

Original Paper

An Exploration of the Innovative Teaching Mode of Mixed Ideological and Political Course Based on Flipped Classroom and Wisdom Classroom

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Abstract

Innovation is the theme of the development of the new era. Ideological and political education should make good use of new ideas, data, digitization, networking and intelligent technology to promote the reform of teaching mode of ideological and political courses in colleges and universities. Flipped classroom realizes the reverse order innovation of the teaching process of ideological and political theory courses. Guided by the concept of wisdom education, smart classroom mainly innovates in three aspects: pre-class interaction, immediacy interaction in class and extended interaction after class, and realizes the secondary reverse innovation of teaching reform.

Keywords

flipped classroom, wisdom classroom, ideological and political theory course, teaching model innovation

The ideological and political theory course in colleges and universities (hereinafter referred to as “ideological and political course”) needs to undergo the development and transformation from traditional classroom, flipped classroom to smart classroom. Data, digital, networking and intelligent technologies have been widely used in the construction of ideological and political courses in colleges and universities, and teaching model innovation has become the only way to deepen the reform of teaching methods and improve teaching quality. The intelligent classroom teaching mode is fully applied to the ideological and political teaching in colleges and universities, and the reform of ideological and political courses in colleges and universities is promoted by means of data, digitization, networking and intelligent technology, which helps to form a co-construction and sharing mechanism of high-quality ideological and political education and teaching resources.

1. Development Status of Flipped Classroom and Wisdom Classroom for Ideological and Political Courses

1.1 Development Status of Flipped Classroom

Flipped classroom is a hybrid MOOC that combines online MOOCs (MOOCs) with traditional classes. In the process of classroom teaching, teachers are directors and students are actors, which promotes the autonomy of students' learning and reflects the trend of digital, networked and intelligent development of contemporary education. Compared with the traditional classroom, the biggest innovation of flipped classroom is to achieve two reversals: one is the reversal of the learning process. Through micro-classes, MOOCs and videos made in advance by teachers according to the important and difficult points of teaching and hot social issues, students can preview knowledge points before class. In class, teachers pay more attention to students' ability of group discussion and independent learning. That is to say, the two stages of teaching knowledge in class and internalizing knowledge outside class in the process of learning are reversed, which is that "teaching before learning" is inverted into "learning before teaching". Second, the status of teachers and students is reversed. Traditional teaching is "teacher-led", teachers are "starring actors" and students are "viewers", that is, teachers teach knowledge in the classroom while students passively accept knowledge in the seats, ignoring students' active learning and inquiry ability. In flipped classroom, teaching activities are "student-centered", but both teachers and students are teaching subjects, teachers are "directors" and students are "actors", that is, the role of teachers is transformed into guiding and stimulating students' active exploration and learning, realizing the reversal from "infusing" teaching to "heuristic" teaching, and from "receptive" learning to "inquiry" learning.

1.2 Development Status of Wisdom Classroom of Ideological and Political Courses: From 1.0 to 3.0

Clarifying the teaching mode of smart classroom based on the perspective of new media technology is the premise of building the theory and practice system of smart classroom. From the perspective of new media technology, the development of smart classroom has generally experienced three stages. Since 2014, through the literature search of the Internet and CNKI database, the concept of smart classroom involved in relevant academic research results has been systematically sorted out, and there are various definitions of the concept of smart classroom, which everyone agrees with: "The smart classroom extends the classroom from inside the class to outside the class, from the physical environment to the online virtual environment, forming a smart learning space." (Zhu, 2016) The official definition of smart classroom in 2015 (i.e., Smart Classroom 1.0) "is an intelligent and efficient classroom based on constructivist learning theory and using new generation information technologies such as big data, Internet of Things, and mobile Internet; Its essence is based on big data learning analysis and the application of mobile learning terminals, through data-based teaching decision-making, instant evaluation feedback, three-dimensional interactive communication and intelligent resource push, to comprehensively change the content and structure of classroom teaching, and build an information-based classroom teaching model in the era of big data." (Liu, 2015) With the development

