

The Generation and Implementation of Teaching Mode—Starting From Flipped Class

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The traditional teaching model emphasizes “teaching first and then learning”. Flipped classroom has realized the subversion of this traditional teaching model. It advocates “learning first and then teaching”, opening up a new teaching path. However, in the practical application, the confusion of “turning but not turning” appeared in the flipped classroom. This leads to reflections on the generation and implementation of the teaching model, and discusses the process from the generation to the implementation of the teaching model from the theoretical generation of the teaching model, the conceptual transformation of the teaching model, the operation path of the teaching model, and the practical method of the teaching model. It also analyzes the object and subject applicability of the teaching mode, and provides a reference for the implementation conditions of the teaching mode.

Keywords: flipped classroom, teaching mode, generation, implementation

Introduction

Flipped classroom is a teaching mode that has received widespread attention in China in recent years. It overturns the traditional teaching model of “teaching first and learning later”, and instead advocates the teaching philosophy of “learning before and teaching after”. However, in the implementation of practical teaching, the flipped classroom teaching mode is only understood as a reset of the program and the reversal of the teaching process, ignoring the degree of initiative and the depth of learning of the students themselves, so the flipped classroom “turning over and failing” has appeared.

Deliberation on the Teaching Model Triggered by the Flipped Classroom

The Meaning of “Flipped Classroom”

The concept of “the flipped classroom” comes from Salman Khan (2011). In this teaching mode, the teaching structure in the traditional classroom is broken and the teaching process is changed. Liu Rong (2012) believes that the characteristic of flipped classrooms is that teachers’ teaching styles and students’ learning styles have undergone tremendous changes (pp. 25-28). Teachers record micro-videos in advance, assign pre-class homework, discuss and communicate between teachers and students during class, and students conduct knowledge on what they have learned after class. Flipped classroom is under the background of the information age. Teachers follow the trend of the times and use the Internet to allow students to preview before class. During the class, teachers and students will think and communicate according to the established problems,

display results, and summarize. A new type of teaching mode that is internalized by students and reflected by teachers.

Compared with traditional classrooms, flipped classrooms no longer require teachers to teach a large amount of information in class. This allows students to complete teachers by watching videos, reading books, listening to the radio, and discussing with others before class. Autonomous homework assigned before class. This will not only give full play to the initiative of students, arouse students' interest, let them know more about their own interests and difficulties in this lesson, but also save a lot of time in class. In class, teachers have ample time to communicate with students and carry out highly targeted one-to-one teaching, which also benefits students' personalized learning. After class, students can independently plan their own learning goals and learning tasks under the guidance of teachers, and build a personalized knowledge structure and learning system. The construction of an autonomous learning system is conducive for students to give full play to their own strengths and find their own learning interests, thereby increasing their interest in learning and improving their sense of efficacy.

Practical Confusion in the Implementation of the “Flipped Classroom” Teaching Model

In the specific implementation process, not all schools and all teachers can grasp the core essence of the “flipped classroom” teaching concept. As a result, there is a real confusion of “turning over but not turning” in the flipped classroom in practice. Teachers only understand the “flipping” of the flipped classroom as a procedural inversion. Rigidly changing classroom teaching into a process of “learning first and teaching later”, the following problems appeared: pre-class self-study stage—From direct indoctrination by teachers to indoctrination by teachers through “micro-videos”; in-class activity stage—Tangible collaborative inquiry unfactual; and after-class consolidation stage—The traditional teaching style of homework remains unchanged (Zhu & Li, 2019, pp. 41-47).

Some scholars believe that the criterion for judging the success of a class flip is: The students' learning before class has reached the effect of the teacher's teaching in the traditional classroom and the students in the class have completed the internalization of the content of the course (Zhang, 2013, p. 59). Due to the immature mental development of students, especially the younger students, their sense of autonomy and self-control are still very limited. It is difficult to achieve the effect of traditional classroom teaching in the pre-class self-study stage without teacher supervision. In the stage of internalization in class, teachers and students are learning more challenging higher-order thinking. In this process, students understand and apply the content of self-study before class to achieve the effect of internalization. However, if students' pre-class learning fails to achieve the effects of traditional lectures, it will be difficult for students to conduct deeper learning exploration in the classroom, and it is even more difficult for them to complete the internalization and absorption of knowledge in the classroom. From this point of view, the failure of the flipped classroom is impossible to succeed.

