A Study on the Application of Flipped Classroom to Management Science in Applied University

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Abstract. Application-oriented colleges aim at cultivating students' practical ability to apply knowledge. Teaching mode is the key factor that affects the quality of teaching, and it is a powerful guarantee to achieve the goal of training talents. Flip classes have brought new teaching ideas to the curriculum reform of applied colleges and universities, and they have been sought after more and more in recent years. This model subverted the position of the two sides of the traditional teaching model teaching, and adopted heuristic, inquisitive, participatory, deliberative, cooperative and other teaching methods, which activated the classroom atmosphere, improved students' enthusiasm for learning, and enhanced interest. Based on the characteristics of the course, the author constructs the teaching mode of "Management" course of the applied colleges and universities, and analyzes the practical results and key points of the model. In order to bring positive reference meaning to the transformation of applied colleges and universities and the reform of teaching and the realization of talents training goals.

Introduction

With the development of society, the demand of the market for talent structure is gradually changing, and applied technology talents are widely favored by enterprises. In recent years, the state has attached great importance to and encouraged the transformation of ordinary universities into applied ones. Taking this opportunity, in order to better adapt to the needs of social development, more and more local universities have begun to transform into applied universities. However, transformation is only a form, the goal is to develop students' practical application of knowledge. University transformation, commensurate with the teaching model is bound to reform. The traditional teaching mode of indoctrination theory knowledge centered on teachers is obviously not conducive to the realization of this training goal. Incorporate into the Internet + high-tech informatization means, implement student-centered heuristic, inquisitive, participative, deliberative, team-oriented teaching methods is the fundamental guarantee for the realization of the training goals of application-oriented universities. Flip the classroom teaching model into a variety of teaching methods and means, paying attention to the students' knowledge application ability training, for the university application reform brings new ideas.

The course of "Management" is the basic required course for the specialty of applied University management, and it is a core course of specialty. The teaching goal is to allow students to understand and master management related theories and skills, and apply them to practice, to analyze and effectively solve problems. The traditional indoctrination teaching model rarely involves students, and knowledge is difficult to be applied, which is not conducive to knowledge mastery and ability cultivation. Flip the classroom teaching mode to overcome the traditional mode insufficient, let the students participate in the teaching process, really let the application to implement, effectively promote the transformation of application-oriented universities, which is conducive to the realization of training goals.

Overview of Flip Classroom Teaching Mode

In 2007, flip classes originated in the United States. The students could not come to the class for
some reason. The teaching videos recorded by the two high school chemistry teachers were unexpectedly favored by the students. Therefore, the traditional teaching mode of home homework was turned into a video before the class. The class was under the guidance of the teacher. Flip the classroom teaching model from this generation. Since then, with the widespread use of Internet + education technology, various online courses have been born, such as classes, microcourses, etc.. This cluster of new teaching methods has been rapidly promoted and widely recognized.

Compared with the traditional teaching model, flipping the classroom requires the redistribution of responsibilities between teachers and students. Students become the main body of teaching, are the initiators of learning, and teachers become the guides of learning. Flip the classroom requires the teaching interaction mode to be customized so that students become the protagonist of the classroom. Flip the classroom requires a new set of learning tasks, replacing the theoretical knowledge memory tasks with more practical problem solving tasks, and replacing the solidified and rigid teaching plans with personalized training programs. Therefore, the vision of developing students' independent ability and teaching according to their aptitude can be activated and realized under the mode of reversing the classroom.

Table 1. Comparison of Flip Classroom Teaching Mode and Traditional Teaching Mode.

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<th>Comparison Angle</th>
<th>Flip the classroom teaching model</th>
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Flip classroom teaching model has been introduced into our country since 2011. In recent years, it has been sought after by academic circles and related research has emerged one after another. In 2014, the flipping classroom was promoted to teachers in the front line of the country as an important practice content of informatization teaching. At present, the reversing classroom has a wide range of exploration practices at all stages of education.

Research on the Teaching Mode of "Management" Course in Applied Colleges and Universities

Teaching mode is the key factor that affects teaching quality and has always been a hot issue in teaching reform. It is found that there are many researches on the teaching mode of "Management" course, but the research on the teaching mode of "Management" course in applied universities is relatively thin. The representative of Liu Honghong's "Principles of Management" course flipping classroom design and practice, put forward three activities before the design class and after class, and built the classroom teaching model of "Principles of Management" in applied colleges and universities. And to pay attention to the problem of analysis[1]: Based on the thinking of the paradigm reform of management teaching under the perspective of applied colleges and universities, Wangyuan proposed to reform the teaching content, teaching methods, assessment methods, and teaching materials. 2] And ... But to "management" course teaching mode reform practice research aspect less.