of wisdom classroom in ideological and political course teaching, students' interest in learning ideological and political course is constantly increasing. In recent years, on the basis of inheriting the definition of Wisdom Classroom 1.0, the definition of Wisdom Classroom 2.0 has been proposed: "Based on the constructivist learning theory, the" Internet + "way of thinking and the new generation of information technologies such as the Internet of Things, cloud computing, big data and artificial intelligence are used to build intelligent and efficient new classrooms, so as to realize the datatization of teaching decisions, instant evaluation feedback, three-dimensional communication and interaction, intelligent resource push, digital experiment process and visualization of teaching presentation. Create a learning environment conducive to collaborative communication and meaning construction, rich in wisdom, promote the reform of classroom teaching structure and subject teaching mode, and realize the wisdom development of all students." (Sun, 2016) In recent years, with the accelerated development and application of digital, digital, networked and intelligent technological means, ideological and political classroom has entered the era of intelligence, and the teaching means of ideological and political smart classroom have been improved qualitatively. On the basis of inheriting the definition of smart Classroom 2.0, the definition of smart Classroom 3.0 is proposed, which "refers to the learning theories such as constructivism and connectionism as guidance. With the aim of promoting the development of students' core literacy, intelligent information technologies such as artificial intelligence and big data are used to create intelligent and efficient classrooms; Its essence is to create a networked, data-oriented, interactive and intelligent learning environment through the construction of the overall architecture of "cloud-platform -terminal", which supports the full-scene teaching application of online and offline integration, in-class and extra-class integration, and virtual reality integration. It aims to promote the innovation of subject wisdom teaching model, truly realize personalized learning and individualized teaching, and promote the conversion of knowledge into wisdom and the realization of wisdom development." (Liu & Wu, 2019)

2. Implementation Path of Blended Teaching of Flipped Classroom and Smart Classroom

Flipped classroom refers to a new teaching model that reverses the two stages of "knowledge transfer" and "knowledge internalization" in the learning process. The flipped teaching mode based on smart classroom refers to the implementation of flipped classroom teaching relying on smart environment, and teachers and students use smart space to cooperate and interact before class to realize pre-learning. In class, teachers identify teaching problems according to the diagnosis before class, guide students to use the functions and resources of the smart classroom online platform to carry out interactive inquiry and collaborative learning, and realize the internalization of knowledge; After class, teachers and students use the function of smart classroom online platform to reflect and share, and carry out targeted expansion and improvement. Before class, teachers define the course objectives, provide rich course resources, and publish related preview tasks; The results of students' pre-class preview tasks are fed back to the smart classroom platform, which can intelligently analyze the students' preview situation.

In addition, the flipped classroom of smart classroom can use intelligent analysis such as cloud computing and big data to understand students' learning ability, learning motivation, knowledge point mastery, learning process and learning problems, etc., and formulate feasible and personalized learning plans according to students' individual differences. In class, teachers identify problems according to the pre-learning situation, push relevant resources and tools for students, guide students to use the smart classroom environment to carry out interactive exploration and targeted learning, and promote the internalization of knowledge. After class, teachers and students use the relevant tools in the wisdom class to reflect and share, and carry out targeted expansion and improvement; At the same time, the smart space can dynamically analyze the learning situation of students and provide relevant suggestions for their next learning.

2.1 Pre-interaction before Class

The teacher's lesson preparation is based on the content of the textbook, organizes the teaching process around the teaching syllabus prepared by the Ministry of Education, and prepares the teaching plan of the online teaching content. Students make use of the materials provided by teachers and related to class content + micro-class resources (related online courses) after class to improve students' independent learning ability and learn about social hot and difficult issues in advance. The design and production of smart classroom is not only to record some micro videos, but also to include smart classroom teaching plan design, smart classroom photography, smart classroom post production, and smart classroom evaluation system. Smart classroom resources are the expansion and extension of micro-video content, including learning task lists, learning resources, training and test questions, expansion materials, etc. Its purpose is to clarify the students' learning tasks, provide the necessary materials to complete the learning tasks and ensure the detection of learning effects, so as to make full preparation for the next implementation of "learning in class". "Compared with the offline ideological and political course teaching activities in colleges and universities, the online teaching mode contains a new operating logic and mechanism." However, in terms of the continuous characteristics of teaching, the online teaching mode has not completely changed the basic pattern of classroom interaction in the teaching of ideological and political courses in colleges and universities, but also retains the space for the transfer of offline experience to online within a certain range." (Liu, 2023) In addition to recording micro-lessons, teachers can also assign practical teaching assignments. For example, make full use of regional cultural and historical resources, assign students to record a series of practical micro-lessons of "culture casting soul educating people". With the design and recording of wisdom classroom as the carrier, it highlights the core issues in the course, and achieves the goal of cultivating the soul through practice outside the classroom.

