Construction on Blending Learning Mode of General Elective Courses in Colleges and Universities Based on Flipped Classroom

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Abstract. There are some difficulties in general elective courses, which restrict the development of general education in colleges and universities. The teaching quality of general elective courses can be improved comprehensively through the reform of teaching process based on blending learning mode of flipped classroom. This paper analyzed the current situation and predicament of general elective courses from the aspects of unclear position of general elective courses, the poor quality of courses teaching, the lack of learning enthusiasm, the imperfection of teaching management and the blindness of students elective. On this basis, this paper designed a five-stage flipped classroom teaching mode consist of courses development, pre-class learning, classroom management, after-class feedback and courses rethinking. Then designed the blending learning mode of general elective courses in colleges and universities from five dimensions, concluding the selection of teaching strategies, the application of teaching methods, the design of teaching style, the construction of teaching resources and the comprehensive evaluation of learning. Finally, this paper constructed the blending learning mode of general elective courses in colleges and universities based on flipped classroom.

Introduction

Blending learning has emerged as more and more education researchers integrated online teaching with traditional teaching under the background of “Internet + education”, and flipped classroom is one of the platforms for blending learning [1]. General elective courses are an important part of the courses system in colleges and universities. But there are some problems such as the lack of learning enthusiasm, the imperfection of teaching management and the blindness of students elective compared with other types of courses, which lead to unsatisfactory teaching results [2]. The teaching quality of general elective courses in colleges and universities can be comprehensively improved through the reform of teaching content, teaching resources, teaching design, online interaction and courses assessment based on the blending learning mode of flipped classroom. This paper constructed the blending learning mode of general elective courses in colleges and universities based on flipped classroom from the realistic problems faced by flipped classroom, blending learning and general elective courses, which has strong theoretical significance and important practical significance.

Investigation and Reflection on the Status of General Elective Courses in Colleges and Universities

General elective courses are an important part of the university courses system, constitute a complete course system with public basic courses, professional compulsory courses, professional elective courses and so on. Professional education aims at cultivating students' professional skills and means of living in a certain field of knowledge. While general elective courses have important practical significance for expanding students' horizons, enriching knowledge breadth and breaking through
professional barriers so that general elective courses are undoubtedly the key factor to achieve the education philosophy and goal. However, there are some difficulties in general elective courses that restrict the development of general education in colleges and universities compared with other types of courses [3].

The orientation of general elective courses is unclear: general education is far from being the philosophy of Chinese universities. It is not an independent education mode, but as the basis and complement to professional education. In addition, education, scientific research and social services are the three major functions in universities. Scientific research and social services have extremely attractive economic benefits, so professional education related to those must occupy a dominant position, while undergraduate cultivating is not valued, and general education for undergraduate is in a weaker position.

The quality of the courses is not high: general elective courses faces common problems such as “messy content, disordered structure, poor quality and low status”, which leads to its “marginalization and inferiority”. In this way, it forms a vicious circle and it is difficult to attract attention of teachers as well as students.

The lack of learning enthusiasm for students: some students are eager for quick success and instant benefits. They believe that only the courses that are helpful for employment or postgraduate study are useful. Under the influence of this psychology, they lack the desire to expand knowledge, resulting in less enthusiasm to participate in classroom.

The imperfection of teaching management: as teachers, they do not pay enough attention to general elective courses, and they may have problems with insufficient preparation or perfunctory classes. As students, they are often absent from classes and don’t take it seriously, which will affect the teaching status of teachers naturally. As the manager, the academic affairs office also has problems of lax audit in general elective courses, and there is no standard and basis for assessment of teachers’ teaching ability.

The blindness of students elective: students do not know much about the content of general elective courses and they often choose courses that are easy to pass or not rigorously assessed due to the insufficient propaganda. Students have greatly reduced their enthusiasm for general elective courses under this mentality.

Can be seen from above, there are lots of difficulties for general elective courses in colleges and universities. The reasons are as follows: the orientation of personnel training in the universities is not clear, the current university organizational system is imperfect, the teaching philosophy is lack in accordance with their aptitude, the teaching process management is not strict, and the teaching methods and means are single. [4].

