

A Study on the Mode of Flipping Classroom Teaching

-- Taking the Course of Career Planning and Life Development of College Students of Sichuan University of Science & Engineering as an Example

Wenting Xu^{1, a}

¹School of Education and Psychological Science, Sichuan University of Science & Engineering, Zigong, Sichuan, China.

^axwt1215@qq.com

Abstract

Flipping classroom is a new teaching mode to realize individualized education. Through the analysis of the connotation and characteristics of the flipping classroom, it is found that the flipping classroom fits with the career planning and life development course of college students. Adopting the flipping classroom teaching mode will help to improve the problems such as the low level of specialization of the teachers, the single obsolete content of the curriculum, the large class of the teaching organization and the traditional classroom teaching mode, and then promote the teaching reform and improve the quality of the course teaching.

Keywords

Flipping Classroom, Teaching Model, Course of Career Planning and Life Development of College Students.

1. INTRODUCTION

According to the Ministry of Education, the number of college graduates reached a new high of 8.74 million in 2020, an increase of 400000 over the same period last year. [1]The employment situation of college students has become more severe and complicated. How to improve college students' ability to obtain employment smoothly has become the focus of public attention. The course of career planning and life development of college students is a compulsory course in universities, which aims to help students realize the importance and necessity of career planning, stimulate college students to pay attention to their own development, form a preliminary career development plan, and then improve their ability to seek employment and career management. At present, all kinds of colleges and universities in the country have offered this course, but because of the problems of curriculum content setting, curriculum form, teachers and so on, the teaching effect is not satisfactory. The students' individuality and creativity are difficult to play, and the quality of course teaching is low, so the significance of offering this course is not really realized. Therefore, it is necessary to explore and innovate the course mode of "career planning and life development of college students", to improve the teaching quality and teaching level, and then to help students understand and plan themselves scientifically, and to realize the growth into talents.

2. THE CONNOTATION AND CHARACTERISTICS OF FLIPPING CLASSROOM

2.1. The Connotation of Flipping Classroom

Understanding of the connotation of flipping classroom is beneficial to the more effective use and innovation of the teaching mode through flipping classroom. Flipping classroom was proposed by Wesley J. Baker in 2000, which is also called inverted classroom. It is a new teaching mode based on information technology support. Specifically: flipping classroom will be the original classroom teaching structure for a comprehensive flip. Teachers no longer spend a lot of time teaching basic knowledge in class, but adopt the way of self-study of students before class. Before class, students use multimedia network to learn the teaching content provided by teachers independently. In the classroom, teachers and students solve the problems found before class through cooperative communication. After class, teachers take an online approach to answer questions. [2]

2.2. Characteristics of the Flipped Classroom

Different from the traditional classroom teaching mode, the flipping classroom includes the following three characteristics. [3] First, realize the reversal of knowledge imparting and knowledge internalization. In the traditional classroom, teachers need to spend a lot of time teaching knowledge. The application and transfer of knowledge are mainly carried out through extracurricular practice, so it is difficult for teachers to track and evaluate students' learning situation effectively in real time. Using the flipping classroom teaching mode, students can acquire new knowledge through online platform or teaching resources provided by teachers. In class, students form learning groups, and group members can discuss, learn and learn from each other. In the process of observing students' learning, teachers can guide and help, and students can easily realize the practical application and transfer of knowledge and improve the teaching effect. Second, realize the return of students' learning subject. In the traditional classroom, teachers are often the main body of teaching, and students are more learning passively. By flipping the classroom, students can complete the basic knowledge learning and mastering according to their own learning rhythm before class. In class, teachers and students mainly take the form of interaction, such as answering questions, which undoubtedly creates a student-centered environment for students. In this form, students are no longer a "container" waiting to store knowledge, but rather an active learner, seeker. This fully arouses students' subjectivity and enthusiasm, and urges students to realize the exploration and internalization of knowledge more efficiently. Third, enrich classroom teaching resources. The teaching mode of flipping classroom also fully arouses the enthusiasm of teachers. Teachers can not only select the latest and diverse teaching resources to share with students through the network, but also make their own teaching video and courseware according to the characteristics of students, so as to realize the sharing and re-creation of resources.

