

An Attempt of Applying “Flipped Class” in Psychology Teaching in Universities

Wang Hui , Zhang Yuting, Liu Xufeng

Department of Military Psychology of Air Force Medical University, 710032, China

ABSTRACT. *The application of “flipped class” in psychology teaching in universities is not only beneficial to students' knowledge construction and deep learning, but also conducive to promoting the two-way development of teacher-student interaction. Based on the concept and characteristics of “flipped class”, this paper briefly expounds the teaching situation of psychology course in colleges and universities, and based on the significance of trying to use “flipped class” in psychology teaching in colleges and universities, puts forward some effective measures for the trying of “flipped class” in psychology teaching in colleges and universities, in order to improve the teaching effect of psychology course in colleges and universities.*

KEYWORDS: *Psychology in colleges and universities; “flipped class”; Teaching, Strategy*

1. Introduction

In the great wave of education reform at home and abroad, the “flipped class” has become one of the teaching models with rapid development and great influence. Although this teaching mode originated from primary and secondary education and applied to primary and secondary school teaching, but it is also a new method for the teaching of psychology courses in colleges and universities which pay more attention to the development of students' exploration ability and practical ability.

2. General Situation of Psychology Course Teaching

Applied psychology is a subject that intersects sociology and natural science based on the needs of human beings in all aspects of work and life. It is an important branch with rapid development in the field of psychology. At present, applied psychology has become one of the basic majors of psychology major in colleges and universities in our country, and the curriculum content covers many aspects such as psychological research theory, method and so on. However, throughout the current teaching materials of applied psychology in colleges and universities in China, the version of the teaching materials is almost homogeneous, and the content is mostly theoretical and memorized. Although many teaching materials are now compiled

according to individual categories, it is also difficult to understand the teaching materials because of lack of research materials. In the interview between teachers and students in some universities, the author also found that the practical teaching of applied psychology is still based on the traditional teaching mode. Most students are not interested in learning, lack the spirit of criticism and reflection, the combination of theory and practice is not enough, and the teaching effect is not ideal.

3. Practice of Flipped Class

3.1 Flipped Class

Currently, the “flipped class” usually refers to “The teacher makes the teaching video before class and uploads it to the information platform for the students to preview and watch independently, and then they organizes the student to students to report and collaborate, and carries on the answer to the student's question.”[1]. On the basis of insisting on the students' dominant position in the classroom, this teaching method reverses the order of knowledge imparting and internalization by reconstructing the classroom structure, this is more beneficial to the improvement of students' thinking quality and the development of individualization.

Compared with the traditional teaching method, this teaching mode is more innovative, autonomous and interactive. First of all, the “flipped class” is based on information technology, the teaching content and resources can be preserved and viewed repeatedly for a long time, and the learning time breaks the limitations of the traditional teaching mode in time and space, the students' learning time and plan are more autonomous. Secondly, in “flipped class” , students mainly devote their classroom time to the consolidation and internalization of knowledge, this is beneficial to the further communication and discussion between teachers and students, and the teaching is more interactive.

3.2 The Significance of Using Flipped Class in Psychology Teaching

Compared with the traditional teaching mode, “flipped class” is not only confirms the importance and necessity of teachers teaching in the teaching process, but also takes into account the individual differences and necessity of students' internal learning, and creates a relaxed and pleasant classroom atmosphere conducive to interaction. Therefore, it is of great positive significance to try to use the “flipped class” in psychology teaching in colleges and universities.

First of all, the teaching content of applied psychology specialty covers a wide range, the course theory is very strong, and it is difficult to achieve the teaching goal in an all-round way. Teachers not only pay attention to the task of preparing lessons before class, but also difficult to control the discipline management and progress of teaching in the classroom, and the after-class evaluation is also easy to lose some objectivity. But the “flipped class” can gives students more time to study, think and discuss. Then teachers can pay more attention to the transmission of core knowledge,

reduce the teaching pressure, and improve the teaching efficiency and professional achievement. Secondly[2], the “flipped class” gives students more time for self-study, the proportion of teachers' mechanical teaching is reduced, their classroom pressure is also reduced, then the students' interest and motivation in learning are effectively stimulated, their subjective initiative is mobilized more vigorously, and their learning effect is improved. In addition, in the current teaching, we take the students' examination results as the main evaluation standard, and the content of the examination also pays more attention to the theoretical concept, neglecting the investigation of the thinking ability. This makes the overall accuracy of the evaluation is low and the evaluation is not comprehensive enough. But the “flipped class” increases the proportion of the process and performance assessment, this makes the evaluation more scientific, objective and comprehensive.

