Design of Flipped Classroom Mode for Ideological and Political Education Based on Online Multimedia Platform

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Abstract. With the rapid development of educational resources and electronic information equipment, the teaching effect presented by the traditional ideological and political education model has been unsatisfactory. At present, in terms of classroom teaching mode, there is still a lack of interaction between students and between teachers and students in the classroom. Multimedia is only a tool to unilaterally display teaching content, and does not exert greater value. This leads to a lack of learning autonomy of students and poor learning effects. Therefore, this article combines the actual situation of ideological and political education, introduces the concept of network multimedia platform to carry out the application design of the flipped classroom mode, and establishes a new ideological and political education system with the help of the network learning platform, sets research tasks and learning goals for students, and improves them Self-learning ability and interest in course learning. Based on this, this article sets up an experimental group and a control group. The experimental group uses the flipped classroom model to carry out ideological and political education, and the control group uses the traditional classroom teaching model to carry out ideological and political education. The comparative analysis of the questionnaire shows that the classroom teaching model of ideological and political education based on the online multimedia platform can effectively improve the enthusiasm of students' learning and activity participation.

Keywords: Android Platform, Distance Learning, Learning System, Legal Practice

1. Introduction

Flipping Class [1-3], also called upside-down classroom, is the inevitable result of the rapid development and application of computer technology, and is a new teaching mode that is different from the traditional teaching mode. Nowadays, due to the shortcomings of traditional classrooms, the flipped classroom teaching model has begun to be used in traditional classrooms. The flipped classroom teaching model requires students to learn independently based on the online video [4] learning resources released by the teacher. Compared with the traditional classroom [5] mode, inverting the classroom teaching mode can transform students from passive information receivers into active knowledge diggers, and carry out matching learning according to their own learning situation.
In this mode, teachers are transformed into builders of learning resources, aiming to teach blind spots of knowledge according to the learning situation of each student, which helps to consolidate students' knowledge.

With the rapid development of the Internet, traditional ideological and political education has been unable to meet the needs of students’ teaching models. The rapid development of online education [6-7] has broken through the limitations of teaching time and space. There are a large number of learning resources on the Internet. Building and sharing can achieve many advantages such as equalization and individualization of education. However, online teaching lacks emotional communication and practical operation between teachers and students, and cannot replace traditional ideological and political classroom teaching. However, despite the many shortcomings in the development of traditional classroom teaching, there are many incomparable aspects of online education, such as face-to-face education, practical training, and communication and interaction. Online education and traditional education are not mutually conflicting opposites. The two should complement each other and use their advantages to unite. In this mode, online education allows students to have enough time to study independently before class; offline education [8] means that teachers use platform feedback in the classroom to deal with students’ knowledge blind spots purposefully, so that students have enough time Practice, communicate and take exams. Therefore, this new classroom education model can use computers to freely interact and communicate in the Internet environment, uniting offline and offline. The flipped classroom model can promote good interaction between students and teachers through information sharing, and truly realize the valuable transfer of knowledge.

Based on this, the concept of the flipped classroom based on the network multimedia platform is introduced into the ideological and political education [9-10] classroom, and the political education system under the flipped classroom mode is constructed based on the Internet platform. In the research, this article sets up the upside-down classroom as the experimental group and the traditional classroom as the control group for comparative research. In the comparative experiment analysis, according to the feedback of students after class, the teaching method is inverted, so that the students have the interest of active learning and let the students be the leaders of learning. Teachers also approach the students from the one-way teaching platform, organize students' study work, and conduct discussions and organize student cooperation purposefully, which is conducive to student cooperation and competition.

2. Design of Theoretical Teaching Model based on Flipped Classroom

2.1 Theoretical Teaching Design

The theoretical teaching model takes pre-class preview, in-class consolidation, and after-class review as the main context, and is designed according to several aspects such as specific time, teaching and student activities, network environment, realistic education environment, and personalized learning [11].

