

The Analysis of the Practice of Class Turnover in the Freshmen of Our School

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ABSTRACT

With the rapid development of computer network technology, the traditional way of acquiring knowledge has been gradually replaced by mobile learning and fragmented learning, and the traditional classroom teaching mode also faces severe challenges. How to make effective use of traditional classroom time and meet the personalized needs of students in the information age has become an urgent problem. The flipped classroom originated in the United States provides a new idea for solving this problem. This article, starting with the author's own process of carrying out the overturning class in freshmen, explores the two aspects of the superiority and limitations of the overturned class, aiming at making a paving for the further study of the flipping class and making the model better serve the education and teaching in the age of the computer network.

ABSTRACT

Flipped classroom; mobile new media; classroom teaching; new mode.

INTRODUCTION

With the increasing trend of information and online education based on computer network technology, the mobile new media has been expanding its sphere of influence in the field of education. The traditional way of acquiring knowledge and information has been gradually replaced by mobile learning, ubiquitous learning and fragmented learning. Under such a big background, at present, students'

classroom learning methods have been greatly challenged, and some teachers are thinking about how to defeat mobile phones and compete for students. How to make use of the traditional classroom time and meet the individual needs of students in the information age has become a major issue for practitioners in the field of education. The introduction of the flipped classroom teaching mode has been widely concerned by educators in all fields and at all levels.

THE MEANING AND CHARACTERISTICS OF THE FLIPPED CLASS

The Meaning of the Flipped Class

"Flipped classroom" is also called "reverse classroom". Generally speaking, the educational process is divided into two stages: knowledge imparting and internalization of knowledge. In the course of traditional classroom teaching, teachers teach knowledge in class. Students can digest, absorb and internalize knowledge through exercises, practice, reflection and other activities. However, in the flipped classroom teaching mode, the whole process was completely overturned. In the course of under class, teachers use modern information technology to make short teaching videos and teaching courseware for students to watch and learn, and provide corresponding exercises to help students to master knowledge. In the course, the teachers test the learning situation in the students through a small number of specific tests and some pertinent problems, and then the students can carry out inquiry learning through group communication and cooperation, or ask teachers to give individualized tutoring to realize individualized learning and differential teaching, thus effectively promoting students' Knowledge digestion, understanding, internalization and application, so as to achieve classroom reversal of the new teaching mode.

The Characteristics of the Flipped Class

The reason why the flipping learning is popular in American education is that the model makes the teachers' role and the role of the students change substantially, and guarantees the deep interaction between teachers and students in the real classroom environment, stimulates the consciousness and sense of responsibility of the students' learning, and helps to realize the virtuous circle of teaching and learning [1].

TURN OVER THE CLASSROOM TO REALIZE THE CHANGE OF TEACHER'S ROLE

In the traditional classroom, the teacher is the owner of knowledge, the impart and the controller of the whole learning process, and is "the authority on the platform". In the flipped classroom, the teacher came down from the platform and

walked to the students, and became the "guide of the students", and became the "guide", "coach" and "promoter" in the process of students' self-study and knowledge internalization [2]. In addition, the teacher is the designer of the whole learning process and the director of the classroom activities, the designer, the producer and the publisher of the teaching video, the collector, the organizer and the publisher of other learning resources (such as related audio files, electronic courseware, electronic knowledge point outline and task list) other than the video. The teachers are also the collector and the feedback of the pre - class preview. Thus, in the flipped classroom, the teacher gives the control of the classroom to the students, and puts the process of teaching knowledge extracurricular in order to maximize the purpose of using the learning time in the class and meet the needs of the students' individualized learning. In this model, the whole process of learning is controlled by the students [2], the task of teachers seems relaxed, but in reality it is not. This mode puts forward higher requirements for teachers. Firstly, teachers should be able to provide high quality learning resources including teaching video and teaching courseware. These teaching resources must be interesting, can arouse students' interest in learning, and also meet the intended teaching goals. This not only requires teachers to have a high quality of information technology, can make teaching courseware and video or edit the existing courseware and video, but also requires teachers to grasp the pleasure of the students. This will be a great project. Secondly, in the classroom activities, teachers should not only be able to design the discussion and thinking of the content related to the subject, but also be able to plan the interesting classroom activities, and integrate the knowledge learning into the real social interaction environment, which is more demanding for the teachers. The organizational link after the design link is more important, which is a severe test for teachers' classroom teaching ability under the new mode [3]. Thirdly, in the flipping classroom teaching mode, for those students who have no high consciousness or poor self-learning ability, how to cultivate their learning habits, improve their learning ability, and change the "teach it to fish" for "fishing", is also a major task for teachers.

IN CONTRAST TO THE CHANGE OF TEACHER'S ROLE, STUDENTS' ROLE IN LEARNING PROCESS WILL BE CHANGED RADICALLY

In this mode, Students transfer from the passive recipient of knowledge in the traditional classroom to a positive self-control person in the process of learning, the participants in the classroom activities and discussing in the problem solving, the practitioner of critical thinking. The flipped classroom mode provides diversified learning resources such as teaching video and teaching courseware. Students can tailor their learning progress according to their own conditions. Students can choose to watch the teaching videos at any time and any place, and the rhythm of watching teaching videos completely controlled by themselves. So students don't have to take notes in a hurry to swallow the knowledge, do not have to be frustrated by the speed

of the teacher's explanation, the knowledge which they have grasped is quick to jump over, the places that they do not understand can be watched repeatedly, be thought carefully, and can even seek help to teachers and companions through instant chat tools. In addition, most of the time in the classroom is controlled by the students themselves, which can be used to complete the homework, to participate in the discussion, and to ask the teacher for Solo-tutoring. In addition, the overturned classroom model also completely subverts the traditional teaching mode and overturns the traditional teaching structure, which brings about the change of students' learning style, and the evaluation method of student assessment has been also changed from the traditional finality assessment to a more scientific and rational formative assessment.