**Design of Flipped Classroom on General Elective Courses in Colleges and Universities**

Flipped classroom is a new teaching mode that reverses the traditional classroom teaching structure and enables students to learn knowledge before class, and completes the absorption and mastery of knowledge in class [5]. Flipped classroom originated in the United States and entered China in 2011, as a new teaching mode, it has been valued by the education community, and has been put into practice for the majority of educators in China. However, the application of this mode in the reform of general elective courses in colleges and universities is still in its infancy. Nevertheless, the cultivation of general elective courses is very compatible with the concept of flipped classroom. As we all known, the purpose of general elective courses is to cultivate students’ independent thinking and judgment ability through the basic, holistic, comprehensive and extensive knowledge. However, there are many difficulties in general college elective courses in reality. Therefore, the teaching philosophy and teaching methods of general elective courses need to be improved, and the flipped classroom can precisely reverse the traditional teaching mode of “classroom teaching - student listening - after-class review”, giving students a certain amount of independent learning space, and its flipped concept is in line with the main purpose of cultivating “the whole person” in general education.
American scholar Gerstein constructed the teaching model of flip classroom firstly in 2011. He divided the classroom into four stages: experiential learning, concept exploration, meaning construction and display application. In this paper, the flipped classroom teaching model of general elective courses is designed into five stages: courses development, pre-class learning, classroom organization, after-school feedback and curriculum reflection with reference to Gerstein’s model. The course development stage should be constructed in accordance with the standards of the online open course, improve courses content and courses resources, improve teaching design and teaching methods and strengthen teaching activities, teaching assessment. In addition, it should set up the teaching content in combination with the characteristics of large interdisciplinary and large span in the general elective courses in colleges and universities. Pre-class learning period should accurately target the subject, respect the student's subject status, cultivate learning interest, stimulate student’s learning motivation and let students truly become the masters of learning. The class organization stage should complete the analytical knowledge verification. The classroom should become a place for teachers and students to interact with each other based on students' pre-class learning. The courses reflection stage should judge the whole teaching process in a critical way and reflect on the teaching objectives, teaching skills, teaching methods and means in order to improve the application level of the flipped classroom in general elective courses in colleges and universities further. The after-class feedback stage is an indispensable part in the teaching process. It is an important way to test students’ ability to master knowledge. Besides, it can be comprehensively assessed by process assessment and final assessment in a combination of online and offline.

In short, the flipped classroom design of general elective courses in colleges and universities should take the students as the core and the teachers should be upgraded to the designers, instructors and helpers of students’ learning in order to achieve the goal of teaching and learning ultimately.

Design on Blending Learning Mode of General Elective Courses in Colleges and Universities

Blending Learning (B-Learning) was developed from E-Learning and it is a concept proposed by the international education community after reflection on the practice of E-Learning. It is an intermediate form between complete traditional classroom teaching and complete online teaching. It concentrates on both advantages. B-Learning makes multiple interaction and generation possible and also makes more autonomous learning possible. At the same time, it also makes the construction of a new relationship between teachers and students. However, during the development of B-Learning, it also faces some problems, some teachers still have insufficient understanding of the connotation of B-Learning and insufficient understanding of the development value of B-learning. Besides, there are also many other problems such as insufficient evaluation and management mechanism construction of B-Learning practice in colleges and universities as well as insufficient support for environmental construction of B-Learning courses [6]. Based on the practical significance and problems of B-Learning, and combined with the characteristics of general education elective courses in colleges and universities, this paper constructed a B-Learning mode of general elective courses in colleges and universities through five dimensions: the selection of teaching strategies, the application of teaching methods, the design of teaching style, the construction of teaching resources, and comprehensive evaluation of learning [7].