The Dilemma of the Course Teaching of "Management" in Applied Colleges and Universities

The Teaching Model is Contrary to the Training Objectives

Applied colleges and universities take "application" as their orientation, and aim to cultivate
students' ability to solve practical work problems. "Management" is a core course for management majors. It is strong in theory, wide in practicality, and flexible in application. Through this course, students can mainly master the basic theory of management and can use it to improve management skills to solve practical problems in work. However, due to the short development period of applied colleges and universities, there is still a lack of relevant teaching innovation models in the transition or trial stage, and curriculum teaching still continues to be the traditional theoretical indoctrination. The author investigates and analyzes the teaching practice of "Management" courses in several applied colleges and universities, and finds that the current teaching of this course mainly focuses on narrative theory and lacks training in management skills. In short, it focuses on theory rather than practice. For example, in the chapter of decision-making, when learning to influence decision-making factors, teachers focus on explaining the relevant factors that affect decision-making one by one. The classroom lacks teacher-student interaction, less or less questions, and students cannot think in conjunction with reality, let alone use it. The goal of personnel training in applied colleges and universities requires that students not only master the relevant theoretical knowledge in management, but also emphasize the practical application of knowledge and have the ability to deal with management problems. At present, the teaching mode which emphasizes theory and practice on this course in applied colleges and universities is contrary to the goal of personnel training, which directly affects the quality of teaching and the goal of running a school.

Old and Simple Teaching Methods

The acquisition of practical ability needs to be guaranteed by diversified teaching methods. A single teaching method cannot motivate students, let alone cultivate learning interests. The survey of management students conducted by the author through his school showed that at present, "Management" basically adopts the form of theoretical indoctrination, scripting or reading PPT, and the atmosphere is boring; Although some cases are occasionally interspersed in the course of lectures, the selected cases are outdated, lengthy, and out of touch with reality. Even teachers have not thoroughly discussed the case analysis and are ambiguous. According to the survey, 73 % of students believe that the "Management" course is theoretical and the content of the teaching is empty and out of practice; 71 % of the students had the impulse or behavior of truancy or truancy due to boring courses; 81 % of the students are eager to change the current teaching status quo and are eager for multiple teaching methods to appear in the classroom. Although theoretical knowledge is the basis of skill operation, theory does not combine with practice, and students' understanding of knowledge points is not thorough. Using knowledge to solve practical problems can only be on paper.

The Teaching Content is Monotonous

The old single theory indoctrinate the student's study interest, the monotonous teaching content dissolves the study enthusiasm. It is difficult to guarantee the teaching effect if you blindly follow the text, the content does not jump out of the teaching materials, and the content presentation methods are not diverse. The author found out from the University's research that feedback on teaching content showed that: monotony accounted for 49.3 %, presentation was old, only expressed in lengthy texts, voice was not combined, and the focus was not prominent, accounting for 37.4 %, and the cases were missing and separated from the local area accounted for 13.3 %. The details are shown in Fig.1.

Figure 1. Statistics on Feedback on Teaching Content.

The examination method can not only reflect the learning effect of students, but also affect the enthusiasm of learning. At present, most application-oriented colleges and universities "management" curriculum assessment still use the traditional assessment method, adopting the final examination and using a test paper to discuss heroes, light process assessment. The design of the test papers is mostly based on the theoretical knowledge of rote memorization. Most of them are noun explanations, multiple-choice questions, and simple answers. Case analysis only accounts for 10% to 20%. The usual results do not consider or account for only a small part of the total evaluation results, and generally only give 10% to 20% of space. This kind of assessment method induces students to remember only the key points before the examination, ignores the training of specific application capabilities of knowledge, and has no restraint or motivation for normal learning behavior and performance, which is not conducive to the realization of training goals.

