

## On the Application of Flipped Classroom in the Tourism Management Course Teaching in Colleges and Universities

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**Abstract:** as a New Teaching Mode, Flipped Classroom is Conducive to Improving Students' Innovation Ability. Compared with the Traditional Classroom, the Flipped Classroom Students Are More Active in Learning, and Teachers Only Exist as Auxiliary Roles, Students' Learning Ability Can Be Greatly Improved. It Has Been Proved by Practice That Flipped Classroom Has a Good Application Effect in Tourism Management Specialty. This Paper Discusses the Basic Concept Characteristics and Application Advantages of Flipped Classroom, and Then Analyzes the Application Strategies of Flipped Classroom in Tourism Management Specialty of Colleges and Universities.

### 1. Introduction

#### 1.1 Literature Review

Flipped classroom is a new teaching mode, which was first used in American chemistry classroom. Scholars pointed out through investigation that flipped classroom has been widely used in Chinese colleges and universities, making students play a leading role in the teaching process, and teachers only play a role in solving difficult questions and organizing classroom discipline (Wang, 2015). Compared with the traditional classroom, flipped classroom is a new teaching mode. This teaching mode is conducive to improving students' ability of autonomous learning, problem-solving and independent innovation (Liu, 2017). Experts pointed out that in the traditional classroom, teachers dominate, just blindly instill students' knowledge, leading to the decline of students' learning ability, lack of innovation ability, and unable to improve their learning performance (Han, 2017). But with the progress of science and technology, the flipped classroom based on the network came into being. Many scholars believe that flipped classroom can be carried out smoothly, which requires students to carry out systematic preview before class. Only when students have a certain understanding of the content of the classroom, can they become the leading role in the classroom, think independently, analyze problems and actively solve them, and improve the efficiency of the classroom and students' ability of independent innovation (sun, 2016). Experts said that flipped classroom is a big teaching, focusing on the overall development of students, guiding students to learn independently and innovatively. In the flipped classroom, teachers of Tourism Management Major in Colleges and universities should complete the role transformation, communicate with students in an equal capacity, answer questions and solve doubts for them, and meet their emotional needs. At the same time, students should also abandon their previous learning attitude. In the classroom, they should not only rely on teachers, but also learn to learn independent learning and innovative learning (Wu, 2016). Therefore, the flipped classroom teaching mode adopted by Tourism Management Majors in Colleges and universities is helpful to improve the practical ability of students majoring in tourism management.

#### 1.2 Purpose of Research

With the continuous advancement of teaching reform, network teaching has gradually entered the classroom of colleges and universities. Flipped classroom is a kind of teaching mode which combines high-tech teaching with traditional teaching. It has become an inevitable trend of rapid

social development. As a part of network teaching, this model is helpful to improve students' comprehensive quality and deepen their understanding of classroom teaching content. Because the flipped classroom has certain innovation and novelty, in the teaching process, this kind of teaching mode arouses the students' learning enthusiasm and initiative, and also interchanges the positions of teachers and students, so that students are no longer in the position of passive acceptance of knowledge, but the controller of knowledge, thus making the learning atmosphere more relaxed and improving the learning efficiency. Therefore, it is of great significance for the development of social education to construct the flipped classroom in university learning.

## **2. Characteristics and Main Advantages of Flipped Classroom Model**

### **2.1 Concept and Characteristics of Flipped Classroom**

Flipped classroom is a new teaching mode compared with the traditional classroom. It combines the network teaching and the traditional teaching organically, and forms the education mode commonly used in modern education in Colleges and universities (Jian, 2015). In the flipped classroom, students are the main role of the classroom, while teachers are the assistance of students' learning, helping students to solve difficult problems, making the classroom more efficient and students' learning more independent. Flipped classroom has many practical characteristics. First of all, it is practical and practical. There are many practical courses involved in tourism management major. Students need to use flipped classroom to combine theoretical knowledge with practice, scientifically and reasonably use flipped classroom to learn and improve interest in learning (Shen, 2016). Secondly, students' participation in flipped classroom is high. Compared with traditional teaching, flipped classroom is characterized by frequent interaction and active classroom atmosphere, which is conducive to improving students' practical ability. In flipped classroom, teachers should make full preparation in advance so that every student can participate in it. The content can include what the students are interested in, but the main purpose is to let the students understand the teaching content in depth, actively participate in classroom teaching, rather than passively accept the knowledge.

