

Research on the Reform of “Flip +Rpg” Classroom Teaching Mode under the Training of Applied Talents

-- Take the course of Public Relations Practice as an example

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Abstract: Under the application-oriented talent training program, In addition to teaching students basic knowledge, universities also need to cultivate students' ability of practical application and social practice.so this paper takes the course of Public Relations Practice as an example, it will can stimulate students' thirst for knowledge and creativity, And mobilize students' learning autonomy which on the basis of the “flip + RPG” classroom teaching mode. Through the team cooperation study to interact with teachers and students ,students can master the relevant professional knowledge, skills and theories, It may promote students' innovative ability.

1. Introduction

Higher education must teach students certain teaching theory of knowledge which lay a solid foundation for students' sustainable development,applied talents education required must focus on the cultivation of student's operation ability and professional quality, making students not only master the basic knowledge, and has the strong operational ability. In this process, the success or failure of classroom teaching is the key point of cultivating students in the reform of application-oriented undergraduate education and teaching. Therefore, laying emphasis on the theoretical knowledge teaching methods and students completely in a passive position which lack of vivid and intuitive experience, students understanding of the problem also stay in the abstract theoretical thinking and theory of knowledge learning, it is not conducive to college students' creative play and also can't fully mobilize students' enthusiasm and initiative.

The practice of Public Relations is a comprehensive and applied subject. The teaching purpose of this course is not only master the basic theoretical knowledge of public relations, but also keep close contact with the practice for students , so it should cultivate the awareness of modern public relations in practice and improve their own public relations quality, finally the course of Public Relations Practice can improve their practical public relations ability. However, At present, there are still many problems in the teaching of public relations in many Chinese schools: one is the force-feeding teaching method which ignoring the subject role of students in teaching, This approach places too much emphasis on teaching how students can better grasp the knowledge,which is based on the textbook and lack of vitality, so most of the course time is devoted to theoretical aspects ;Secondly, students' practical ability is poor. This is mainly reflected in the students' lack of enthusiasm for independent learning and the lack of interaction between teachers and students. In class, students will not raise any questions or even dare to ask questions about the knowledge which taught by teachers. As a result, teachers only pay attention to the “spoon-feeding” teaching of theoretical knowledge and never organize students to conduct practice and interaction, which makes students' practical ability and practical ability relatively weak.

2. The Proposal of “Flip +Rpg” Classroom Teaching Mode

Based on the problems existing in the public relations practice teaching , In order to fully mobilize students autonomous learning and improve the students' practical ability,so the “flip +RPG” classroom teaching model has been proposed..The flipped classroom and RPG, two

different classroom teaching modes, are combined and applied to the course design. On the one hand, teaching activities should be designed from the perspective of learners. The focus of teaching activities is improving innovative application ability, and flipped classroom teaching concept should be adopted to rethink and design the relationship between “teaching” and “learning” and guide students through continuous introspection, reflection and comprehension. On the other hand, through role-playing, the role of a teacher is transformed into a director or even a producer, The knowledge points, key points and difficulties in the course of “Practice of Public Relations” are compiled into a virtual or realistic game world to provide students with a virtual field work environment and let students directly enter the role of work and participate in it. By applying these two different modes to teaching activities, students' enthusiasm and participation in practice can be fully aroused.

3. Implementation of “Flip +Rpg” Classroom Teaching Mode

3.1 Modularity of Course Content

It is necessary to ensure the advance and novelty of the teaching content and to constantly update the teaching content in the teaching of public relations object course. First, Students should be allowed to know the latest progress of public relations theory and practice by looking up lots of information and reading books and periodicals, in thus, it can make the knowledge structure of the students learn with the advanced level of the current public relations practice. Secondly, in the teaching practice, the curriculum content of public relations can be divided into four modules: the concept and basic theory of public relations, the working procedure of public relations, the basic skills of public relations, and the planning practice of public relations. The method of module combination is adopted to design in advance according to the specific content and teaching design of each module, and pay attention to the logic level between each module in the teaching process which it shows the teaching characteristics of step by step.