In the first few weeks of class, teachers need to analyze teaching tasks, design and sort out student learning task lists, publish video courses and auxiliary learning resources, and upload them to the learning platform to be open to students. Before class, students use the teaching platform to plan autonomous learning according to the instructions in the learning task list, and complete the video test after the class. In the class, the teacher analyzes the students' learning situation and summarizes the difficulties of knowledge based on the feedback of the teaching platform, in order to prepare for the targeted teaching of the students' learning.

According to the test situation before class, the teacher can know which knowledge points the students have misunderstood in, and can explain this inadequate knowledge in depth to solve the students' confusion. After answering questions, assign the arranged learning tasks to each group. Through group cooperation, students can communicate and help each other, which will help students deepen their learning and improve their ability to cooperate to a certain extent. At the end of the
discussion, a speaker representative from each group can be selected to answer the final result of the group discussion. Finally, each team will send a speaker to show the results of the team's work, in the process, the teacher reviews and guides each group. After class, the teacher assigns homework to enable students to achieve the learning goals of analysis and application based on the internalization and application of the knowledge learned in the classroom.

2.2 Skill Teaching Design
In the pre-class design stage of the skill teaching model, the teacher's preparation activities are basically consistent with the above theoretical teaching model. Teachers open up to design and produce video learning resources and other auxiliary learning materials, and students learn independently on this platform. Finally, the teacher prepares the course purposefully and designs the learning activities in the course by uploading the platform's after-school feedback.

Different from the theoretical teaching mode, the practical teaching mode is characterized by designing the activities in the classroom, focusing on the practical ability of students, allowing students to learn while summarizing during the process of skill training. When the ideological and political course is carried out, the teacher will analyze and assign skill operations based on the pre-class test situation, especially explain the most common mistakes in the training process, and focus on the knowledge and related skills that students have not yet mastered. Then, arrange the theme of the group competition, and each group can create their own works through the theme proposed by the teacher, and give full play to their enthusiasm. Finally, each group displays and shares the creative results of the group, and other groups and teachers conduct comprehensive evaluations. Teachers can use the network platform to publish learning materials and other related visual resources, so that students can learn and master some practical skills in a scattered way, and interact through the platform.

3. Experimental Thinking and Design

3.1 Experimental Ideas
This article introduces the flipped classroom concept of the online multimedia platform into the ideological and political education classroom, and builds a new ideological and political education system with the help of the flipped classroom teaching mode of the online learning platform. In the research, this article sets up the upside-down classroom as the experimental group and the traditional classroom as the control group for comparative research.

3.2 Experimental Design
The flipped classroom model uses video as the form of knowledge transfer to transfer ideological and political knowledge. In the design of this article, these two comparative forms of teaching are adopted. The experimental group and the control group are in the classroom based on the students' feedback after video lessons. To carry out targeted lectures, discussions and guidance to complete the real transfer of knowledge.

This research aims to explore the design and application of flipped classrooms in ideological and political education on online multimedia platforms, using a questionnaire survey. Select 1000 college students as the survey sample, and divide them into experimental group and control group. Through a questionnaire survey of college students after a semester of teaching, the results are shown in Table 1. Based on the survey results of two groups of students, this article uses the flipped classroom teaching model of the online learning platform to be more effective than traditional teaching methods.

| Investigation factors                        | The experimental group (%) | The control group (%) |
|---------------------------------------------|----------------------------|-----------------------|
| Actively participate in various activities  | 85.6                       | 73.8                  |

Table 1. Source and demand of students
4. Discussion

4.1 Analysis of the Flipped Classroom Model of Ideological and Political Education Based on Online Multimedia Platforms

From the comparison between traditional classroom and flipped classroom, it is not difficult to see that after students have self-control ability, the learning mode of flipped classroom will stimulate students' interest in learning and self-control ability, so that students can complete independent learning independently. In the flipped classroom, students are not just passive recipients of knowledge, but are more actively involved in discussions and self-expression. Under the teacher's targeted guidance, students cooperate, discuss and demonstrate, and complete the internal digestion of knowledge in the process of cooperation. Not only that, they also improved their core abilities such as communication and learning and thinking. Generally speaking, the concept of the flipped classroom based on the network multimedia platform is introduced into the ideological and political education classroom to meet the needs of students and teachers.