THE THEORETICAL BASIS OF OVERTURNING THE CLASSROOM

In the overturned classroom, the teaching video still belongs to the imparting of the knowledge, although the teacher's direct teaching is replaced by the teaching video. The theoretical basis of the teaching video is still direct pedagogism, whether it is teaching or online (video). Constructivism thinks that the knowledge of the learners is acquired with the help of others in a certain situation, such as the cooperation and communication between people and people, the use of necessary information, and the construction of meaning, which is the concern of the mode of overturning the classroom. In the flipped class, the students are free from the traditional passive listening class. Under the real situation, they have full time to cooperate, communicate, interact and cooperate with their peers or teachers. Compared with watching teaching video, the more important is the face-to-face interaction between teachers and students and the self-learning and meaning construction of the students under the supervision and help of the teachers in the overturned classroom model [4]. On the one hand, the flipping classroom model uses advanced technology to make the art of teaching perfect and consummate, but in essence, whether it is a direct professor or a variety of media, such as television, traditional computers, tablet computers, mobile phones or other hand-held mobile devices, the essence is knowledge teaching and the reproduction of the art of teaching; On the other hand, this mode attaches importance to the construction of a real social environment, so that students can actively learn knowledge and exercise ability from doing.

OUR PRACTICE

In our practice, we focus on the problem of "flip the role". In our view, the most important problem in learning lies in the initiative and participation of the students. As long as the core problem is to be solved well, the students' learning will become relatively easy.

Specific Working Means

In the practice of this method, we should proceed from several aspects in order to ensure the efficiency of learning. The first is the choice of teachers. Teachers who are selected must have a certain sense of responsibility and teaching experience. Secondly, we choose the class which has excellent people and the number is not too many to carry out practice. Thirdly, we should select the content which is not too hard and students who are relatively easy to learn and understand. In this practice, we chose the best class of excellent doctors in the freshmen class as a practical class of course teaching reform. 40 students in the class were divided into 8 groups. At the same time, we select the WORD, EXCEL, PPT(PowerPoint), and the comprehensive application program in the VB(Visual BASIC) program design as the content which used in the overturned classroom. These are contents that can be mastered through simple learning by students themselves, and they can clearly explain their contents through their efforts.

At the same time, these contents are also expected to be mastered by students in the teaching process. There are 8 topics to ensure that each group has its own teaching task. At the same time, each group is required to have at least two students to teach on the platform. I also request that each team must have a team leader to coordinate the whole group's content distribution and work assignment. There must have a special recorder to record the key points and difficulties of the knowledge points which the students teach in the process of the overturned classroom, and the questions of the students, the teachers, and the answers and explanations of the students who are teaching. Through this series of means, it is possible to urge most students to attach importance to the class, at least they must understand the content which they will teach as much as possible. For students, as long as they can attach importance to and prepare for it, learning a course well is not very difficult. At the same time, for some students who have certain initiative, they can learn from this kind of form outside the curriculum and books. After all, they will not only prepare the knowledge on the books at the time of preparation, some knowledge points are explained and perfected outside the textbook. Therefore, they will exert their initiative to seek solutions to problems. In such a process, they have not only acquired the knowledge required by the teachers, but also the cultivation of the ability to find knowledge, which is a very important aspect of our university education and a necessary way for the training of talents.

Students' Feedback

We find that most students are very fresh and interested in the form of class turnover in the 2015, 2016 grades of our school, and they are also very active. The atmosphere of the whole class, students' participation and enthusiasm are obviously stronger than those without implementing this reform. At the same time, most of the students in the course of extracurricular learning and the time to prepare for the course are far greater than the students in the ordinary class. When they try to find

the knowledge that they want to acquire, there are far more ways and means than ordinary students. As for the students in the overturned classroom, from the class situation, sleeping, playing cell phones and so on are far better than those in ordinary classes. Of course, some students have some opinions on such a reform. For example, they will feel that the progress of this class is slower. After all, students are not familiar with the content as teachers do, so the progress will naturally be slower. At the same time, it will also exist such situation that because of the students' own understanding is not completely in place, so they are not clear when they explain on the platform, and even have some wrong expressions and concepts. Moreover, in the course of class, students have a lot of problems, so the discussion time is relatively long, so that the progress of class is relatively slow. In our practice, we require the teachers to keep track of the time, pay attention to time control, control the course of the class at any time, so as to ensure that the teaching plan can be completed without too much deviation and too much time.

Feedback Effect

Firstly, from the final examination results, because the students' participation in the class and the enthusiasm of the class are obviously higher than those of the ordinary class, so the average grade of their final examination is obviously higher than that of the ordinary class. Secondly, from the follow-up course, we find that the students who have participated in this project have their own ability to learn, and also understand that many things which are not in the textbook. This has brought some positive influence on their later life.

CONCLUSIONS

Through more than 1 years' summary of the project, we feel that a new form of "class turnover" is beneficial to the promotion of teaching, but, it is necessary for the teacher to pay more effort and time. At the same time, because of the characteristics of different subjects, it is also necessary to adopt different ways. Can all courses be adopted in this way? Because the implementation of this project is adopted in the basic computer courses, therefore, it is inconclusive whether it is suitable for other subjects. At the same time, is it possible for students of all grades need to be discussed? In this project, the object of implementation is fresh men. They just entered the campus, are full of longing for everything. This is very beneficial to the implementation of the project. As for the suitability of senior students, neither is involved in this project nor in this article.

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