Strategie on Acclimatization of Flipping Classroom in China

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Abstract

Adhere to the educational philosophy of "facing all students, taking into account the development of students' personality", the flipped class teaching mode of "learning after class, discussing and completing homework in class" has becoming increasingly popular in China in resent years. At present, the development of "flipped classroom" has entered a mature period, but it has no expected impact on the traditional teaching in breadth and depth. On the contrary, such teaching mode has encountered a variety of "acclimatization" problems in the process of localization. Based on the analysis of the theoretical basis and essential requirements of flipping classroom, this paper combs the problems encountered in the process of curriculum implementation in China, and puts forward the corresponding countermeasures from the aspects of national policy, school management and teacher development.

Keywords

Flipping classroom; Localization; Level-based teaching; Autonomous learning.

1. Introduction

The flipped classroom, which originated from U.S high school, has been favored in Chinese schools of all levels in resent years. No matter the government, educational institutions or learners all have high hopes for this new teaching model which seems to be opposite to the traditional Chinese teaching mode. It was hoped that this new and information-based teaching method can solve the problems in traditional teaching, improve the efficiency of teaching, and even promote educational equity.

However, in the past few years, no matter how the form changes, the traditional teaching mode still occupies the dominant position in our classroom. It seems that flipped classroom did not achieve the expected acceptance and teaching effect. Even criticized as "not practical", "time-consuming and inefficient" and even been considered "not suitable for Chinese students". Therefore, how to overcome the acclimatization of flipped classroom in China has become an important issue. The author believe that it can be analyzed from the following points.

2. Duel Internalization of Knowledge -- Connotation of Flipped Classroom

2.1. The Definition of Flipped Classroom

Professor He Kekang argues that the reason why flipped classroom can achieve remarkable results is that it can fundamentally change the classroom teaching structure, and then lead to the structural change of the education system. The so-called "flipping" is a teaching form that reverses the process of students' learning new knowledge and internalizing new knowledge.

Specifically, it refers to a new teaching mode in which students complete watching and learning of teaching video and other learning resources before class, and teachers and students' complete homework answering, collaborative inquiry and interactive communication activities together in class.

2.2. The Essence of Flipped Class

From the perspective of learning theory, flipped classroom has two distinguishing features: autonomous learning before class, knowledge internalization in class and obvious personalized learning. From the perspective of curriculum, its essence is the mode of autonomous learning before class, autonomous exploration in class and feedback evaluation after class. From the perspective of teaching, it is to encourage students to study autonomously before class and to interact with teachers and students in class. No matter from which aspect of interpretation, it is not difficult to find the prominent connotation characteristics of "personalized" and "independent inquiry". To define the teaching process of flipped classroom from the perspective of cognitive psychology is essentially to complete the advance of knowledge teaching and the optimization of knowledge internalization. That is to say, it is the first internalization process for students to watch the teaching video before class, and the second internalization of knowledge is to discuss with teachers and students offline, cooperate with them to learn and urge students to think and digest again. The essence of Flipped Class can be illustrated as following table.

Table 1. The essence of flipped-class

Teaching modes	Student centered
Teacher –students relationship	Equal-dialogue
Study times	Extracurricular Autonomous Learning, Maximum use of in-class time
Learning process	Students learn according to their own level, interest and pace
Learning approach	inquiry learning and PBL are applied in classroom teaching
Teacher's literacy	Information technology ability, instructional design Ability, dedication and responsibility
Teaching evaluation	Multi-dimensional

3. The Reason of Failures in the Localization

3.1. Motivation and Self-monitoring Deficiency

Michael Moore, a distance education scholar, believes that autonomous learning refers to learners' self-control of the learning process. Learners should have a high sense of learning responsibility and the ability of self-control learning. There are significant differences in cognitive level, autonomous learning ability and self-control ability of learners. The traditional education of our country emphasizes the guidance and supervision of teachers. It's really difficult to guarantee the learning effect when learning video independently. During the epidemic period from March to may in 2020, all education departments across the country provide free online courses to all students, creating a spectacular scene of students' common online classes. This method has no way to play a certain effect. But soon after, the negative topics caused by online classes also became the hot spots of public opinion. Some students in mountainous areas find it difficult to find signals for online classes, while others come up with all kinds of strange tricks for truancy, and even find "online classes" to escape learning. The final exam after returning to school also confirmed that the effect of holiday online learning is not ideal. Although flipped classroom is not equal to "online class", it can be seen from the above phenomenon that for a considerable number of college students, the motivation and self-

management ability of autonomous learning video are not satisfactory. Individual differences are still very large.

