A Practical Study on the Application of Flipped Classroom Model in Higher Vocational College

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Abstract: By analyzing the current situation of teaching in higher vocational colleges, comparing mode of the traditional teaching and the flipping classroom teaching in higher vocational classroom, this paper summarizes the advantages and disadvantages of using the teaching method of flipping classroom in higher vocational classroom. This paper puts forward effective strategies for the application practice of the flipping classroom teaching in higher vocational from the perspective of teaches, students, using Miro-curriculum resources and teaching process design. The flipping classroom teaching helps teachers improve teaching effectiveness and students form self-learning and construct knowledge in vocational English teaching, which provide a certain reference role in the reform of English teaching in vocational colleges.

Keywords: Higher vocational English; Flipping classroom; Miro-curriculum; Teaching process

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1. Reflection on the Current Situation of Classroom Teaching in Higher Vocational Colleges and Universities

Vocational colleges and universities are paying more and more attention to modern education technology. Although information technology and multimedia teaching methods are gradually integrated in classroom teaching, the traditional classroom teaching mode still plays a major role. In the classroom, teachers still take the initiative to impart knowledge, manipulate learning progress and monitor the main character of teaching activities, students still only passively accept knowledge, information technology and multimedia are mostly reduced to the teacher’s auxiliary tools, resulting in the whole teaching process, teachers teach, students’ subjective initiative cannot be stimulated, the general learning effect.

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deficiencies are mainly the following two points:

(1) Ignoring students’ individual differences. The teacher-centered traditional teaching model does not consider students’ learning styles, learning backgrounds, knowledge reserves and other differences, but only teaches in a uniform manner, which to a certain extent inhibits students’ individual development, that is, it does not realize the teaching concept of “teaching to the students according to their abilities”.

(2) Students are unable to exert their subjective initiative. When students receive knowledge passively and habitually, they do not actively think and participate in classroom activities, which limits the development of students’ learning ability. “It is better to teach people to fish than to give them a fish” is an apt description of this point.

The above-mentioned deficiencies exist in all courses in higher vocational institutions, for example, higher vocational English teaching is one of them. Contemporary higher vocational English teachers should gradually change the concept of traditional classroom teaching, seriously look at the shortcomings of traditional classroom teaching, make higher vocational English teaching free from the shackles, and devote themselves to the research and reform of teaching contents, teaching methods and teaching modes, so that higher vocational English classroom teaching can develop from a weak field to a higher and stronger situation.

2. Comparison between Traditional Classroom Teaching and Flipped Classroom Teaching

(1) Teacher-student relationship. In traditional classroom teaching, teachers and students have a single identity. Teachers are authority figures and students are passive listeners. In flipped classroom teaching, the teachers’ identity is more diversified. Teachers are the preparers of materials for students before class, and they have to help students create instructional videos of the resources they need to learn in class. They are also the designers of teaching activities and have to design classroom instruction to address students’ weaknesses in learning knowledge. Be a guide for students who encounter difficult problems, and guide them to solve their own problems when they encounter difficulties in independent learning. At the same time to become a friend of students, to use classroom teaching or even more time to communicate with students, to communicate effectively and to harmonize the relationship between teachers and students. The students’ identity is changed from passive to active, becoming the master of their own learning, no longer left to the teacher’s control, to complete the task to learn, but let their own master of learning, become the center of the classroom, and actively develop learning ability.
(2) Teaching resources. In traditional classroom teaching, teachers make courseware to teach knowledge according to the teaching materials they have in hand, and students need to quickly record the key points in the courseware in the classroom without missing knowledge points. In flipped classroom teaching, the important teaching resources for students to learn are pre-school videos, also called micro-lessons, which are short and concise in knowledge points. Students can study repeatedly according to their understanding, read more times if they don’t understand, and fast forward if they already understand. The flexible operation and easy micro-learning method allows students to eliminate the tension of traditional classroom teaching and allows them to choose the time and place of study flexibly and independently. When students encounter difficult problems, they can also communicate with the teacher online to achieve personalized learning.

(3) Teaching process. In traditional classroom teaching, classroom is used to transfer knowledge, after class is used to digest knowledge, exams to check the learning effect, that is, the situation of exam-oriented education. In the flipped classroom, the classroom is used to transfer knowledge before class and learn before class through video; the classroom is used to solve problems, allowing students to enter the classroom with problems, highlighting the important and difficult teaching activities, saving a lot of time for students to digest the knowledge actively in the classroom.

(4) Evaluation method. In traditional classroom teaching, the mastery of knowledge is mainly evaluated through the homework and exams after class. In the real teaching process, homework plagiarism is inevitable, and the evaluation of the feedback of teaching effect through homework is not very accurate. There are also limitations to the content that can be tested on the test paper, not to mention that the students’ learning effect cannot be evaluated by the results of one test. In the flipped classroom teaching, teachers can check the effect of students’ self-study before class by means of test cards and so on, so as to find out where the important and difficult points of learning are. Then classroom teaching activities, students in the classroom once again self-assessment, mutual assessment and teacher evaluation, such a diverse way of assessment way more by the students like, more scientific and reasonable, but also can increase students’ interest in learning, improve learning efficiency.

