

Research on Flipped Classroom Teaching of Public Management Course in Undergraduate Universities

Chun-xiang Zhao¹, Mei sheng He,^{*1}

¹Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

^{*1}hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

*Corresponding Author: Mei sheng He

Keywords: Flipped classroom, The course of public management, College education, The teaching method

Abstract: by considering the objectives, contents, requirements and other basic issues of the course of public management in colleges and universities, it is found that the teaching characteristics of flipped classroom are consistent with the teaching purpose of the course of public management. however, from the perspective of teaching practice, there are still some problems in the application of flipped classroom in the teaching of public management in colleges and universities, such as lagging education concept, insufficient teaching materials, unsupervised independent learning and insufficient teacher-student interaction. therefore, in the future construction and development, it is necessary to improve the teaching concept, data preparation, resource integration, interaction mechanism and other aspects, so as to better promote the wide application of flipped classroom in the teaching of public management.

1. Introduction

Teaching mode and teaching method are the direct tools to achieve teaching effect and have always been the important content of higher education reform. “Public management” course in colleges and universities as cultivating innovative public basic course of management talent, innovation teaching methods according to teaching contents and teaching object, how to make the teaching content and students interested in crating, how will the teaching focus from “teaching” to “learning” has become a “public management” teaching practice must face and solve the problem. With the development of modern information technology, new technology, new methods and new ideas have been applied in teaching practice on a large scale, thus providing opportunities for the reform of teaching methods of public Management. Flipped classroom, as a new form of classroom teaching based on information technology, has attracted the attention of educators. This unique teaching method not only subverts the traditional teaching mode, but also lays a solid foundation for improving teaching practice and promoting educational reform.

2. Analysis of the Compatibility between Flipped Classroom and Public Management Course Teaching in Colleges and Universities

Public Management is a discipline system that studies the effective management of public affairs by public organizations and its running rules. In the design of teaching content, this course not only includes the teaching of professional theoretical knowledge, but also includes the cognition and analysis of social practice. Therefore, in teaching activities, we must adhere to the principle of combining theory with practice. By elaborately designing the classroom teaching organization form, the profound professional theoretical knowledge is organically combined with the public management phenomenon in the real world, so as to understand the public organization and its management behavior more scientifically. In fact, not only the purpose of the “public management” course teaching is to make the students master some professional theory knowledge, more important is to cultivate the students' cognitive ability, logical thinking ability, analysis the judgment ability,

the ability to handle problems and management innovation ability, thus cultivate innovative public management talents with comprehensive quality and ability. In that sense,

The purport of teaching practice of the course of Public Management lies in attaching importance to “learning” rather than “teaching”. In the specific teaching design, the teaching of professional knowledge is actually only a part of the teaching process, more accurately, it is the basic part. Through the teaching of a series of public management theories, we can ensure that students can have scientific theoretical tools when they understand and analyze public affairs in reality. On this basis, teachers should pay more attention to guiding students to understand the phenomenon of public administration in reality. Especially in classroom teaching, teachers should guide and assist students to carefully observe and understand current public management practices, such as hot social events, government governance dynamics, party and state policies and guidelines. Through the interaction and communication with students, guide them to use the theoretical knowledge, in-depth interpretation of public management issues, promote the internalization of knowledge development. Let teaching move from one-way indoctrination to interactive communication, let students move from passive learning to active thinking, and let teachers change from traditional lecturers to modern guiders, researchers and participants [1].

The teaching practice of flipped classroom is highly consistent with the teaching purport of Public Management. The so-called flipped classroom emphasizes that “knowledge transmission is completed after class with the assistance of information technology, and knowledge internalization is completed in class with the help of teachers and classmates” [2]. Compared with traditional teaching organization forms, flipped classroom not only has the characteristics or advantages of subverting the traditional teaching order, but also contains more innovative elements. First, pay attention to the design of classroom activities to promote students' knowledge internalization. In flipped classroom, the teaching of basic knowledge is transferred to before class, so the saved class time is more used in activities such as reality cognition, problem analysis and project design. On the basis of careful design, teachers break out of the traditional teaching requires students to memorize, so that students can form a deep understanding of knowledge in the application of knowledge and complete the process of internalization of knowledge. Second, break through the dependence of thinking and advocate active learning and independent thinking. Active learning and independent thinking are the basic requirements of flipped classroom, whether in the stage of knowledge imparting before class or in the stage of knowledge internalization in class. Especially in the classroom, the development of any kind of activity is actually the process of students' independent inquiry. The cognition and analysis of a problem or phenomenon not only requires students to consciously use the knowledge they have learned, but also requires them to independently use other resources to conduct research, and will even drive them to actively experience and feel in the real society. Third, enhance the interaction between teachers and students to achieve interactive learning. Flipped classroom design attaches great importance to the application of dialogue, negotiation, discussion, communication and other forms. Thus, teachers and students completely break the boundaries between high and low in traditional teaching, and can carry out teaching activities on the basis of relative equality and mutual respect. It plays an important role in improving teacher-student relationship and strengthening cooperation and communication. Fourth, promote the transformation of teachers' roles. The basic principle of flipped classroom is to adhere to the student-centered and learner-centered approach. Therefore, teachers are no longer mere knowledge imitators, but both guides and helpers of students. No longer the master of the classroom, but equal participants and partners; No longer a traditional preacher, but a supervisor and supporter of learning.