3. FEASIBILITY ANALYSIS OF THE APPLICATION OF FLIPPING CLASSROOM TO CAREER PLANNING AND LIFE DEVELOPMENT COURSE FOR COLLEGE STUDENTS

3.1. Characteristics of Career Planning and Life Development Course for College Students

The course of career planning and life development of college students combines many subjects, which involves two parts: career planning and exploration, self-cognition and development. It has the characteristics of rich content, strong professionalism, high individualized demand of students and high practical ability. Based on this, in a short time, the traditional teaching mode is difficult to effectively complete the teaching objectives and tasks of the course, and achieve good teaching results. Applying the flipping classroom to the course of

career planning and life development of college students effectively simplifies the study of theoretical knowledge, greatly improves the students' learning efficiency, and gives full play to the students' subjectivity and practicality. [3]

3.2. Analysis of the Characteristics of Teachers and Students

According to the survey, teachers in the course are generally younger and can quickly accept and adapt to new things. They generally have good information technology application ability, have certain experience in making courseware, shooting teaching video, searching and using multimedia teaching materials, and are willing to carry out innovative and diversified teaching. As far as students are concerned, college students who have grown up in the new media era have a wide range of interests, innovative thinking, and are willing to accept and challenge new things. At the same time, in the university stage, through professional training and systematic learning, college students' cognitive level develops rapidly, their thinking is agile, their acceptance ability is strong, and their autonomous learning ability is greatly improved, so they can adjust and perfect the learning plan in combination with their own learning results. There is no doubt that both sides of the teaching have the ability to carry out the flipping classroom, so it lays a solid foundation for the development of the flipping classroom teaching model.

4. PRESENT SITUATION OF CAREER PLANNING AND LIFE DEVELOPMENT COURSES FOR COLLEGE STUDENTS

Nowadays, colleges and universities offer similar courses. This paper takes Sichuan University of Science & Engineering as an example to analyze. The school enrollment and employment department is responsible for the course "Career Planning and Life Development for College Students". The course is offered in the first stage of the university, with a total of 8 weeks and 16 hours, 1 credit. The nature of the course is the core compulsory course of quality, and the examination form is examination. Through questionnaire survey and interview, it is found that the teaching effect of the course is good, but it also presents some problems, mainly in the following four aspects.

4.1. The Professional Degree of Teachers Is Relatively Low

The course of career planning and life development of college students has a profound influence on the future development of college students. Therefore, professional teachers should be the basic guarantee to carry out the curriculum. At present, the courses of career planning and life development of college students are mainly arranged by the school enrollment and employment department. The enrollment and employment department has set up an employment guidance office. Teachers are mainly counselors. Although counselors have more in-depth contact with students and understand the basic needs of students than other teachers, most of them have never received systematic career planning and life development theory knowledge learning or training. Moreover, such groups are generally relatively young, with the majority of junior titles, and specialized knowledge and skills need to be improved. In addition, because of the attributes of counselors' work, their own work tasks are heavy and the work content is cumbersome, so it is difficult for them to spare a lot of time to carry out full research and innovation on the curriculum. Finally, due to the influence of personal educational background, experience and working years, their understanding and mastery of the course are different, which leads to the uneven teaching quality of the course, and the teaching effect is very different.

4.2. Single Old Curriculum Content

Career planning and development cannot be accomplished overnight. It is necessary for college students to recognize their own actual situation to formulate individualized plans. [5]

(Educational Research on Career Planning for College Students —— Taking some universities in Inner Mongolia as an example).Adoption An interview with the instructor revealed that the course The content mainly concentrates on preaching the employment situation, how to carry on the career planning and so on traditional content, Mainly include Content of several sections: career planning introduction, self-cognition, environmental analysis, career decision making, etc. Teacher Emphasis is placed on the teaching of basic theoretical knowledge, when the content of the course is single, too theoretical, out of touch with the actual situation, and did not update the content of the course according to the latest policy situation. At the same time, due to the limited level of their own specialization, most teachers are difficult to carry out planning guidance according to the students' professional characteristics, and do not combine with the students' professional background in the course content, and the pertinence and practicality are not strong, which leads to the students' low interest in learning, initiative and poor learning effect.

4.3. Big-class Teaching Organization

Due to the shortage of teachers, limited teaching resources and other factors, the courses of career planning and life development of college students are mainly taught of large class teaching organization. According to the survey, the number of large classes in some large classes is as high as 170, with a minimum of 80. There is no doubt that large-class teaching puts forward higher level requirement for teachers. Teachers need a high level of teaching and experience to control the whole classroom. Even high-level full-time teachers, in large-class teaching, it is difficult to pay attention to each student, achieve differentiated teaching, and track students' learning dynamics in real time.

4.4. Classroom Teaching Mode Is Traditional

According to the investigation, at present, the course of career planning and life development of college students still adopts the traditional classroom teaching mode, which is basically taught by teachers, and other forms such as lectures, field visits, online learning and so on are less. Under the traditional teaching mode, teachers explain and impart basic knowledge such as the steps and methods of one-way career planning in the classroom, even the teaching of indoctrination, and lack individualized teaching guidance. In addition, because the course is only 16 hours, the teacher can only make full use of the classroom time to explain the relevant theoretical knowledge to help students understand the basic knowledge. Therefore, in the limited teaching time, it is difficult for teachers to make full use of various teaching methods, such as organizing students to carry out case analysis, group discussion and inquiry learning.

