

An Exploration on Application of Flipped Classroom in College's Ideological and Political Course Teaching

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Keywords: flipped classroom; ideological and political course; education and teaching; exploration

Abstract: Flipped classroom is a brand-new teaching mode, and its advanced educational idea and remarkable educational effect are very important reference and demonstration for college's ideological and political course. Therefore, probing deeply into the meanings and characteristic of flipped classroom teaching mode, the problems that should be paid attention to in implementation of flipped classroom teaching and the construction of flipped classroom teaching are of great practical significance.

1. Introduction

With the rapid development of modern information technology, such as the Internet, the flipped classroom teaching mode, which takes the video as the main form, is gradually rising. Its advanced educational idea and remarkable educational effect have extremely important reference and the demonstration function for the teaching of college's ideological and political course. Therefore, we should combine with practice to explore the effective application of flipped classroom teaching mode in ideological and political course.

2. The meaning and characteristic of flipped classroom

Flipped classroom, a mixed teaching mode, is also called reverse classroom teaching mode. In flipped classroom, students first complete the study of course knowledge at home, then in classroom teaching, teacher and students, students and students will interact with each other. In flipped classroom teaching, students must use high-quality educational resources to learn and acquire course knowledge before class. In class, it is teacher's responsibility to understand, help and guide students to using knowledge to solve problems.

The characteristic of flipped classroom teaching mode is reversing the position of teaching and learning. Before class, teachers must provide students with all kinds of learning materials for learning, ask students to learn knowledge independently. In class, teachers should combine with learning situation, solve the questions in students' learning through guiding, interacting and so on, thus construct the course learning independently. This novel educational teaching mode is student-centered, students choose the time and place of study independently and consciously, teachers only play the role of illuminator, guide, promoter in process of teaching, which excites students' autonomous consciousness of learning to the maximum extent, it greatly enhances the learning effect. It is an important feature of current college's ideological and political course teaching reform.

3. Problems to be noticed in implementation of flipped classroom teaching in college's ideological and political course

3.1 Taking full account of the characteristic of ideological and political course and the students' study law.

It is necessary to grasp the key point of the flipped classroom of ideological and political course, rather than flip it for the sake of flipping. We should carry out the concrete operation after fully understanding and designing all links of the flipped classroom education and teaching^[1]. In order to

achieve good teaching effect in ideological and political course, students' learning law should also be studied. Flipped classroom teaching requires high level self-conscious learning consciousness and ability of students, and teachers also should understand students' learning needs and characteristics.

3.2 Changing our ideas and striving to exchange the role between teachers and students in flipped classroom teaching of ideological and political course.

In order to carry out flipped classroom smoothly, teachers should set up firm belief in ideological and political teaching reform and strive to do a good job in exchanging the role between teachers and students. Flipped classroom teaching of ideological and political course requires teachers and students to invest more time and energy, teachers should not only master the modern information technology teaching means, but also be able to make micro-course and develop online course, which can be recognized by students. For sake of carrying out flipped classroom more smoothly, teachers should adjust the learning space appropriately and let students have the opportunity of selective learning, teachers should also accurately grasp students' learning time and evaluate students' learning behavior. In addition, teachers of flipped classroom of ideological and political course should also determine the learning content and time of flipped classroom. Teachers can not be conservative and refuse to make progress, but design flipped classroom carefully, do anything possible to guide and arouse students' initiative, enthusiasm and self-consciousness in study. They should improve the ability to control flipped classroom teaching in ideological and political course constantly.

3.3 Strengthening the construction of teaching staff and teaching evaluation mechanism of ideological and political course.

Teachers who participate in flipped classroom teaching of ideological and political course should meet higher requirements. Firstly, teachers should be proficient in making online courses. Secondly, they should improve their ability to control flipped classroom. Therefore, it is necessary to strengthen the construction of teaching staff, give full play to team strength and make joint effort to develop online course, micro-course, Item Bank and so on. Thirdly, we need strengthen the examination and evaluation for teachers of ideological and political course, encourage them to participate in various informationalized competitions, enhance their ability to make online course and to control class, establish a long-term incentive mechanism for teachers.

4. The construction of flipped classroom teaching of college's ideological and political course

4.1 The design of before-class learning materials is the basis of constructing flipped classroom of ideological and political course.

Designing before-class learning materials includes designing and making micro-video, as well as preparing and making learning kits. First of all, we need to design and make micro-video. The specific requirements for designing and making micro-video in flipped classroom teaching follow behind: first, on the basis of a thorough grasp of the teaching material, we should set up the main and difficult points of teaching materials, teaching goals of specific chapters shall be clear and definite, and before-class materials should be carefully selected; second, the micro-video whose appropriate time scale ranges from 8 to 15 minutes should be based on knowledge point and be attractive and powerful; third, micro-video should present both good teaching courseware and image of teacher. In the second place, we need to design and make learning kits, which is used for clearing learning goals, contents and methods. Teachers will provide students with rich learning materials and clear learning guidance by designing and giving out learning kits. In addition, learning kits also include main and difficult points of learning, teaching cases, lead questions, self-testing and so on. Self-test is a small test after self-study, by before-class learning, students can communicate and interact with teachers and classmates through QQ, Wechat to sum up their learning effect and put forward the problems to be solved.