Through the understanding of flipped classroom and its characteristics, it can be clearly found that its teaching procedures, classroom design, organizational principles, teaching logic, teaching form, etc., are in line with the requirements of the course of Public Management in colleges and universities, thus providing benefits for promoting the reform and innovation of the teaching methods of the course.

3. Difficulties in the Application of Flipped Classroom in the Teaching of Public Management

in Colleges and Universities

Flipped classroom, as a new teaching method, can stimulate students' enthusiasm and improve teaching quality in the teaching of Public Management in colleges and universities. However, from the perspective of teaching practice, there are still some difficulties in the application of flipped classroom, which hinder the formation of scheduled teaching effects.

3.1 The Education Teaching Idea Lags Behind, the Teacher Role Ossifies

For a long time, the educational mode of Our country has been deeply influenced by the Confucian thought of the dignity of teachers' ethics. On the one hand, this has shaped the Chinese nation's fine tradition of respecting teachers and attaching importance to education, but on the other hand, it has also caused the phenomenon of valuing teaching over learning and teachers playing a leading role. In the practice of education and teaching, teachers always adhere to the teacher as the center, the teacher is the leader inside and outside the classroom, is the maker of knowledge learning standards, students' task is nothing more than to follow the teacher's instructions and arrangements. Therefore, the responsibilities of teachers become very clear and single. That is, "teachers, preaching and knowledge to solve doubts." It not only ignores the cognitive main role of students in learning, but also rejects the imparting of knowledge, knowledge and skills from other aspects [3]. It can be seen that under the influence of traditional education and teaching concepts, teachers become "saints" on a high level, and students' learning process actually changes into a process of simply following teaching instructions, which is obviously contrary to modern education and teaching concepts and requirements.

3.2 Teaching Materials Are Lacking and Their Quality Needs to Be Improved

In flipped classroom, knowledge transfer is realized by students watching teaching videos before class. This means that the quantity and quality of teaching video materials have a direct impact on students' learning effect, and even on the success or failure of the whole flipped classroom. As flipped classroom is a new form of teaching organization emerging in recent years, the problem of insufficient and low quality teaching materials is prominent. First of all, whether the video database established by the universities themselves, or the data platform in the market, are still being established and improved, the relevant teaching video data received can not meet the needs of teaching; Secondly, although some well-known universities, such as Harvard, Yale, Tsinghua and Peking University, have launched a series of open courses, these materials are scattered in various disciplines and have not formed a complete knowledge system. And the recorded content may not be completely consistent with the objectives and content of the course; Moreover, the distribution of educational resources in China is significantly uneven, and the differences and gaps between different regions and different schools are large. It is difficult for colleges and universities in some areas to obtain high-quality teaching resources.

3.3 Independent Learning Before Class is Not Supervised, and the Learning Effect is Difficult to Guarantee

Watching the course teaching video is the first and key step of flipped classroom teaching. If students cannot finish the pre-class teaching video on time, they will not be able to participate in the classroom activities in the next link, which makes flipped classroom become a mere formality. In fact, pre-class learning is difficult to be supervised by teachers or parents, and to a large extent depends on students' consciousness and autonomy. However, the problem is that under the frequent influence and interference of external environment, especially various online videos, electronic games, social platforms and entertainment activities have penetrated into students' daily life, the effect of "learning first" is difficult to guarantee. When students watch teaching videos, they tend to muddle along. Fast-forward watching, jumping watching, dual-purpose watching or even not watching and other phenomena often appear, which makes it difficult to implement this teaching link.

3.4 The Design of Classroom Activities is Not Rich, and the Interaction between Teachers and

Students is Insufficient

Flipped classroom attaches great importance to the design of classroom activities. Under the guidance of teachers, students can conduct extensive and in-depth discussions on a certain problem or phenomenon, thus enhancing the interaction between teachers and students. But the reality is that the design of classroom activities is not rich, and the interaction between teachers and students is insufficient. First, as a liberal arts course, the course of Public Management involves a lot of subject knowledge, theoretical points, basic concepts and historical background, so teachers need to impart a large amount of information in teaching. This is different from science courses, as long as a clear concept, a formula, an example can be extended learning. The nature of subject affects the enthusiasm of teachers to interact with students in class. Second, the current undergraduate teaching is based on large classes, with more than 40 or 50 students, as few as 20 or 30 students. In the limited classroom time, it is difficult for teachers to provide specific guidance for each student. Third, as far as students themselves are concerned, their initiative and enthusiasm in class are not very high. In the teaching process, students are accustomed to the mode of teachers speaking and students listening together. Few students are willing to speak up or communicate with teachers if they are not forced to answer questions or affect their grades.