5. THE WAY OF FIPPING CLASSROOM INTO CAREER PLANNING AND LIFE DEVELOPMENT COURSES FOR COLLEGE STUDENTS

5.1. Do A Good Job in Updating Course Content Design

Curriculum content is the subject and foundation of curriculum. The content of college students' career and life development curriculum should reflect the development needs of the curriculum itself, and combine with the students' realistic needs and social development trend, so the curriculum content should be flexible and targeted, suitable for students of different majors to study and practice. According to different professional characteristics, the curriculum content of different majors should reflect their own characteristics. For example, for students majoring in accounting, the content of the course should highlight the employment direction and prospect of accounting and other content matching with the major. Through this form, we can stimulate students' learning motivation and enthusiasm, arouse students' resonance, and help them to master their own major and future development direction more efficiently. At the

same time, in addition to the content of the curriculum to be consistent with the professional, but also need to optimize and integrate the curriculum section.

5.2. Coordinating and Integrating Teacher Resources

In the flipping classroom teaching mode, the teacher is not only the lecturer, but also the important task of developing and designing the teaching resources. [6] Under the premise that the curriculum content is divided into several sections, the school should coordinate the teacher resources of the class, and realize the reorganization and rational utilization of the teacher resources of the school. Each plate is fixed by several teachers prepare lessons and teach reduce the workload of teachers. Specifically, according to the teacher's own specialty and specialty to choose a section as the main content, and prepare lessons. The school should organize the teachers to prepare lessons in groups before class, listen to classes in class and communicate after class, so as to improve the teaching level of the course.

5.3. Developing A Flipped Classroom Teaching Model

Under the full cognition of the connotation and characteristics of the flipping classroom, the school should pilot the flipping classroom teaching mode in order to improve the learning efficiency. The flipping classroom mode mainly realizes the transfer, construction and consolidation of knowledge through three levels of teaching before, during and after class. Specifically: before class, students use online platforms such as school online China University online learning platform self-taught teaching resources (including video, courseware and other teaching materials) provided by teachers, and combined with the list of learning tasks to think. In class: teachers and students face-to-face learning communication, the key to this link is to internalize knowledge. In fact, before class, students have a certain understanding and mastery of knowledge. Teachers only need to check and analyze the list of students' learning tasks, so they can understand the students' current grasp of basic knowledge in real time, find out the problems, and then carry out targeted guided learning. At this stage, in order to help students better internalize and apply knowledge, teachers can organize students to adopt a variety of teaching methods, such as group discussion, case analysis. For example, in the job preparation section, students can conduct simulation interviews to develop their practical skills. After class: teachers and students can further in-depth communication and feedback through the network, such as through the communication platform, online consultation and feedback for problems, to promote the review and absorption of knowledge.

6. CONCLUSION

As a new teaching mode, flipping classroom teaching mode provides ideas for the effective development of college students' career and life development curriculum. Through the analysis, it is found that the flipping classroom teaching mode coincides with the characteristics of college students' career planning and life development curriculum, which meets the practical needs of teachers and students. It not only fully mobilizes students' learning initiative, but also realizes the flipping of knowledge imparting and knowledge internalization, which is conducive to improving the teaching effect of the curriculum and promoting students to better carry out career planning and development.

ACKNOWLEDGEMENTS

This paper was supported by: Teaching reform project for Sichuan University of Science & Engineering—"A study on the Reform of College students' Career Planning Curriculum Taking Sichuan University of Science & Engineering as an example" (JG-1868)

REFERENCES

- [1] http://www.xinhuanet.com/politics/2020-01/13/c_1125453221.htm
- [2] Hou Xiaoshan: Research on teaching method of career development and employment entrepreneurship PBL college students —— based on the perspective of flipping classroom, Journal of Liaoning Institute of Science and Technology, [2019] No.5, p.53.
- [3] Zheng Manyao: A Study on the Application of Flipping Classroom Teaching Mode —— Taking Career Development and Employment Guidance Course as an Example, Journal of Jiamusi Vocational College, [2017] NO.06, p. 168.
- [4] Gu Hua, Wang Wei: Flipping Classroom Practice in Career Planning, Scientific and Cultural Studies, [2018] No.07, p. 4.
- [5] ZhengYuehu: A Study on Career Planning Education for College Students—— Taking Inner Mongolia University as an Example(Bachelor's degree, Inner Mongolia University, China 2009), p.28.
- [6] Zhang Jinlei, Wang Ying, Zhang Baohui: A Study on the Teaching Mode of Flipping Classroom , Journal of Distance Education, [2012] No4, p. 46.