The teaching strategy is the whole scheme for realizing the teaching goal, implementing the teaching thought, method, mode and technology of the teaching process. According to the characteristics of general education elective courses in colleges and universities, the B-learning method can be combined with alternative teaching strategy, production teaching strategy and group learning strategy. The teaching method is the overall consideration of teachers and students to achieve the expected teaching goal with appropriate teaching means under the guidance of teaching theory and learning theory, for the characteristics of the general elective courses in colleges and universities, the B-learning method can adopt autonomous learning method, combine with task driven method, interactive discussion method, practice method and teaching method, etc. Teaching style refers to the
characteristics of teaching activities, the teacher's education thought, personality characteristic, education skill, harmonious combination and regular performance of educational skills in the educational process. In view of the characteristics of general education elective courses in colleges and universities, the B-Learning should have the artistic, creativity, effectiveness and stability of teaching. Teaching resources are all kinds of conditions that can be applied to the effective application of teaching in various teaching and learning links. They can support the materials provided by the courses teaching and learning process, in view of the characteristics of the courses of general elective courses in Colleges and universities, the B-learning should build the resources such as teaching videos, PPT, case libraries, special lectures, test questions, outlines, calendars and so on. Learning evaluation should accurately reflect students' learning process and learning results from multiple aspects. Moreover, the evaluation should be motivational to promote students to make further efforts in learning. According to the characteristics of general education elective courses in colleges and universities, B-learning should adopt the method of comprehensive evaluation of process evaluation, final assessment, online assessment and offline assessment.

**Construction on B-Learning Mode of General Elective Courses in Colleges and Universities based on Flipped Classroom**

At present, the development momentum of B-Learning is rapid and the results are quite remarkable. Various colleges and universities have intensified their research on B-learning. In addition, they advocate the construction of an effective B-learning and use advanced teaching technology to realize B-Learning, introduces the concept of flipped classroom from the perspective of education and teaching. In view of the lack of enthusiasm for learning, blindness in elective courses, poor learning initiative and poor learning interest in general elective courses, this paper introduced the concept of flipped classroom and B-Learning. On this basis, this paper designed the teaching mode to change the role of teachers and students, reschedule the use of class time, provide students with personalized time, space and a variety of learning channels so that students can have more time to participate in group discussions, solve problems and improve knowledge and skills in the classroom [8]. Firstly, teachers should prepare the B-Learning resources and determine multiple platforms online support systems. Secondly, teachers issue the learning task notice before class and students complete the imitation training as well as raise questions through online self-learning. Thirdly, teachers should bring out the key points and difficulties that lead the students to focus on the development of deep thinking development towards exploration. Fourthly, on the basis of building consensus in the classroom, teachers should publish extended training online for students' extracurricular training in order to enhance students' knowledge, ability and quality.

This paper collected data for analysis in practice, and used questionnaires and in-depth interviews to understand students' satisfaction with new mode, the improvement of their ability and the change of students' interest in learning compared with the traditional model. In the courses preparation stage, teachers should confirm the project and decompose the task, prepare the courses teaching resources and set up online learning platform, understand the course information and be familiar with the online learning platform. In the implementation stage of the courses, students should check the learning tasks and conduct online learning before the class; discuss the key points, difficulties and expand the thinking; complete extracurricular development to achieve the transfer of knowledge and skills after class. In the learning evaluation stage, the process evaluation and final evaluation should be combined with the offline evaluation, which include not only the completion results of teaching tasks, the evaluation of learning attitudes, but also the evaluation of online interactive participation and class contribution. In the stage of implementation effect investigation and analysis, students' satisfaction with the practice of B-Learning mode based on flipped classroom was obtained through questionnaire survey and in-depth interview [9].
Summary
This paper elaborated four aspects from the investigation and reflection of the general elective courses in colleges and universities, the design of the flipped classroom in general elective courses, the design of the B-Learning mode of general elective courses and the construction of the B-Learning mode based on flipped classroom in general elective courses based on the practical problems faced by flipped classroom, B-Learning and the general elective courses in colleges and universities. It provided a theoretical basis and experience for the realization of flipped classroom, B-Learning and improvement of the teaching quality of general elective courses in colleges and universities. In addition, it will provide a reference or choice for courses other than general education, which will provide useful reference for future teaching reform practice making full use of the network teaching platform to realize flipped classroom and build B-learning mode.

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