2.2 Immediacy Interaction in Class

In the traditional classroom teaching storage cabinet, the students' expressions and expressions can be used by the teachers of ideological and political courses in colleges and universities to judge whether the interaction is instantaneous, and the interaction is carried out under the students' intuitive "visible

response”. However, the online teaching of smart classroom loses this advantage. The teaching process is framed by the technical limitations of the platform, and the teacher cannot see the students’ attitude, expression and other factors in listening to the lecture, so as to judge the launching time and launching method of instant interaction. However, the platform functions such as “bullet screen” and “comment” in the online teaching of smart classroom provide a new opportunity for teaching interaction. Therefore, in the online teaching of the wisdom classroom, the questions raised by the students themselves and the questions answered by the teachers are more interactive. The amount of barrage, discussion and response can reflect students’ understanding of knowledge points and the “key points, difficulties and hot spots” in ideological and political class teaching to a considerable extent, so as to convert invisible students’ responses into visible concrete data and provide data support for accurately grasping the time of instantaneous teaching interaction. Through the content of the bullet screen and the comments, the accuracy of students’ grasp of the teacher’s answers or interaction opportunities can be intuitively displayed, which not only helps the teachers of ideological and political courses in colleges and universities to determine the interaction opportunities, but also provides an important reference for more accurate interaction methods. Compared with traditional classroom expressions and expressions, expressions in the form of text have a higher performance rate, and are more likely to arouse the resonance of students and teachers and students. Due to the differences in individual understanding and thinking modes, the instant discussion of wisdom classroom online teaching of ideological and political courses in colleges and universities shows a variety of answers to the understanding of problems, and changes with the nature and characteristics of the topics and focus issues involved in the teaching process, showing a variety of states such as consensus or partial recognition, and opposing views. The critical content can help the teachers of ideological and political courses in colleges and universities more clearly understand the degree of students’ understanding of knowledge points, and then follow up and update the teaching content in time, so as to give students immediate feedback information and organize timely and appropriate teaching interaction.

2.3 Extended Interaction after Class

The end of traditional classroom teaching activities and the completion of classroom teaching tasks are synchronized, and the after-class interaction around the teaching content is relatively less. In the wisdom classroom of ideological and political courses in colleges and universities, although the existence of time and space distance limits the face-to-face communication, the online platform of the wisdom classroom provides the maximum possibility of interactive communication, thus extending the teaching activities from the classroom to before and after class, thus expanding the new form and new path of teaching interaction. Make full use of online teacher-student interaction continuation function. In the traditional teaching classroom, it is difficult for the teachers of ideological and political courses in colleges and universities to grasp the depth of students’ understanding of the teaching content and the reflection of problems in the face of many students. However, ideological and political courses in colleges and universities take moral cultivation as the fundamental task, and its curriculum attributes

determine that the corresponding teaching activities should take the understanding of college students' knowledge and the solution of the task of bacon casting soul as the internal requirements. Therefore, ideological and political teachers should make full use of the online functions of the smart classroom online platform such as "group mutual assessment", "theme discussion", "like reply", "group inquiry", "interactive question and answer", "question answering area", "homework area" and "after-class test" to further extend the smart classroom teaching activities. In addition, the most distinctive functions of the smart classroom online platform such as "private chat between teachers and students", "group chat" and "group sending" have a positive role in further strengthening the teaching function and feeding back the teaching effect. Therefore, the after-class interaction endowed by the function of the smart classroom online platform can create convenient conditions for college students to solve doubts and answer doubts, so as to better fit the intelligent learning characteristics of contemporary college students, enhance their internal motivation for efficient learning, and help colleges and universities to individualize and design different teaching classes. The essence of teaching is a process of special communication activities between teachers and students that lays the foundation for life. There are not only communication activities between teachers and students, but also the surge and growth of life. Only in this way can classroom teaching satisfy the development of students in various aspects and give teachers a sense of accomplishment and happiness. (Qiu, Xie, Li, & Li, 2018)

