

The Application and Inspiration of Japanese Biblio-battle in Postgraduate Flipped Class*

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Abstract—Japanese Biblio-battle is widely accepted and disseminated by universities, libraries, bookstores and other cultural organizations due to their functions of searching good books, sharing information, improving speech ability and enhancing social communication ability and other function. Such form is suitable for the application in postgraduate flipped class that emphasizes everyone's participation, active choice, teacher-student interaction and ability training, which not only conforms to the law of university curriculum and teaching goals, but also conforms to the purpose of university education. It also should be quoted and transformed according to the actual situation at the same time.

Keywords—biblio-battle; postgraduate; flipped class; teaching

I. INTRODUCTION

Biblio-battle is a kind of reading game developed by Professor Tadao Taniguchi of Kyoto University in Japan in 2007 and widely disseminated by universities, libraries, bookstores and other cultural organizations. Some domestic scholars call it "book recommendation competition activity", some scholars call it "war on book", and others call it "book review exchange". It originates from an activity of the seminar of Kyoto University and its original intention is to explore how to acquire the required knowledge from a wide range of various academic fields in the research, and how to make the individual experience of team members share and inspire each other. After the promotion of the biblio-battle, it has been extensively disseminated in universities, libraries, bookstores and other cultural organizations and has been widely praised by the society. Because it is regarded as an effective form to promote the reading of paper publications and refuse to indulge in social software and online games, as a result, it has caused a reading boom in the whole society, and even caused a continuous national competition. Through careful study and combined with the origin and original intention of this model, the author believes that this model has an important reference and inspiration for the development of postgraduate flipped class, especially in emphasizing students' dominant position, cultivating innovative spirit, and realizing the mission of the connotation development of higher education has an

inestimable role.

II. THE BIRTH AND OPERATIONAL MODE OF BIBLIO-BATTLE IN JAPAN

In 2007, Dr. Tadao Taniguchi of Kyoto University in Japan, as a special researcher in the symbiotic systematology laboratory of the university's informatics research department, proposed the biblio-battle to make the boring exercise classes more interesting. Such form is appreciated by teachers and students and can be promoted and continued. In 2009, Tadao Taniguchi introduced the biblio-battle at the academic conference; in 2010, Tadao Taniguchi organized the establishment of a popularization committee in order to promote the biblio-battle; in the same year, the biblio-battle attracted the attention of the media, bookstores, libraries, enterprises and had seen widely spread, and then the first national university biblio-battle was held, the main participants were college students, postgraduates and doctoral students. As a result, the biblio-battle had set off a reading boom in the whole society of Japan.

Through this development, the biblio-battle usually has two forms: one is communication-type: the other is competition-type. The former is generally carried out within a group of relatively fixed members such as laboratory and interest groups, while the latter is open to the public to recruit participants, so participants are relatively random. Regardless of what kind of form, the players should choose the books they want to introduce by themselves or according to the limited scope of the game organizers, and then players need to carry out five minutes of book introduction on the spot and they are not allowed to use assistant means such as speech drafts or slides. After the introduction, the players will ask questions for 2-3 minutes around the contents of the books. After the question, the participants will vote to select the most popular books in competition, and the whole game process will be recorded and uploaded to the Internet for widely circulation.

Although the rules are the same, the purposes of the two kinds of forms of biblio-battle are different in practice. The communication-type biblio-battle is usually carried out in schools. The purpose of universities introduce them into the classroom of quality training courses, assembly room of seminars and various kinds of learning activities is aiming at arousing interest, arousing discussion and sharing information. Primary and secondary schools introduce them into the

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simultaneous courses and basic courses in order to encourage students to expand their knowledge scope and improve their basic skills of listening, speaking, reading and writing. The purpose of the competition-type biblio-battle is relatively complex. The purpose of public libraries to carry out game events is to provide public communication space for "readers to enjoy reading happiness". This is a measure taken by libraries devote themselves to promoting reading and interpersonal communication since the promulgation and implementation of the Library Law, the Law on the Revitalization of Literature, Publishing Culture and the Basic Plan for Promoting Children's Reading. Bookstores hold biblio-battle with certain utilitarian purposes, or publicize some works, or attract customer source to enhance the long-term value of bookstores. Other organizations are like drunken people whose intention lies not on the wine but on other purposes and do other advertising campaigns by means of the huge influence of biblio-battle. As far as the audience is concerned, they can obtain good book information through biblio-battle, which is a useful guide for book retrieval, and can find suitable books according to their own demands in the shortest time. This is also an excellent way to avoid the selective difficulties caused by information explosion. For example, in the Kuyama Higher School and College of Japan National University, there are students who record the following scene: "One day in late autumn, I am looking up information in the library where the freshman year holds a biblio-battle. Looking at their excitement, I could not help but listen to them for a little while, and find that the book reviews published by them can be used as a promotional profile of the book. Therefore, in this way, whether it is communication-type or competition-type biblio-battle, in terms of current effect, it stirs up indeed a boom of "nationwide reading", which is beneficial to the establishment of a correct cultural outlook, to strengthen resource sharing and interpersonal exchanges and enhance comprehensive capabilities by the use of information technology in the information age.

