

An Analysis on the Research-Oriented Teaching Mode of Flipped Classroom Based on the Curriculum of International Service Trade

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Abstract

The curriculum of International Service Trade is of great practical use and it is therefore not recommended to adopt the traditional teaching method of one-way communication in the teaching process. As a result, it has become the most prominent problem for the faculties to solve on the innovation of the research-oriented teaching mode based on service trade. Among the solutions, the application of flipped classroom has greatly facilitated the teaching efficiency of service trade. On top of it, this paper analyzes the process and status quo of the curriculum of service trade based on the research-oriented teaching mode of flipped classroom, and puts forward specific strategies from the aspects of improving the proficiency of pre-class preparation, quality of in-class teaching as well as the effect of after-class reinforcement.

Key words: Flipped classroom; International Trade Service; The research-oriented teaching mode; Strategy

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Flipped classroom is a method which enables students to learn by themselves via other media platform, such as video, network etc. and replace the traditional class mode by activities such as experiments or in-class discussions so as to take fully advantages of in-class teaching as well

as fulfill the teaching objectives of solving problems and innovation (Thai & Wever, 2017). The core of flipped classroom is to transfer the traditional style of in-class instruction into pre-class preparation. Accordingly, students are able to spare precious in-class time to carry out in-depth learning (Abeysekera & Dawson, 2005). In 2000, this teaching method was used by Lage and other professors at the university of Miami during the course of Introduction to Economics. (Lage, Platt, & Treglia, 2000)

As a novel teaching method, the application of flipped classroom abandons the traditional teaching method. On the one hand, it transfers the students as the focus and subjects of the class, which effectively improves the ability of divergent thinking and independent thinking in the learning process; On the other hand, it improves the teaching method of teachers by using inspiration, enabling students to think independently. The application of research-oriented teaching method not only provides opportunities for students and teachers to discuss and analyze simultaneously, but also transcends the traditional teaching mode by changing the role of teachers and students in the classroom.

As a core curriculum in the major of international economics and trade, the teaching quality and teaching effect of International Service Trade are of great significance to the cultivation of high-qualified talents who can meet the demands of the business industry as well as society. The course, International Service Trade, is of high practical use and it is not recommended to adopt the traditional teaching method of one-way communication in the teaching process. Hence, it is necessary to analyze the research-oriented teaching mode and strategy of International Service Trade based on flipped classroom.

1. THE APPLICATION PROCESS OF RESEARCH-ORIENTED TEACHING MODE OF FLIPPED CLASSROOM BASED ON THE CURRICULUM OF INTERNATIONAL SERVICE TRADE

The application of flipped classroom in the research-oriented teaching mode in International Service Trade can be roughly divided into three parts, pre-class, in-class and after-class. Before class, the application of flipped classroom focuses on the transmission of knowledge through the preparation of students, such as watching videos, self-learning or putting forward questions during the process of discussion. In the class, students acquire knowledge mainly through independent discussion, and the internalization of knowledge by means of discovering, proposing and answering questions. After class, the reinforcement of knowledge is completed through summarizing, analyzing and sharing the result of discussion with classmates.

2. THE STATUS QUO OF APPLICATION OF RESEARCH-ORIENTED TEACHING MODE OF FLIPPED CLASSROOM BASED ON THE CURRICULUM OF INTERNATIONAL SERVICE TRADE

In China, the research on the research-oriented teaching mode of International Service Trade started in the early 20th century and it remained stagnant at the primary stage and it has not been deep explored. However, the research-oriented teaching mode of International Service Trade has been preliminarily practiced in China around 2010. Afterwards, more and more educators have analyzed it in a more profound way (Sun, 2010), among which many hold this view that teachers should actively guide and inspire students instead of merely teaching during the process of learning. Consequently, students are able to take the initiative to solve the problems. Some educators believe that the research-oriented teaching of International Service Trade can be divided into three phases: putting forward problems, putting the problems into practice and solving the problems. Putting the problems into practice is the most significant phase among the three. On the contrary, others consider that the application of research-oriented teaching mode of International Service Trade should start from four aspects: the importance of teaching, the method of teaching, the concept of teaching and the practice of teaching.

Based on flipped class and other research-oriented teaching modes, this paper concludes that, at present, significant progress has been made in this area. The efficiency of practical teaching can be improved to a large

extent if the research progress at present can be put into application.