3. Difficulties Faced by Blended Teaching Constructed by Flipped Classroom and Smart Classroom

3.1 Blended Teaching Practice Needs to Be Improved

Although in recent years, in the teaching practice of ideological and political courses in colleges and universities, mixed teaching has had a lot of experience in teaching reform, but the search of Knownet found that there are more theoretical studies of mixed teaching, and relatively few have been applied to teaching practice, or mainly as an ornament of teaching mode reform. That is, a number of micro-videos are inserted into the courseware of teachers' lectures as file packages. In essence, flipped classroom and smart classroom advocate personalized learning, and the implementation of classroom teaching is the process of solving common problems and individual problems in the course of classroom teaching. Teachers take classroom theory teaching as the basis, but solve problems as the orientation, and answer the questions raised by students in time through the interaction between teachers and students and students. Specifically, in terms of the construction of flipped classroom and smart classroom resources, recording isolated micro-teaching videos (micro-lessons) or recommended micro-lessons is equivalent to smart classes, leading students to focus on pre-class learning. A microlesson can only solve a specific problem in the knowledge system of a certain content, but can not form the internal logical connection between each content. Only when flipped classroom and wisdom classroom are presented in the form of complete, serialized and thematic wisdom classroom, can

students carry out targeted learning based on knowledge points. Have a clear understanding of the whole system of the discipline.

3.2 Poor Connection between in-class and extra-class Teaching Links

The more prominent problem in flipped classroom and smart classroom teaching reform is the poor connection between in-class and extra-class teaching links. On the one hand, due to the delayed construction of flipped classroom and smart classroom resources in extracurricular teaching, it is not enough to support the needs of knowledge internalization in class teaching; on the other hand, students' learning effects before and after class cannot be timely reported to the teachers. There is a key link between the classroom and after-class links of flipped classroom and wisdom classroom, that is, students pre-learn knowledge points through micro-video resources after class, and should feedback the preview effect and difficult problems to the teacher before class. Teachers need to take some common questions raised by students to design classroom links, in order to have a target. However, it takes a lot of time and energy to meet the above requirements, which is undoubtedly a huge challenge for teachers who are overloaded with public politics classes. Therefore, it is necessary to establish the incentive system and assessment system for the construction and application of flipped classroom and smart classroom in ideological and political courses. On the one hand, corresponding requirements and indicators are added in the year-end assessment of teachers' teaching work, and two teaching modes are tilted in the evaluation of teaching results. In this transformation process, collective lesson preparation activities are used to emphasize the importance of flipped classroom and smart classroom, and the role of course leaders of ideological and political courses is played well. On the other hand, it is suggested that schools set up a series of teaching reform topics for the flipped classroom of ideological and political courses and the application and promotion of the smart classroom teaching mode, encourage the teachers of ideological and political courses to promote the reform of teaching mode with subject research, and strengthen the training on the construction and application of smart classroom for teachers, so as to closely combine the construction and application of smart classroom and the application of smart classroom with the improvement of teachers' professional skills. Then break through the bottleneck of the development of ideological and political course teaching, and realize the smooth transformation to the new teaching mode. It is urgent to reform and innovate the teaching mode of ideological and political courses in universities, improve the ability of mutual information, digitization and intelligent application, so that ideological and political theories can achieve "into the brain, into the heart and into the practice", and achieve the unity of cognition, identification and practice.

4. Conclusion

The Development Goal of building a smart China and an innovative society in the new era is consistent with the goal of cultivating innovative talents in colleges and universities proposed by the Ministry of Education. The aim of intelligence education is to train innovative talents, and it also provides new

teaching methods for the innovation of the teaching mode of ideological and political course. It embodies the ideas of the wisdom classroom (3.0): to promote the development of students' core literacy, using artificial intelligence, big data and other intelligent information technology to create intelligent and efficient classroom; By constructing the overall structure of "Cloud-platform-end", creating a network, data-based, interactive, intelligent learning environment, to support the integration of online and offline, in-class and out-of-class, virtual reality integration of all-scene teaching applications; to promote innovation in the teaching mode wisdom, truly personalized learning and teaching according to students' aptitude, and to promote knowledge into wisdom, to achieve the development of wisdom to cultivate students' creativity.

About the Author

Dai Xianying (1974-), female, born in Tongcheng, Anhui Province, associate professor, famous teacher in Anhui Province, Master of Law, research direction is ideological and political education.

Fund Project

The key project of teaching and research of provincial quality engineering ideological and political theory course in Anhui colleges and universities: "the combination of persuasion and service, infiltration and construction" —a study on the practical path of integrating the Communist Party of China (CPC) people's spiritual pedigree into ideological and political course teaching in colleges and universities (2021szjyxm016) and the humanities and social sciences project in colleges and universities in 2021 (SK2021A1017).

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