4. Improving Countermeasures of Flipped Classroom in the Teaching Application of Public Management Course in Colleges and Universities

4.1 Change Education Teaching Thought, Accurate Position Teacher's Role

Of course, the idea of respecting teachers and respecting the way in the traditional education and teaching concept needs to be carried forward, but the content inconsistent with the development of education modernization needs to be updated. Application in the “public management” course teaching in colleges and universities to flip the classroom, the traditional “teacher - books - class” type of teaching mode to “video, classroom, teachers” teaching mode, adhere to the teacher as the center to adhere to the students as the center, focusing on the local teaching view to attach importance to learning in the course in class and after class teaching view change as a whole. Therefore, the role of teachers needs to be repositioned and shaped. “Teacher is the key to effective implementation of the reverse class” [4], to play good learning before class supervisors designers, classroom activities, the student to study the evaluators of collaborators, learning effect, after-school learning facilitator role, such as a variety of education teaching ability, such as information technology application abilities, teaching materials, teaching organization ability, participate in the cooperation ability, etc., So as to improve the ability to implement flipped classroom.

4.2 Make Course Videos Carefully to Improve the Quality of Teaching Design

It is the premise and guarantee for the successful implementation of flipped classroom to provide students with abundant and high-quality pre-class video materials and stimulate students' interest in active learning. First of all, the design and production of course video materials should be targeted and systematic. During the video recording, the video content should be arranged according to the teaching outline set by the course of Public Management and the designated textbooks, and the specific teaching content, knowledge system and theoretical points, so as to ensure that the video progress is consistent with the teaching process. Secondly, the content of the video should be enriched to get rid of the boring and monotonous way of explanation. In video production, we should strive for reasonable structure and clear organization, and be good at using sound, pictures, micro-video and other forms of information presentation to improve the sense of hierarchy and vividness of course video. Furthermore, if conditions permit, we should give priority to using professional equipment and inviting professionals for video recording. In the case that conditions do not exist, try to use advanced performance and good condition of equipment for production, so as to ensure that the video picture is clear, smooth process, good sound quality.

4.3 To Realize the Sharing and Integration of High-Quality Teaching Resources and Improve

the Learning Effect

The improvement of flipped classroom learning effect depends on the richness of teaching resources. As a basic course of management, Public Management is set up in most colleges and universities. This has laid the foundation for realizing the sharing and integration of high quality teaching resources. On the one hand, on the basis of establishing their own micro-course database as soon as possible, universities should constantly improve the openness of the database and enhance the cooperation and communication within the university system. Especially for general colleges and universities, when their own teaching resources are relatively insufficient, sharing and using the educational resources of famous universities and teachers is conducive to rapidly improving their own teaching quality and allowing more students to enjoy high-quality resources. On the other hand, colleges and universities should also cooperate with the market and introduce high-quality resources and products in the market into the teaching system through purchasing and leasing. For example, at present, many colleges and universities actively help the construction of flipped classroom with the help of Platforms such as China University MoOCs, Superstar Learning Bank online and Xuetang Online.

4.4 Pay Attention to the Construction of Teacher-Student Interaction Mechanism, Improve the Management of Teaching Process

Compared with traditional classroom, the biggest change of flipped classroom is to “turn the classroom into a place for teachers and students to have dialogue and reach understanding, help students solve the problems they encounter, and better realize the internalization of knowledge” [5]. Therefore, promoting the construction of teacher-student interaction mechanism is very important to improve the teaching process management. First, efforts should be made to create a good classroom atmosphere, actively implement the student-centered teaching principle, and define a new type of relationship between teachers and students featuring equality, freedom, mutual respect and complementarity. Second, carefully organize and design the content of classroom activities, pay attention to the increase of teacher-student dialogue, mutual communication links, extensive one-to-one guidance and one-to-one communication, timely answer students' confusion; Third, we should vigorously cultivate students' active awareness, encourage and encourage students to speak boldly and freely in class, and always insist on positive evaluation and positive guidance for students' views, so as to improve their learning enthusiasm.

5. Conclusion

Flipped classroom, as an emerging teaching mode, is a beneficial attempt and positive exploration in the teaching of public Management in colleges and universities. In practice, there will be some problems and shortcomings, but these are the reform process must experience and face. Therefore, with the continuous development of practice and the implementation of corresponding improvement measures, the advantages of flipped classroom will be further presented, thus getting more in-depth application in the teaching of the course of Public Management in colleges and universities.

References

- [1] Song Bin, Deng Dasong. On the Teaching Concept and Mode Innovation of Public Administration discipline [J]. Chinese Public Administration, 2005 (11) : 57-59.]
- [2] Zhang Jinlei, Wang Ying. Research on flipped Classroom Teaching Model [J]. Journal of Distance Education, 2012 (4) : 46-51.
- [3] MAO Qiming, Wang Lijuan. Practice reflection and transcendental Path of flipped Classroom in colleges and universities [J]. Research of Higher Education, 2019 (12) : 75-80.
- [4] Zhu Hongjie, ZHU Yun. On flipped Classroom And its Effective Implementation strategy [J].

Research on Audio-visual Education, 2013 (8) : 79-83.

[5] Lu Qiang. Cold thinking in flipped classroom: Evidence and Reflection [J]. Research on Audio-visual Education, 2013 (8) : 91-97.