4. Optimization Strategy

With the continuous progress of educational reform in our country, the positive role of “flipped class” in college teaching has also attracted the attention of more educators, and many professional teaching has also begun to try to use the teaching mode of flipped class. However, in practice, we have also encountered a lot of doubts. Some people doubt that the “flipped class” reduces the leading role of teachers in the classroom and can not achieve good teaching effect; some people think that teenagers have poor self-control, easy to indulge in the Internet, and do not have the consciousness of autonomous learning and the ability to explore learning; others propose that “teachers' supervision of students in “flipped class” is extremely lacking and the teaching effect is poor”. In addition, in practice, we also encounter some problems before class, in class and after class, for example, the updating of teachers' ideas is not timely, the level of professional skills is not high, the individual differences of students are ignored, the evaluation system is not perfect and so on. Based on this, the author puts forward some effective strategies for trying to use the teaching mode of “flipped class” in psychology teaching.

4.1 Strengthen the Guidance of Students

When use the teaching mode of flipped class, students are the main body of the classroom, which determines the final teaching effect. Therefore, we should take active measures to publicize and guide the students to help them get used to this new teaching model in imperceptible. In order to solve the problems of students' poor self-control, low classroom participation, incomplete after-class expansion and so on, we must also take relevant measures to enhance their enthusiasm for learning. Specifically, we can make teaching videos according to students' interests and learning characteristics, and arrange targeted preview tasks according to the teaching contents, this can not only stimulate the enthusiasm of students in an all-round way, but also supervise their preview. When making teaching video, we need to proceed from the psychological characteristics of students, take into account the theory and dryness of psychology course, control the relationship between curriculum content

and picture influence, deal with the relationship between teaching content and teaching method, and ensure that courseware design is both sexual and interesting. Secondly, in the classroom, we need to communicate further with students according to the situation of self-study and problems of students before class, so as to guide students to think and solve problems independently. In this regard, we can adopt the teaching method of group cooperation in the classroom, encourage students to conduct preliminary exploration and thinking through group communication, and develop their practical ability and thinking ability. In addition, we can take measures such as adjusting the school hour allocation scheme and reforming the examination mode to encourage students to participate actively and fully mobilize their observable initiative.

4.2 Teachers Should Change Their Ideas and Improve Their Professional Level

In the practice of “flipped class”, the teacher's own educational concept and professional level are also critical factors. The teaching content, teaching resources and classroom planning required in teaching depend on the professional ability of teachers. In other words, we must keep learning, keep pace with the times, set up the correct teaching concept, and deeply understand the positive role and connotation of the teaching mode of flipped class .Secondly, we should continue to learn excellent teaching experience, improve our own professional level and information level, master the production methods of teaching materials, and ensure that the choice and setting of teaching content is both easy to understand and rich and interesting. Only in this way can we better stimulate students' interest in learning and promote the realization of teaching objectives. Of course, before that, we must deeply study the teaching materials of psychology, and accurately control the psychological characteristics and contents of the students.

4.3 Establish a Pluralistic Scientific Evaluation System

Scientific evaluation is very important to the growth of students; therefore, we should establish a variety of scientific evaluation methods. In this regard, we can adopt the combination of pre-class pre-assessment and classroom assessment and after-class assessment, teacher evaluation and student mutual evaluation. Specifically, we should not take the final examination results of students as the evaluation standard, but should understand the situation of students' autonomous learning on the relevant information platform, and evaluate the students' participation in the classroom in combination with the degree of activity and specific performance. Secondly, we should recognize the importance of communication and interaction between groups or students. Therefore, we should add the link of mutual evaluation or self-evaluation by students or group members in the evaluation link to ensure that the final evaluation is objective and comprehensive enough.

4.4 Schools Should Increase Investment and Guarantee

The practice of “flipped class” is always based on modern multimedia technology. In this respect, each university should increase the support and investment of the information construction, and build a rich curriculum resource database for teachers and students to consult and share teaching resources and curriculum materials. At the same time, each school should strengthen the training of professional teachers, strengthen the exchange of experience among colleges and universities, provide teachers with more opportunities for study and progress, or set up special research groups, encourage teachers to participate more actively in the practice and research of the teaching mode of flipped class, and strive to drive teaching development with project research. In addition, colleges and universities can appropriately change the assessment standards for teachers, take the application and practice of “flipped class” as one of the assessment standards, and adjust the students' curriculum evaluation mode in order to cooperate with the efficient promotion of the teaching mode of flipped class [3].

5. Summary

In a word, trying to use the “flipped class” in psychology teaching in colleges and universities can not only give full play to the guidance and monitoring role of teachers in teaching activities, but also give full play to students' learning subjectivity and observable initiative. It is necessary to work hard and coordinate to improve the problems in the current practice of “flipped class”. We should not only pay attention to the innovation of teacher management mechanism and quality curriculum, but also pay attention to the construction of high level scientific research system and new teaching system. At the same time, we should also pay attention to the importance of cultivating innovative teachers and evaluating the innovative quality of educational subjects. Colleges and universities should recognize the importance of psychology teaching and psychological education persistence, and provide strong and comprehensive support for them.

Reference

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