Rational Thinking on the Teaching Model Represented by the Flipped Classroom

When the problem arouses us to reflect on the concept of flipped classroom, it also makes us think about the teaching model. What is the teaching model and what is required of us?

Regarding the concept of teaching mode, we believe that the teaching model is a teaching paradigm about the entire teaching process and teaching methods. As a teaching paradigm, a teaching model needs to be established on a certain theoretical basis, and then form a set of plans or norms about teaching methods, selection of teaching content, and teacher-student activities.

Taking the flipped classroom as an example, there are many different variants in the implementation process. For example, in the pre-class self-study stage, due to the limitations of video teaching technology, paper-based teaching materials are used instead of teaching videos; the in-class teaching stage, mainly explains the connection between students' questions and core concepts; and in the after-class stage, homework contact and feedback (Chen & Zhu, 2014, pp. 86-91). Although many teachers may not understand the teaching concept of the flipped classroom, they have already used the teaching model of the flipped classroom in practice. For example, many teachers will hand out guide plans to students before the new class is taught, so that students can study themselves before class. On the surface, the flipped classroom is a reset of the learning process, but its essence is the deep learning that includes the transformation of the teacher's role, the redistribution of classroom time, and the transformation of the student's role (J. Zhang, Wang, & B. Zhang, 2012, p. 46). Therefore, in order to flip the teaching model of classroom, we need to grasp the essence and core of the subversion of traditional teaching.

Generation and Implementation of Teaching Model

From the reflection on the flipped classroom teaching model, we can see that whether a teaching model can be successfully implemented, the most important thing is whether it can grasp its core connotation. Shallow imitation and transplantation cannot play the true role of the teaching model. To understand and grasp the essence of the teaching model, it is necessary to clarify the whole process of teaching from generation to implementation.

Theory Generation of Teaching Model

The teaching mode is the product of the collision and combination of teaching theory and teaching practice. The teaching model is a theoretical model based on practice. Therefore, the formation of the teaching model requires a certain theory as the foundation, and it is continuously practiced and improved in practice.

The teaching mode is first of all the crystallization of a certain teaching theory expert. The generation and development of teaching theories or teaching thoughts will always derive a series of concepts on teaching methods, teaching behaviors, teacher-student relations, etc. These concepts form a relatively fixed system during the development of the theory, and thus have an impact on teaching. Practice produces guidance and is fixed in the application process of practice teaching to form a complete teaching model system.

The teaching model is still the practical educational wisdom of educators. Experienced teachers form a unique teaching style with their own characteristics in educational practice. The formation of a teaching style requires the accumulation and improvement of experience. At the same time, the teaching style also contains a lot of content, such as unique teaching techniques, teaching methods, and teaching content.

The formation of the teaching model includes top-down theories put forward by experts, and bottom-up experiences summarized by teachers in practice. These two methods constitute the source of the theory of teaching mode.

Conceptual Transformation of Teaching Mode

The formation of the teaching model is based on a certain educational theory and practical experience, but the ultimate goal of the teaching model is to serve teaching practice. Therefore, the theory of teaching mode must finally be transformed into practical paths that can be implemented in order to be better promoted and used by teachers in practice. In order for the theory of teaching mode to be transformed into an operable concept, an operational analysis of the core concepts of the theory of teaching mode is needed.

The conceptual transformation of the teaching model theory refers to the operational analysis of the teaching model theories that have been formed. First of all, the operational transformation of the abstract core definition is carried out to transform it into more easily understood key words. This is to enable practitioners to understand the meaning of the teaching model through the analysis of the core definition. Secondly, after the teacher understands the meaning of the teaching model, the teaching methods included in the teaching model are interpreted. Different teaching modes often point to different teaching methods. Only by grasping a unique teaching method of a teaching mode can it be used. Thirdly, clarify the teacher-student activities included in the teaching model. The transformation of the teaching model from an abstract concept to an operable concept requires a clear definition of the main behavior of the model implementation. In different stages and processes, teachers and students need clear guidance on how to teach and learn. Finally, understand the teaching evaluation methods included in the teaching model.