Design Strategy of Flip Classroom Teaching Model in the Course of Management of Applied Colleges and Universities

The Necessity of Changing the Classroom Teaching Model in the Course of "Management"

To sum up, there is a phenomenon that the teaching mode, teaching content and methods, and assessment methods of management course are not in conformity with the goal of personnel training. Turning classroom teaching model into "management" course, realized the main and secondary role transformation in teaching, and gave students more opportunities to practice. In teaching, teachers can combine theoretical knowledge with the Internet to record videos or admire classes for students to self-study before class. In class, students can discuss or practice relevant knowledge points, and can combine case analysis, role play, and scenario simulation. It can not only arouse the enthusiasm of students, but also realize the training and application of management skills. At present, in the era of "Internet +", the campus has achieved network coverage, and the operating conditions are fully available, which can meet the implementation of the reversing classroom teaching model. Therefore, it is necessary and feasible to reverse the classroom teaching model in the course of "Management".

Design Strategy for Transversion of the Teaching Model in the Course of Management

Flip classroom teaching mode can be divided into three stages. The first stage is the pre-class stage. The teacher synthesizes the theoretical knowledge and conducts it in modules. The second stage is the middle stage of the class. At this stage, teachers pay attention to the cultivation of students' practical ability and mastery of skills, as well as the internalization and application of knowledge. They can be combined with teaching activities such as typical case discussions, role playing, scene simulation, and speech. The third stage is the after-school stage. At this stage, teachers evaluate and summarize the performance of students in the class, strengthen students' knowledge points, and deepen their understanding of theoretical knowledge in order to expand students' knowledge. Sorting out the more representative textbook literature suggests that students read after class. Usually, QQ, WeChat and other platforms can be established to strengthen the exchange and interaction between teachers and students and between students, so that curriculum teaching can break the traditional 90-minute classroom model, learn and communicate at any time and place, and improve the autonomy and interest of students' learning. It strengthens the supervision and assessment of the students' learning process, overcomes the single deficiency of the traditional teaching mode assessment method, and truly realizes the reversal of the classroom. The strategies for the design of the reversing classroom teaching model of the "Management" course in applied colleges and universities are shown in Fig. 2.
Specific Measures

Pre-class Stage. (1) Organize teaching content modules. Applied colleges and universities aim to cultivate students' practical application skills. They should combine the four functions of management planning, organization, leadership, and control, and organize teaching content modules based on reference materials to subdivide teaching tasks for each module. Consult materials, prepare teaching materials, allocate class hours and teaching procedures, etc. The content of the course is consistent with the training goals. Students can master the knowledge of each project content through learning, and can use it in conjunction with practice to enhance the practical ability of management.

(2) Record course video. Flip the classroom teaching model requires students to combine the theoretical knowledge with the teaching video before class. In class, teachers no longer instill the theory but focus on the specific use of knowledge and the cultivation of skills. Therefore, the quality of teaching video has a direct impact on students' learning interests and effects. This requires teachers to be familiar with the content before video recording, the supporting materials are sufficient, and the overall grasp is fully in place; Video recording can achieve good image, good manners, articulate, verbal image, vivid, clear expression and so on. The teaching content is made into a short and compact video and uploaded to the teaching platform. Students are required to study and complete the corresponding project tasks before class.

(3) Establish study groups. In order to strengthen the interaction between life and death, collide more ideological sparks, improve learning interests, and increase the classroom atmosphere, teachers can group students according to the needs of the course teaching content, and each group can be controlled within 8 people. Using the team cooperation method, students are allowed to simulate brainstorming methods to open a supermarket near the campus and have fierce discussions on what kind of supermarkets to open, so that students can master various methods of collective decision-making, especially the advantages and disadvantages of brainstorming methods.

(4) Design teaching tasks and forms. The teaching task is to reverse the main line of the classroom. The design requirements of the task are specific and clear, and the emphasis is on the difficulties to ensure that students have the relevant knowledge. The author adopts the method of inquiry teaching and takes the task as the guide. According to the task content, combined with the enterprise management practice, guide students to think, pay attention to cultivate and improve student management skills. The design of the project content is illustrated by the human resources planning process as shown in Fig. 3.
In Class Stage. The 90 minutes of the classroom is mainly based on the students’ self-study before class to complete the internalization and application of related theoretical knowledge. It mainly answers difficult questions raised by students in self-study, organizes the implementation of teaching tasks in combination with case discussions, speeches, role playing, and scenario simulations, and encourages students to register their performance in the process of completing tasks. We will increase enthusiasm and initiative in learning. At the same time, the students’ performance in class is reviewed and summarized, forming a closed feedback mechanism, which is conducive to the virtuous circle of classroom teaching, so that students can maintain a strong interest in learning and an active classroom atmosphere, so as to achieve good teaching results.