4.2 Classroom interaction is the focus of constructing flipped classroom of ideological and political course.

It is necessary to carry out effective classroom interaction to explore the asking-answering cooperation between teachers and students. Only by making full use of several teaching methods such as situational teaching, discussion teaching, cooperative inquiry teaching and so on, can we arouse students' initiative and enthusiasm for learning and discussion. To carry out the interaction between teachers and students in flipped classroom of ideological and political course, questions must be raised first, and the questions should be raised according to various doubts that produced by students in before-class study and self-study tests, from which teachers can distil valuable questions. Students will choose, discuss and explore problems according to their own interests, hobbies, needs and so on. The students are then divided into groups according to the types of questions they choose, next the students of each group will study autonomously. They should make full use of the learning materials to analyze and think about the problems they choose. Finally, doing cooperative inquiry. Students express freely in form of group discussions, after the views confronting, ideas colliding, they will get enlightenment and complete the knowledge self-construction and interaction. In process of interaction, teachers should not only pay attention to the dynamics of each student at all times, give individual tutoring if necessary, but also choose appropriate interactive strategies to ensure the effective conduction of the class timely.

4.3 After-class evaluation is an important link in construction of flipped classroom teaching of ideological and political courses.

It includes classroom instruction evaluation and course evaluation^[2]. After-class evaluation of flipped classroom should pay more attention to improving students' quality. Classroom instruction evaluation should put more emphasis on students' participation, enthusiasm and students' performance in video learning, independent exploration, cooperative inquiry and normal test process. Course evaluation should improve the assessment method which only depends on a test paper. We can combine reality, design situations or cases that students are interested in, arrange students to use the knowledge and theories they have learned to discover, analyze and solve the difficulties. We can also arrange the practice reports, essays, etc., ask students to combine course knowledge and professional expertise, and make in-depth analysis of relevant theory, hot spots or focus issues, so as to comprehensively examine the comprehensive ability of students. After-class evaluation of flipped classroom teaching should not only carry out quantitative evaluation for students, but also qualitative evaluation; it should not only emphasize comprehensive evaluation, but also pay attention to timely evaluation in the process teaching. At the same time, self-evaluation and mutual evaluation of students are also important indicators. Only in this way can we make a correct judgment and understanding of each student.

4.4 The important guarantee for construction of flipped classroom of ideological and political course teaching is strengthening technical support and narrowing class size.

First of all, strengthening technical support and making good use of the Internet are the basic condition to flipped classroom teaching. On one hand, the efficiency of flipped classroom teaching is directly influenced by the quality of video. Whether it is shooting or editing of micro-video, we can not do without relevant technical support. Therefore, teachers of ideological and political course should work hard to learn relevant technology and elaborate the video. On the other hand, students' online learning also needs the support of computer and network. Thus, schools should not only configure high-performance servers to improve net speed, but also guarantee the opening time of computer room, and provide necessary hardware for students who do not have computers. Secondly, in order to carry out flipped classroom teaching of ideological and political course, it is important to reduce class size and teach students according to their aptitude. College's ideological and political course is a compulsory course for all college students. For a long time, we have adopted the large-class teaching mode, with more than 100 students and even hundreds of students in a classroom. This is undoubtedly a stumbling block for effective communication between teachers

and students, it has also caused great obstacles for improving efficiency of ideological and political course teaching. Therefore, reducing classroom capacity and class size will be possible to provide comfortable learning space for college students, and truly realize the interaction between teachers and students. Only in this way, can teacher of ideological and political course pay attention to every student and individualize students ' learning , guide them study and develop comprehensively^[3].

5. Conclusion

This paper is aim to explore the initial application of flipped classroom teaching mode in ideological and political course, while this innovative method undoubtedly has a magical effect on improving the timeliness and effectiveness of ideological and political course. However, there are many aspects that need to be paid attention to in adopting the new teaching idea and teaching method. First, flipped classroom is helpful to supplement our current teaching methods. We can improve the performance of marginal students and top students by using flipped classroom teaching mode. Second, we should select appropriate teaching contents for flipped classroom, and develop this teaching model step by step. Knowledge that does not apply to flipped classroom should be taught in class. In a word, we should carry out the ideological and political course teaching reform that using flipped classroom step by step and analyze concrete problem correctly. It is necessary to adjust teaching method gradually according to the results of the comparative trail in various subjects, improve students ' self-management ability and autonomous learning ability in steps, rather than a sudden leap.

References

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