirical basis and experience reference for the effective implementation of flipped classroom of liberal arts curriculum.

1)Pre-class preparation: As a basic course for college English major students to engage in English education, English teaching method has become one of the core courses of English teacher vocational training, which has laid a foundation for students to master the latest theories and basic methods of English teaching and improve the basic quality of English teachers. This stage is the teaching knowledge transfer stage. Teachers should improve the teaching resources available for students to learn online in advance, and summarize the basic concepts of English teaching, the main schools of foreign language teaching methods, the principles of communicative teaching and task-oriented teaching, English curriculum standards, teaching plan templates, teaching evaluation standards and so on. Students watch the theory of autonomous learning through micro-video, so that the knowledge transfer part is completed ahead of schedule. In addition, the teacher should also let the student to test their learning by completing a list of tasks such as online knowledge point testing, so as to find difficult or suspected learning points in time. In addition, the teacher discovers and explores the reasons for students' learning difficulties by checking the student's online task completion and learning difficult points feedback, and designing scientific and reasonable teaching programs in advance to help students strengthen their understanding and mastery of knowledge points in the classroom. Of course, the problems encountered by students in online learning and testing before class are conducive to their targeted learning in the classroom and optimize the teaching effect.

2)Classroom learning: The process of knowledge internalization is mainly realized in classroom learning. For English majors who lack experience in English teaching, English Teaching Methodology course, like most liberal arts courses, inevitably encounter difficulties closely related to

practical operation in their pre-class autonomous learning and online testing. Teachers should solve these problems in a targeted manner. In addition, teachers use the online network resource platform established between universities and primary and secondary education institutions to break the way for students to meet with internships at primary and secondary schools at a fixed time, so that students can remotely observe the education and teaching activities of primary and secondary school students in the classroom without being restricted by space. It is possible to use live cases to analyze and case studies for the preparation of lessons and teaching plans, discuss the teaching of the four skills such as lesson preparation and lesson plan writing, listening, reading and writing. The course of English Teaching Method will not only stay in the abstract interpretation of books and classes, but also present vividly in the classroom with actual cases for students to think independently and fully stimulate their enthusiasm. For the problems faced by students, the ways to solve them can be group discussion, case analysis, group cross-evaluation and so on to guide students to think independently. The process of students thinking independently is also the process of knowledge point learning. It is beneficial to combine the theoretical knowledge point in English teaching method with the practice of observation and evaluation, and greatly improves practical ability of students. After the problem is solved, the teacher will expand the knowledge points and observe the students to complete this part of the task. For problems that are difficult to expand the task, the teacher can focus on the explanation or explain it separately. Finally, in order to strengthen the internalization process of knowledge points, teachers need to briefly summarize the main teaching content.

3)Summary after class: This stage can be called the stage of knowledge consolidation. English teaching methods are used in the practice of students in contact with primary and secondary school students. The teacher carries out the after-school summary according to the classroom teaching situation, and combines the teaching difficulties to arrange some extended teaching resources and forward-looking learning resources related to the teaching content on the network platform, especially the recorded English teaching videos of primary and middle schools. It is for students to study independently, reflect on the individual differences of learners and the cultivation of learning strategies to further consolidate knowledge points. In addition, teachers should reflect on the teaching effect, adjust the teaching content and progress in time, improve the teaching methods, and improve the teaching model. Students can also make self-evaluations of their own classroom performance after class, apply the teaching evaluation knowledge points to evaluate their own or group classroom performance, and complete a brief phase test of teaching content. The after-class summary no longer flows into the reflection of the traditional teaching plan writing, but enables teachers and students to complete a circular process of teaching and learning.

V. CONCLUSION

The application of flipped classroom teaching mode in liberal arts classes in colleges and universities is still in its

infancy. The application of this teaching method highlights the double-subject status of teachers and students in teaching, greatly improving the teaching effect of teachers, and fully mobilizing the learning vitality of students. This not only enables teachers to change the monotonous teaching mode and achieve a win-win situation between teaching and learning, but also enables students to think about themselves and internalize and consolidate knowledge points in the process of problem solving. The application of the flipped classroom teaching mode in liberal arts classes in colleges and universities is conducive to re-orientating the role of teachers, which seems to weaken the classroom knowledge point teaching function of teachers, but challenges the their professional ability. In this teaching model, teachers bid farewell to the traditional monotonous and boring liberal arts course teaching, and replaced the traditional single classroom teaching method with the selection of micro-course materials, the production of micro-course video, the test of online knowledge points and other tasks, and the teaching link is not limited to the classroom. For students of liberal arts courses, the flipped classroom teaching model has greatly mobilized and cultivated their self-management ability. At present, students have enough free time. Through the reform of the classroom model, it will be beneficial to cultivate the ability of students to manage their own time and improve their learning results. Students can freely choose the teaching resources of learning network platform according to their own professional knowledge reserve and learning time, which is not limited by time and space. As for the difficulties in understanding knowledge points, they can understand and master knowledge points through repeated learning. The teaching process in the classroom enables students to think more specifically about the doubtful and difficult points in knowledge points, internalize knowledge points through the interaction among students-students and teachers-students, and evaluate themselves after class. This is really teaching students in accordance with their aptitude. Therefore, it is an inevitable trend of teaching reform to introduce the flipped classroom teaching model into the teaching process of liberal arts courses in colleges and universities.

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