3. Advantages of Flipped Classroom Teaching Application in Higher Vocational College

Most of the teaching environment in higher education institutions is: the lessons are in closed classrooms, facing cold desks, chairs or benches, the teachers are expressionlessly explaining the knowledge points, the students are lazy-eyed,
sleepy and playing with cell phones; after the lessons, the students are full of energy and play like crazy; when taking exams, they are dumbfounded and completely blank. Most of the students think that they come to class to get credits and pass exams, but they don’t think that they come to study and learn knowledge to adapt to society. Facing such a situation of higher vocational teaching, teaching reform is inevitable, and the introduction of flipped classroom mode will effectively change this situation. The advantages of flipped classroom in higher education are very clear.

Promote bilateral interaction in learning. Take English teaching as an example, traditional teaching is based on examination-based education, students value marks rather than acquiring knowledge, and teachers’ work performance mostly relies on a multitude of questions to make students pass English level examinations and obtain the ranking in various English competitions. English is a door knocker in most people’s view, making students “experts” in English 4-6, TOEFL and other English exams, but once they face foreigners, they are all “dumb”, which is not a real talent training. The flipped classroom requires students to take the initiative to seek help when they encounter problems in the process of independent learning, to seek help from teachers on the online platform, or to work in groups to complete teaching tasks in classroom activities, which is a kind of ability cultivation, so that students dare to communicate and learn, and keep improving.

4. Limitations of the Application of Flipped Classroom Teaching in Higher Education

(1) The wellness of hardware and network technology platform such as teaching and learning equipment directly affects the implementation of flipped classroom. Teachers need rich teaching resources to assist them in making micro-classes, so as to increase students’ enthusiasm and participation. In the implementation of flipped classroom, both the production and publication of micro-lessons, students’ independent learning of micro-lesson videos before class, and cooperative “inquiry learning” between teachers and students are all closely related to the technical support of the network platform.

(2) The technical ability of teachers in higher vocational college needs to be strengthened. Flipped classroom teaching puts higher requirements on teachers’ professional ability than traditional teaching mode. Teachers require high professional ability in making pre-class learning materials, which not only need to be acquired through specific training, but also need time accumulation, experience summary, knowledge expansion, thought precipitation, teaching reflection and other slow grinding to improve.

(3) Students lack good independent learning ability. In flipped classroom
teaching, the level of students’ independent learning ability directly affects whether the flipped classroom can be carried out smoothly. Students’ learning habits are still trapped in the exam-oriented education mode, and it is difficult for them to do active learning. How to improve students’ interest in learning, correctly identify themselves to find learning goals, and increase students’ independent learning ability is the first priority to be considered.

5. Research on the Strategies for the Application of Flipped Classroom Teaching in Higher Vocational English

(1) Improve teachers’ quality. Firstly, change teachers’ teaching concept. Change the original fill-in mode of teaching, break the confines of the former mindset, constantly summarize the problems in teaching and think about countermeasures, so that improving the teaching effect will not become vain remarks. Secondly, improve teachers’ professional ability. Teachers’ curriculum development ability, classroom activity innovation ability and teaching knowledge processing ability need to be constantly improved. And third, increase teachers’ training. Flipped classroom teaching requires teachers to have certain information technology skills. To promote flipped classroom teaching, it is necessary to increase teachers’ information technology training. At the same time, teachers’ teaching management training should be increased. When implementing flipped classroom teaching, how to manage students and control the classroom, appropriate teaching management training is essential.

(2) Change students’ learning concepts. For one thing, correct learning attitudes. In flipped classroom teaching, students are the main body of learning. If students’ learning attitudes are still the same as those in traditional classrooms, it is impossible for flipped classrooms to carry out teaching smoothly. At the same time, it requires students to take the initiative to learn. The flipped classroom has high requirements for students’ independent learning ability, which requires students to take the initiative to pre-study, discuss and complete exercises independently, which requires students to give full play to their subjective initiative and truly become the protagonist of the flipped classroom.

(3) Reasonable design of micro-teaching process. In the first place, cultivate inquiry-based learning style. As a novel self-learning approach, micro-lessons require certain methods to avoid boring students in the long run when they face just a few minutes of instructional videos. It is necessary to let students always maintain a sense of curiosity in the learning process, learn to inquire into problems, and drive self-learning with tasks in order to achieve learning effects. In the second place, diverse teaching activities are designed. Gamification is an efficient teaching method in the flipped classroom, creating a relaxed and interesting learning
environment for students, which is conducive to learners’ active, coordinated and creative completion of learning tasks. The third is to arrange reasonable pre-reading before class. The flipped classroom teaching model places knowledge transfer before class for students to study independently and complete study cards and self-assessment independently through independent study. This stage should not be designed for too long and should not be considered by students as an added learning burden.

6. Conclusion

The application of flipped classroom teaching is an important milestone of teaching reform. The use of flipped classroom teaching in higher education can be of great help to the improvement of teachers’ teaching ability and students’ ability to get out of the “exam-oriented education misunderstanding” and “realize active construction of knowledge”.

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