After School Stage. In order for a teacher to take a good course, he must continue to reflect and sum up after each class, take its essence, and get rid of its dross, in order to continue to progress. After each class, students must also summarize and refine, read a large number of related books, in order to gain a deeper level of knowledge, in order to use the management skills of living management in the vast ocean.

The Effectiveness and Key Points of the Practice of Reversing Classroom Teaching Model

Analysis of the Effectiveness of the Practice of Reversing Classroom Teaching Mode

In order to better understand the teaching effectiveness of flipping classroom teaching model in the teaching of "Management" courses in applied colleges and universities, by taking the teaching content of "Maslow's Needs Hierarchy Theory" as an example, the 17th class of business administration majors at Huali College 2 Classes and 17 engineering costs 2 classes, A total of 195 people carried out an empirical study based on management "reversing classroom". In practice, through the interview method and the questionnaire method to understand the student satisfaction and teaching results of this model. According to the survey results data, 87% of students agree and approve of the teaching model, that the model is flexible, flexible space, autonomy, convenient operation, not only active classroom atmosphere, but also exercise themselves. Of course, some
students also think that the video explanation lacks teacher-student interaction, has a sense of unreality, is not conducive to concentration, and is a bit unsuited. The practice proves that the application of the reverse classroom teaching model in the course teaching of "management" in applied colleges and universities is popular with students, which makes the boring theoretical knowledge come to life and greatly improves students' interest in learning the course.

Analysis of the Key Points in the Implementation of Reversing Classroom Teaching Mode

Although the application of the reversing classroom teaching model in the course of "management" in applied colleges and universities has been recognized by students, in order to expand its influence and achieve better teaching results, several key issues need to be paid attention to during the implementation process.

Increase the Interactive Session to Improve Teachers and Students' Recognition of This Model. First of all, at present, the applied colleges and universities are still in the transition or trial stage. Some teachers and students still stay in the traditional teaching mode and do not really recognize and accept the reversed classroom teaching mode. Second, information is changing rapidly, management knowledge is changing rapidly, and cases are complex. From content module design, video production, and classroom activities, teachers need higher ability requirements, difficulty tests, and the time and energy required in and out of class are greater. To make teachers face greater tests and pressure, teachers must first change their attitudes before the model is run, recognize and accept the reversal of the classroom in thought and action, understand its essence, and live its soul. Thirdly, it is necessary to establish an incentive system for teachers, so that teachers who dare to innovate and try are encouraged, so as to facilitate the large-scale promotion of this model.

Build a Rich and Diverse "Management" Course Assessment System. Curriculum assessment is a restriction on students' learning behavior, a test of the learning effect, and an incentive for learning behavior. The design of Hejian's rich and diverse assessment system is a powerful guarantee to improve the quality of reversed classroom teaching. The implementation of the flip class is divided into three stages: before class, during class, and after class. Each stage of learning has an impact on students' knowledge acquisition and skills improvement, and it is linked in an integrated manner. Therefore, teachers should abandon the traditional method of a single final examination paper in the course assessment, and take the initiative and learning effect before class. The personal performance of teamwork and discussion in class and the mass reading of related documents after class are combined with the assessment system to comprehensively reflect students' abilities and achievements, improve learning enthusiasm, and create a good learning environment.

Overcome the Technical Problems in the Operation of This Model. Flip the classroom teaching model requires teachers and students to have certain computer ability, such as teacher video production cut, upload, network setting and use; There are certain technical requirements for students to download videos and install and use players. Therefore, schools need to invest in these issues first, such as increasing network traffic and ensuring high-speed network operation. At the same time, through technical training, improve the ability of teachers and students to use and handle computers, to provide a strong guarantee for the normal operation of the flip classroom from both hardware and software.

Conclusions

Flip the classroom teaching model to "management" curriculum reform brings innovative ideas, the use of diversified teaching methods to activate curriculum teaching, to achieve the goal of talents training in applied colleges and universities to provide a strong guarantee, but also for the transformation of applied colleges and universities and teaching mode reform to bring positive reference meaning.
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References