3.2. Teachers' Planning and Design Competency

The ability of teaching design is also the key to the completion of flipped classroom teaching tasks and the realization of teaching objectives. Without the guidance of teachers, even if there is no advanced information equipment, the effective cooperation between students and the deep interaction between teachers and students will not occur naturally. In the whole teaching activities, teachers play the role of the organizer of offline teaching, the designer of online courses, the guide of independent learning, the evaluator of learning results, the service provider of online answering questions and the manager of the network platform. The design, organization, guidance and promotion of teachers, timely feedback and evaluation are of great importance in the whole flipped classroom teaching.

3.3. Teachers' Information Literacy

Flipping classroom also puts forward high requirements for teachers' information literacy. When flipped classroom just entered China, there appeared a large number of flipping classroom entries with fuzzy teaching video, unsynchronized sound and dull teaching. In fact, in order to ensure the effective implementation of flipped classroom, teachers should be able to produce at least one or a series of teaching videos that can guide students to learn. The workload includes recording video, editing video, adding special effects, designing interaction, and supporting exercises, which requires high information literacy. At present, there are a large number of teachers who think flipping classroom is equivalent to "recording class" and "micro class", which takes time and effort. Or think the form is only the "art" of the competition, and can only be "occasionally". It is not practical, applicable and realistic in daily teaching. Therefore, there is no motivation to apply flipped classroom in daily teaching.

The reasons above are analyzed from two main parts of teaching, namely teachers and students. In addition, there are still problems in the flipped classroom in China, such as imperfect teaching mode and excessive dependence on information conditions. What can not be ignored is that there may be some additional difficulties in the implementation of underdeveloped areas. So, what are the feasible ways to solve these problems?

4. Strategies on Localization of Flipped-class in China

4.1. Enhance the Consciousness and Effectiveness of "Level-based Teaching"

"Level-based teaching" is the underlying logic and goal of flipped classroom. Its essence is highly consistent with the educational idea of "teaching students in accordance with their aptitude" in ancient China. The motivation is based on objective needs: students in the same class have different learning needs due to differences in physical and mental development, knowledge and ability tendency, family background and many other aspects. The traditional class teaching system focuses on the overall learning efficiency, which can not provide suitable learning resources for students at different levels. It is not conducive to the development of individual students, but also reduces the learning enthusiasm of a considerable number of students. Compared with the traditional classroom teaching, the teaching content carried by the information-based teaching media in flipped classroom is more flexible, so it provides a full possibility for hierarchical personalized teaching.

At present, for various reasons, class teaching system is still the main mode of classroom teaching in all kinds of schools in China. In addition, there are still a small number of students who are biased against "stratified teaching". I always feel that the students who are assigned to the so-called "group D" or "slow class" is "shameless", "unimportant" and even "should be abandoned". Therefore, school managers should strengthen publicity through online and

offline channels such as class meetings and class groups, so that students can understand that hierarchical teaching is not unfair to students, but carry out appropriate education according to students` comprehensive ability, so that more parents can accept the implementation of level-based teaching, and then accept the flipped classroom teaching mode.

The main guiding ideology of level-based teaching is "teachers' teaching should adapt to students' learning", "teaching should promote students' development" and "to achieve good teaching results". Hence, teachers need to make full use of various educational resources. According to different individual development, we should formulate targeted learning content to adapt to the differences of students' development, This is also one of the important directions of class teaching reform. When analyzing the learning situation, teachers need to understand the overall situation, learning characteristics and interests of students with the help of the network platform, and constantly optimize the teaching objectives and programs on this basis. In the course design, teachers need to carefully analyze the teaching content, to identify which content is suitable for the use of online resources for teaching, which must be offline face-to-face teaching and practice. For the suitable teaching content, teachers should decompose the teaching content layer by layer, fully grasp the key points of teaching, and make the most suitable learning resources for students with different learning abilities.