![Investigation and Comparison of Autonomous Learning Ability](image)

**Figure 1.** Investigation of autonomous learning ability of experimental group and control group

The self-learning ability is divided into: good self-learning ability, average self-learning ability, lack of self-learning ability, and no learning ability at all. It can be seen from Figure 1 that compared with the control group; the experimental group has better independent learning ability accounted for a higher proportion; while the control group lacks independent learning ability and has no learning ability at all. The evaluation form of the flipped classroom is no longer limited to paper-based examinations of basic knowledge. It incorporates students' performance in the classroom, such as group cooperation, participation, and contribution, into the scope of evaluation, realizes multi-angle comprehensive evaluation, guides students to conduct oriented learning, and enables students to complete knowledge transformation.
Figure 2. Survey of classroom learning

According to the analysis of the survey results of "whether the content of the class is what you want to hear", it can be seen from Figure 2 that the data survey results of the two groups are not much different. The proportion of "the content in class is often what you want to hear" is higher in the experimental group than in the control group; the proportion of "the content in class is occasionally what you want to hear" and "the content in class is never what you want to hear" in the experimental group is lower than the control. It can be seen that the classroom learning situation of the experimental group is generally higher than that of the control group.

4.2 Suggestions on the Flipped Classroom Model of Ideological and Political Education on Online Multimedia Platforms

1. Student electronic equipment

Due to the rapid development of science and technology, mobile phones, computers and other electronic devices are becoming more and more popular. Most students will be equipped with mobile smart electronic devices such as mobile phones or laptops to watch videos. These preconditions are the basis for implementing the flipped classroom education model. Generally speaking, the school can use the computer room to open to students on time, and students can use the computer to study online.

2. Improve students' self-control ability

Flipped classroom emphasizes that students take "learning as the center" and give them enough free time. However, we still need to further improve the learning ability of students. In the traditional ideological and political teaching model, students’ learning usually requires strong supervision from the teacher. In the new teaching model, due to open and autonomous learning, some students’ self-control ability is weak, so they cannot be used rationally. Platform resources did not achieve the expected learning results. Therefore, we should focus on cultivating students' self-control ability, rather than letting students let they go, so that students can learn independently without teacher supervision, so that students can develop good independent learning habits.

3. Teachers are familiar with the flipped classroom model

Teachers need to have a certain degree of understanding of the new education model and apply the flipped classroom model to ideological and political education. This will further encourage teachers to become familiar with new skills. The innovation of their own educational concepts does not need to flip the high technical requirements of the classroom, and teachers can quickly master them according to their own learning. Generally speaking, during the course preparation process of the flipped classroom, the same teaching research team should discuss and optimize the courseware resources and teaching content of the flipped classroom.

To use flipped classrooms in ideological and political courses, we need to continue to try and actively explore the applications of flipped classrooms. The promotion of ideological and political
courses requires further improvement of teaching concepts and the establishment of a new long-term teaching model mechanism.

5. Conclusions
In the study of the path of ideological and political education, this article develops ideological and political education classrooms in the form of flipped classrooms on online multimedia platforms, mainly relying on online learning platforms and practical platforms, combined with flipped classrooms in teaching and evaluation, to cultivate students' learning interests. Improve independent learning ability. This mode of reforming traditional ideological and political education can not only enrich students' advanced thinking ability, but also cultivate students' online learning ability. Improving students' learning ability is also the core competitiveness of training students in the information age.

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