III. THE APPLICATION OF BIBLIO-BATTLE IN POSTGRADUATE FLIPPED CLASS

Flipped classroom refers to a teaching form that replaces traditional classroom knowledge teaching by recording teaching videos in advance by means of modern educational technology means, shares them on the network to require students to watch and study independently, and then teachers use classroom time to focus on solving puzzles and questions of students generated in watching videos, so as to realize knowledge internalization. Its founders and drivers, Jonathan Bergmann and Aaron Sams, think that flipped classroom must have four characteristic elements: F-L-I-P. F-Flexible Environment is a flexible learning environment. Teachers can flexibly choose learning environment, learning progress and learning form in the aspects of space, time and assessment methods. L-Learning Culture is the transformed learning culture, which mainly refers to the transformation from traditional teacher-centered model to student-centered model. I-Intentional Content refers to customized content, which means that teachers should define teaching contents and learning materials. P-Professional Educators are professional educators, which are a higher requirement for teachers'

professionalization and experience, so that they can be able to deal with students' more questions and guide students' learning. According to these characteristic elements, biblio-battle is very suitable for the requirements of flipped classroom, and can make the flipped classroom more enriched.

A. *The Biblio-battle Conforms to the Characteristics of Blended Learning of Flipped Classroom*

Blended learning refers to the teaching method between the organic combination of the method of traditional face-to-face learning and online learning. It also refers to the integration of various learning theories and the diversified and comprehensive learning mode based on the influence of information technology on education and teaching. Therefore, the characteristic of blended learning is the flexible combination of online and offline, and encourages independent, cooperative and inquiry learning in the way of first learning and teaching behind. Flipped classroom makes good use of this mode and flexibly combines online and offline learning, however, biblio-battle also accords with this feature. Teachers can arrange the contents that need to be discussed in the next class in the last class or after-class homework, and after teachers choose the scope of books, postgraduates need to choose corresponding books to read by themselves and they can read in groups or individually. Hereupon in the next class, each group of postgraduates sent a representative to appear on the stage to elaborate a book, after elaboration, the other groups begin to ask questions and the expositors give answer to them. After the completion of elaboration of each group, students vote for the most popular book to promote in-depth reading. Or not using the voting link of biblio-battle, classroom book review is only a means for teachers to understand postgraduate's knowledge mastery and deep understanding, so as to facilitate teacher to carry out professional comments, guidance and promotion. The whole process of the course can be videotaped, and upload to the network to take as data preservation or discussion initiative, so that graduate students can get more inspiration and effective information.

In the real biblio-battle, the narrator usually takes five minutes to elaborate in the book review link, generally does not use PPT, slides and other auxiliary forms. In the postgraduate flipped class, the duration of discussion can be prolonged according to the contents, and various online and offline auxiliary means can be used to increase the depth and breadth of discussion and elaboration, which is determined by the nature of "discussion" in the postgraduate class. It is different from general games and competitions, and is not limited to the promotion of books, but lies in the process of pre-reading, discussion and classroom sharing. The enlightenment of the process is that postgraduates have to think about several questions: which book do I choose to read on this topic? What is the theme of this book? Can I elaborate on it clearly? Do I really understand the book in depth? What other books do I need to read to help me understand this topic in depth? If the form of group is adopted, the group still needs to discuss: How will the members of the group divide their work? How to express the essential thoughts of the group? If others ask questions, how can we help the interpreter in the first place? This series of problems is the independent, inquiry

and cooperative learning characteristics advocated by flipped classroom and biblio-battle, and are also the characteristics that distinguish graduate study and undergraduate study.

B. Biblio-battle Is in Line with the Characteristics of Flipped Classroom to Build a New-type Teacher-student Relationship

Since the advent of flipped classroom, many experts in academic circles believe that it is conducive to reconstructing harmonious teacher-student relationship. The main reason lies in the fact that the flipped classroom is truly student-centered and students have the right to speak in the classroom, and at the same time teachers at any time catch the students' inquiry dynamics and give timely guidance, rather than the boring form of traditional classroom that teachers are responsibility for "speaking" and students are responsibility for "listening". In this way, "in the flipped classroom, teachers gradually become intimate partners who carry out interaction and communication with students, which is conducive to building a harmonious relationship between teachers and students, so that teachers can better understand students. However, in the postgraduate stage, harmonious teacher-student relationship plays an extremely important role in the academic quality of postgraduate, the cultivation of personality traits, the promotion of comprehensive quality and the promotion of teachers' teaching and research ability and sense of responsibility. At this stage, postgraduates have more mature judgment and thinking ability than undergraduates, so the depth and breadth of research questions is on the increase. Teachers need more extensive and profound professional skills and guidance, communication skills in order to better achieve the effect of flipped classroom.