### **2.2 Main Advantages**

First, improve students' innovation ability. In the traditional classroom, the answer to the question is generally single, and students can only think according to the teacher's answer, without their own ideas, resulting in the limited thinking ability and lack of innovation ability of students in the traditional classroom. But the content of the new teaching classroom, flipped classroom, is open. It mainly inspects the students' understanding of knowledge and whether they learn by rote. Openness means that there is no unified standard for the answers to questions. Students can explore knowledge from different dimensions and levels, and use divergent thinking to analyze and solve problems. The innovation ability of students in this process is the main goal of training talents in flipped classroom. Innovation ability mainly depends on the classroom atmosphere and students' autonomous learning ability. Therefore, teachers should fully understand students' preferences when preparing lessons, and try to make everyone full of enthusiasm and curiosity in the classroom. Only in this way, students can become the leading role in the classroom, and can take the initiative to learn and create to solve problems and overcome difficulties.

Second, arouse students' desire to explore. The curriculum of tourism management is practical and requires students' practical ability. In addition to learning the necessary theoretical knowledge, students also need to use flipped classroom to explore knowledge in order to improve their learning ability. In the flipped classroom, students are the main force of the classroom, whether giving lectures or answering questions, all are completed by students, which to a certain extent stimulates students' desire for performance. They hope to actively express themselves in the classroom, and the result of actively expressing themselves is to effectively explore knowledge. Teachers do not instill knowledge into students in class, they can only explore by themselves. In this process, students' learning ability and independent innovation ability are improved. Only when the students of tourism

management major have good learning ability and exploration learning ability, can they occupy the advantage and achieve the goal in such a practical classroom. In addition, flipped classroom can also play a number of unique technical advantages, using video to stimulate students' interest in learning. A few minutes of video can not only fully express the content of this lesson, but also stimulate students' desire to explore knowledge after class.

Third, increase the interest of learning. Tourism Management Major itself is boring and has a lot of theoretical knowledge. If teaching according to the traditional mode, it will not only reduce the quality of teaching, but also is not conducive to the efficient learning of students majoring in Tourism Management in Colleges and universities. In modern society, mobile computer is a necessary product for young people. Flipped classroom can use this feature to apply mobile computer in the classroom, which can not only improve the learning efficiency of ordinary students, but also increase the interest of learning. For example, in the class of tourism management, the teacher can act as a tour guide or a certain role of tourists, set specific scenes for students, let students perform simulation performances, and the teacher can observe and monitor in the group. This kind of practice form makes full use of students' spare time, flexibly organizes students effectively, improves their expression ability, and lays a foundation for future work. In this process, students can use mobile computers to play music, make the scene simulation more authentic, increase the interest of the class, and improve the participation of students.

### **3. New Ideas on the Application of Flipped Classroom in the Teaching of Tourism Management Courses in Colleges and Universities**

#### **3.1 Setting Up Courses by Using Network Platform**

Network course is a new way of course expression in the information age, which is suitable for the class of tourism management major with strong practicality. First of all, teachers should make use of the advanced network equipment in Colleges and universities to record a wonderful small video, and then combine the video content with tourism related knowledge to upload the teaching plan, syllabus and auxiliary materials to the designated platform. Students can learn the course after watching the video according to their actual situation. Secondly, in this process, teachers can interact with students through chat tools. If students do not understand the video content, they should actively ask teachers through the network. Only through the interaction between teachers and students, teachers can supervise and evaluate students' learning situation, and achieve the expected teaching effect. The last part is the examination. After the completion of the course, students need to take the online examination. This series of learning processes need to be completed online, which not only increases the interaction between teachers and students, but also improves the teaching effect.

#### **3.2 Knowledge Interaction with Network Software**

In modern society, network software emerges in an endless stream, such as QQ, wechat, microblog, etc. In the flipped classroom of tourism management major, teachers can share some knowledge and videos related to tourism in the group, release small test or thinking questions about tourism in the group irregularly, encourage students to use their brains more, think more frequently, learn to collect information and summarize. In addition, teachers can also explain tourism knowledge in English in class, so that students can master some English knowledge while mastering tourism management knowledge. At the same time, teachers can also arrange students to choose their own topics of interest for narration, and through the production of PPT, collection of materials, recording of small videos, making their own semester works, showing in class, after the comments of teachers and students, the final work will be improved, published in the QQ group, and become an example and boutique for learning together.

#### **3.3 Create a Simulation Chat Group with Social Tools**

In flipped classroom, teachers should use the voice function of social software to set different

scenes and contents for students to carry out scene simulation exercises. Teachers can set up different topics according to each link of Tourism: tourism consultation, tourism booking, check-in Hotel process, introduction of tourist attractions and other topics. Students can choose topics they are interested in to conduct simulation exercises and publish them in social software group. Teachers can evaluate students' simulation scenes through social tools, supervise and record problems at any time, and then publish feedback in group group to correct students' tone and expression problems and score for group. On the one hand, this method can improve students' interest in learning, on the other hand, it can also mobilize students' enthusiasm in class, so that they can consciously think, and achieve the effect of twice the result with half the effort.

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