The Operating Path of the Teaching Mode

Firstly, changing the teaching philosophy of teachers, so that teachers can understand the core essence of the teaching mode through learning the teaching mode, and on this basis, agree with the concept of this teaching mode. Teachers are the organizers and guides of classroom teaching, and their teaching philosophy often determines students' learning methods and learning content.

Secondly, the development of a complete teaching operation process includes the development of a teaching model and activity model under the guidance of a teaching model. The teaching model includes various steps of teaching activities and specific operating procedures. Different teaching models have different operating procedures. There are different operating methods for pre-class activities, in-class teaching, and off-class homework.

Practical Methods of Teaching Mode

There are many ways to practice teaching mode. The same teaching mode is not only one way of practice, it can have many variations. For example, in the pre-class self-study link in the flipped classroom, paper-based learning plans are used instead of online videos. As long as the goal of letting students complete their learning can be achieved and the same learning effect as the teacher's teaching can be achieved, the stage of self-study before class is completed. Similarly, in other teaching modes, there is no requirement for the tools and other conditions that must be used for each teaching method. In the face of different teaching content, different methods will be adopted to adapt to the needs of students.

The variation of the teaching model did not change its essence, but enriched and developed the content of the teaching model. In teaching practice, the teaching model plays a role through the guidance of teachers and the cooperation of students. The implementation of the teaching model requires the joint efforts of the two main bodies: teachers and students. Teachers need to understand the core essence and implementation methods of the teaching model, understand the students' learning situation and the conditions required by the teaching model, and create a learning environment for students to make a new teaching model was successfully implemented.

The “Localization” Strategy Implemented in the Teaching Model

The emergence of a new teaching mode is based on a certain theory and the condensation of specific teaching situational experience, and its promotion is bound to be restricted by a variety of conditions and

environments. Therefore, the implementation of the teaching model requires a process of “localization” exploration.

The “localization” of the implementation of the teaching model needs to change the educational concept at the level of consciousness. New teaching models are often the products of new educational concepts. Under the guidance of the new educational concept, the concept of teaching mode is also more novel and advanced. When teachers are cognizing the new teaching model, they need to first understand the educational concept supported by this teaching model. Especially the teaching model introduced from abroad is different from the current education concept in China. There are also a variety of educational concepts in China. Teachers’ understanding of a teaching model must first recognize the educational concepts represented by this teaching model before they can consciously and voluntarily understand the connotation of a teaching model. At the same time, the “localization” of the teaching model also needs to strengthen the policy orientation, as small as a classroom or as large as a country’s education reform requires policy support and guidance.

The “localization” of the implementation of the teaching model needs to ensure the teaching ability of teachers and cultivate the learning ability of students at the level of practical operation. The teacher is the direct decision maker of the implementation of the teaching model, and the success of the implementation of a teaching model often depends on the teacher’s teaching ability. A good teacher can explore the essence and profound meaning of the teaching model, make it match the student’s learning, and achieve the ideal teaching effect. Therefore, the implementation of a new teaching model requires training of teachers. Before the implementation of the teaching model, pre-teaching training is required to enable teachers to understand the teaching model. In the implementation of the teaching model, it is necessary to track the use and adaptation of teachers to the new teaching model, and to help teachers solve problems in teaching in time. After the teaching model is implemented, it is necessary to systematically evaluate the teaching effect of teachers.

Conclusion

The real dilemma of “turning but not turning” in the flipped classroom prompts us to think about the generation and implementation of the teaching model. Through exploration, we found that the generation and implementation of the teaching model has gone through the following steps: The first is the theoretical generation of the teaching model. Teaching models are supported by a certain theory; secondly, conceptual transformation, theoretical concepts need to be transformed into operational concepts in order to be understood by practice; thirdly, find the operational path for the implementation of the teaching model and organize it into an operating system through operational concepts; and finally, it discusses the practical methods of teaching mode. In practice, there are often many factors that affect the implementation of teaching mode. Therefore, it is necessary to find a suitable implementation method to meet the needs of practice. After going through the above process, the teaching model can be formed completely. A good teaching model needs to have strong adaptability, be able to be widely promoted and used in various forms.

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