4.2. Continuous Exploration of Effective Teaching Mode

At present, the research on the effective teaching mode of flipped classroom in China is still in the exploratory stage, and the results of classroom group cooperative learning activities are relatively scattered, which can not meet the requirements of a large number of promotion of this mode. But it is clear that there is no universal model. The simplest example is based on different disciplines, the specific path and means must be different. Subject characteristics will affect the smooth implementation of flipped classroom. For example, knowledge points of science courses are often abstract, so teachers need to present formula derivation process and practical operation process to students in a very specific way. The liberal arts curriculum is more knowledge and boring, so teachers need to mobilize the enthusiasm of students through a variety of ways, even personal charm.

In China, flipping classroom is no longer a new thing. However, many teachers and students mistakenly believe that flipped classroom equals to online video classes. Fourther more, even many full-time teachers have difficulties in undertanding the concepts of "flipped classroom", "micro class" and "online excellent class". In fact, flipped classroom is not equivalent to online learning, which theoretical basis is rooted on the constructivist "student-centered" blended learning theory. Moreover, flipped classroom is not a simple combination of traditional teaching mode and online video learning, but a combination of the advantages and advantages of both. It breaks the limitation that traditional teaching cannot communicate in time. As for the effective teaching mode of various disciplines, we still need to rely on the wisdom and efforts of the majority of teachers and education administrators to continue to learn, explore and summarize in the future.

4.3. Upgrade Evaluation and Reflection System

The essence of flipped classroom is the teaching form of "learning before teaching". This kind of "learning before teaching" requires the whole flipped teaching process as an organic whole, and evaluation and reflection need to run through the whole learning activity. However, most of the research and practice in our country pay more attention to the design of pre class and in class teaching, and pay less attention to the after class teaching. And in class to alleviate the lack of sufficient student feedback design. In the future development of flipped classroom in China, the focus should be shifted from the external technology environment to the students' learning experience and after class evaluation.

In the process of offline classroom communication, teachers should fully understand students' autonomous learning and organize students to cooperate and communicate. This also tests the classroom control ability of teachers in two different online and offline teaching environments, and whether they can better control the classroom order and mobilize the enthusiasm of students' communication and discussion. After class, teachers should reflect on teaching together with students, sum up lessons and experience, further improve teaching and improve teaching effect.

4.4. Building A Unified Platform of Online Course Resources

The previous article mentioned the multiple role requirements of flipped classroom for front-line teachers and the internal requirements of information literacy. So how to solve the problem of information technology? Perhaps, the use of China's institutional advantages can play a role. The management department shall take the lead and encourage them to cooperate with Internet enterprises to build a national or regional MOOC platform and online excellent course platform, so as to provide sufficient technical support and material selection library for teachers in flipped classroom. The teacher's time and energy will be liberated, and his mind will be more spent on teaching design, analysis of students' learning situation, evaluation and feedback, so as to truly achieve effective teaching and promote deep learning.

In addition, the unified platform can also help teachers collect massive data of students' process assessment as the basis of evaluation, so as to fully grasp the students' learning situation. For example, the time and number of students watching the video, the completion rate and score of online test questions, the number of online speeches, the statistics of discussion activity in the live class, and so on. Using process data and result data to comprehensively evaluate the teaching process and learning process, such as through classroom observation, teaching video analysis and other methods to comprehensively analyze the teaching and learning process of flipped classroom.

5. Conclusion

After years of efforts and precipitation, the development of "flipping class" in China has heading to a maturing era. In order to overcome the acclimatization of flipped classroom in our country, students and teachers need to accept and adapt to the hierarchical teaching mode from the concept; a vast number of front-line teachers and managers are needed to work together and unremittingly explore their feasible experience in teaching practice; It also needs the education departments at all levels to make overall planning, cooperate with Internet enterprises to establish a mature and perfect online course resource library, and improve the information literacy of teachers.

Acknowledgments

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