Based on these characteristics, this paper explores the introduction of biblio-battle into the flipped classroom. Postgraduates complete the complete absorption and internalization of knowledge preview, learning, review and relearning through the process of self-selection of books — self-reading — self-interpretation — self-reflection — self-expansion. Such a process, because of the strong autonomy of postgraduate, can stimulate interest in learning and exploration on the one hand, and more importantly, establish an "equal" psychological relationship with teachers inside and outside the classroom. In this process, teachers and postgraduates in the consistent goal, that is, on the basis of their in-depth understanding of knowledge points by the layout of topics — listen to the explanations — master advantages and disadvantages — in-depth inspiration or supplementary explanation to "participate" in teaching rather than merely "impart" or "explain". In this way, the process of "two-way communication" enables teachers and students to rely on each other and cooperate with each other, thus building a new-type teacher-student relationship of mutual respect, friendship, trust and cooperation. At the same time, because there are corresponding tutors in the postgraduate stage, non-tutorial course teachers are not necessarily able to have in-depth understanding of postgraduates. But through the biblio-battle, every student can get the opportunity to elaborate what they get from the books, help non-tutorial course teachers to notice the differences of students' personality and level, so as to

provide targeted schemes and suggestions to solve the problem, and truly achieve teaching benefits teachers as well as students.

C. Biblio-battle Is in Line with the Characteristics of Flipped Classroom to Promote the Connotative Development of Higher Education

The connotative development of higher education "is a positive and progressive development, which means the improvement of the functional activities and the quality of the results and the improvement and optimization of related elements of higher education", and it has different dynamic requirements in every stage of history. At present, the task of connotative development of higher education is to accelerate the construction of first-class universities and first-class disciplines, while the connotation of "double-first-class" construction is rich. "From the perspective of talent training, the key is to build a world-class postgraduate education, and high-level postgraduate education is the prominent feature of the "double-first-class" construction. High-level postgraduate education puts forward high standards and requirements for teaching software and hardware of school education, teaching staff level, internationalization degree and postgraduate training quality. Flipped classroom is undoubtedly a miniature model of this requirement, which puts forward corresponding requirements for teachers' professional ability and teaching ability, flexible use ability of information technology, classroom management ability, cooperative communication quality, etc. At the same time, it also puts forward higher requirements for the concept and modernization level of school teaching operational management and it also puts forward higher requirements for graduate students' quality, etc. More importantly, it puts high expectations on postgraduate quality, that is, the profound and extensive knowledge system, independent and creative critical thinking and practical abilities and the spiritual pursuit of self-improvement.

Regression serves as a biblio-battle for university seminar activities, whose initial perspective is to obtain the required knowledge from a wide range of academic fields with the fastest speed and the most convenient means in the process of carrying out some research planning, and then to establish a kind of mechanism that enables team members with different research perspectives, interests and perspectives to communicate regularly in order to reach consensus. Therefore, fundamentally speaking, this is a means of academic research activities: whose core lays in the fact that organizer promotes research with what kind of theme, perspective and method, which is the role of teachers in the flipped classroom, but also as the role of the principal of a research project. According to the principle of "teaching and research benefit teachers as well as students", the ability of this role directly determines the standard and level of postgraduate education and immediately affects the key factors of whether the connotative development of higher education can be achieved.

IV. RELEVANT ENLIGHTENMENT

In its essence, the biblio-battle is not a new thing. In the current world countries including China and even the world education long river, there are numerous such explorations. Just in terms of learning modes, group critic in general

education in Britain, example teaching in the United States, interactive teaching and group cooperative learning all have the functions of inspiring innovative thinking, encouraging team cooperation and improving communication ability. Returning to China's ancient educational tradition can be traced back to the saying of the Book of Rites, such as "the goal of university": "Five years take extensive learning as teachers, seven years take learning as friends, it is said to be a small success." According to the law of ancient universities, "five years" should be the postgraduate stage, and "extensive learning" refers to the "extensive learning" that centers around the specialty and on the profundity of the specialty. In this stage, students should also "be kind to teachers" and inherit the school, which shows the close relationship between teachers and students; and "seven years" should refer to the postgraduate doctoral stage or young scholar stage where students can discuss, demonstrate and theoretically discuss with like-minded persons, this so-called "friends from learning" stage where is a breakthrough and progress in "extensive learning and be kind to teachers", is also a benign development with both inheritance and innovation. Looking at today's world education, UNESCO published in 2016 "Reflective Education: Transformation to the Concept of "Global Common Interest"?, which discusses that we need to redefine the connotation of "learning" and "education" due to the coming of the new era. We should pay more attention to the process of learning, the construction of a new learning space network, the advocacy of "integral" and "integrated" learning methods, while education "can be understood as planned, conscious, purposeful and organized learning", which is the justification of education because of the educational changes brought about by the information explosion, the shock of artificial intelligence on the form of educational organization and the change of educational concepts brought about by social changes. In any case, education should be "people-oriented" and realize human perfection and social progress in the mode of freedom and creation, freedom and perfection, which is the foundation of education that mankind has never given up since ancient times.

V. CONCLUSION

In a word, as an important means to promote "deep learning" of graduate students, flipped classroom has become a research hotspot in the current reform of graduate teaching and education. But how to carry out the efficient flipped classroom mainly depends on the effective organizational form. As an active learning mode, "Biblio-battle" can achieve good results of deep learning and promote the continuous improvement of the quality of graduate education.

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