3.2 Diversified Teaching Methods

Teaching, case analysis and group discussion are mainly used in the teaching of concept and theory module in the Practice of Public Relations. Teachers will explain the basic concepts and principles of the subject in a comprehensive and in-depth way, so that students can understand and master the professional theoretical knowledge. for example, the Scene simulation method can be used in the interpersonal communication of public relations and special activities of public relations, such as celebration activities, exhibitions, crisis public relations activities, etc., This way can be targeted practice, which let the students personally participate in it, it can learn and master the relevant knowledge points in practice. RPG --role-playing way may probable In the teaching of public relations in disseminating the knowledge of communication, first teacher should choose professional hot issues about the public relations communication, then students need to form a team to complete the task, team work by the students should establishment situation, ask questions, team cooperation, jointly explore, design plan to introduce and demonstrate a combination of the team and teachers to organize the evaluation and complete reflection, Finally, teachers continue to summarize and comment, and asked the team summary opinion in order to adjust the original plan.

3.3 Teaching Implementation with Teamwork Research as the Core

In the “flip +RPG” classroom teaching mode, on the one hand, we should try to change the traditional knowledge transmission mode that relies too much on teaching, and adopt more research-oriented learning methods so that students can learn in practice. This model is student-centered, emphasizing interaction and team learning, making learners the protagonists in the learning process and inspiring students' enthusiasm for learning; Teachers act as the guidance and facilitator in students' research and learning, and teachers will create a research atmosphere in order to promote active participation and encourage the research team to produce critical thinking and creative thinking. On the other hand, the task-oriented way of role-playing drives the research and

learning process, and subjects are reorganized into interrelated task modules. The learning team independently designs the learning process, organizational form and goals which it can further to improve the pertinence and efficiency of learning.

3.4 Teaching Evaluation Based on the Combination of Process and Results

In the “flip +RPG” classroom teaching mode, which guided by teaching evaluation, interactive evaluation method is adopted to let students evaluate each other and evaluate themselves, so as to highlight the ownership status of learners and encourage students to participate seriously. The evaluation method should focus on the comprehensive quality and innovation ability of students and highlight the research results and process assessment. In class, the team is the unit, and the team leader is the main recorder. The performance of the team members in class discussion, research and investigation is recorded. In this open and transparent way, the group can record the behavior recording links in the study, which making it convenient for teachers to comprehensively examine the comprehensive performance of students. According to the recorded results, teachers regularly give feedback to students about their existing problems, which truly reflects that they can improve their ability through learning reflection and summary, and teachers can integrate process assessment into teaching evaluation.

4. Implementation Results

Through the innovation of teaching mode reform, which On the premise of learning relevant theoretical knowledge, students can improve their practical ability. The combination of students' teamwork research and teacher-student interaction which can stimulate students' thirst for knowledge and creativity, mobilize students' learning initiative, and master relevant professional knowledge, skills and theories. The process of “learning through practice” is the key to the improvement of students' innovation ability. Teamwork is the core of the RPG learning process, Students need to set the situation, and they also should to find and solve the problem, so learners have gradually developed the habit of active thinking in the process of continuous practice, and they are more able to comprehend the research-oriented critical thinking ability. It is no longer helpless when it comes to complex problems, because they will base on the integration of existing resources and through group collaborative innovation, In the research process, the knowledge and skills learned are synthetically integrated, and the essence of the problem is explored through the phenomena.

The teaching purpose of Public Relations In Kind is mainly to enable students to master the ability to deal with interpersonal relations, thus it can be seen that the setting of this course plays a very important role in students' future work. However, the current teaching situation of Public Relations In Kind in China is not optimistic. It is not only dull and boring, but also makes students bored. The reason is found to be caused by the teacher's teaching method. Under this new “flip +RPG” classroom teaching mode, students are full of interest in learning, and universities can cultivate more compound and innovative talents students.

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