3. THE STRATEGIES OF APPLICATION OF RESEARCH-ORIENTED TEACHING MODE OF FLIPPED CLASSROOM INTO THE CURRICULUM INTERNATIONAL SERVICE TRADE

3.1 Improvement on the Proficiency of Pre-class Preparation

3.1.1 From the Standpoints of Teachers

In the application process of research-oriented teaching mode of flipped classroom into international trade services class, teachers are supposed to make lengthy preparation for the teaching content of the course, highlight the key points in the teaching content, combine the teaching objectives with the key points in the teaching content in a reasonable way and make a learning schedule which meets the demand of teaching design. The general content of the learning schedule includes three aspects: learning objectives, learning key points and knowledge expansion. Fore and foremost, teachers should also set clear teaching objectives so that students have a clear learning direction in the process of learning. In addition, learning key points enable students to focus on important knowledge in the preview process lest students put much effort on less important knowledge and study in vain. Last but not least, teachers are able to help students with strong learning capabilities to expend the capacity of their knowledge based on the expansion of knowledge.

3.1.2 From the Standpoints of Students

The teaching sequence in traditional teaching mode is “Teaching comes first and learning afterwards”, which means teachers teach first and students learn on the basis of teachers’ teaching. In contrast, the flipped classroom mode is “learning comes first and teaching afterwards”, which means students acquire relevant knowledge in advance by watching videos, and then the teacher teaches them in class. So, students learn with questions.

Students learn by themselves during the process of learning based on the learning schedule made by teachers. It is, therefore, concluded that students can explore and think independently and find corresponding solutions proactively. In this way, students’ capacity of knowledge and independent thinking can be improved. During the process of implementing the learning schedule made by teachers, students can effectively communicate with the teacher in class if they are puzzled, or find solutions by watching the video played by the teacher before class. This process is the internalization of knowledge, and this teaching mode is also the teaching concept advocated by flipped classroom (Sams & Bergman, 2013). For

instance, before class, teacher can play relevant videos based on the learning schedule so that students can have a preliminary understanding of the process and means of International Service Trade. Through watching the video, students are able to ponder over the concepts about the process and means of International Service Trade, which would further enhance the ability of independent thinking. Under the traditional teaching mode, teacher puts more emphasis on the explanation of the teaching content in textbook. While on the basis of flipped classroom, the application of research-oriented teaching mode can realize equal communication between teachers and students. Accordingly, teacher is no longer the main focus and only subject in the classroom, but the effective mentor. Students, in comparison, are predominant the classroom, which enables them to learn by themselves independently in the learning process.

3.2 Improvement on the Quality of in-Class Teaching

3.2.1 From the Standpoints of Teachers

During the teaching process of International Service Trade based on flipped classroom, the time for teachers to impart theoretical knowledge is shortened and the time for teachers to interact with students is prolonged due to the feature of flipped classroom (Bergmann & Sams, 2012). During the process of teaching, students can be divided into several research groups and given enough time to discuss. As a result, the logical thinking ability is enhanced in the process of discussion. In addition, teachers can also set up teaching topics in the process of teaching. Based on those topics, students can discuss independently and then teachers can answer the questions put forth by students in detail. For example, during the teaching process, teacher can guide the students to gain a detailed understanding of the status quo of the analysis on the theory of service trade at home and abroad and take down the valuable service trade theory in order to discuss it with classmates in class. At the end of the group discussion, the teacher answers the students' questions, and at the same time, give clear guidance to the direction of students' discussion in order to make sure that the students can fully grasp the knowledge involved in group discussion.

3.2.2 From the Standpoints of Students

During the course, students should begin with an at-lengthy learning mode based on the learning schedule assigned by the teacher. Furthermore, they should put forward the questions in class if they are unable to solve.

During the process of group discussion, students are supposed to choose the discussion mode according to the level, ranging from the easy one to the hard one, of the topic proposed by the teacher. In most cases, students carry out independent learning mode when the topics are relatively easy. In contrast, students choose the learning mode of group discussion when the topics are relatively

complicated and wide-ranging. For example, if students are confronted with the topic of the development history of service trade in different countries, they will adopt the group discussion mode in the process of researching such a topic since the topic involves a wide range of data and one cannot discuss it comprehensively. First of all, students can be classified into different roles according to characteristics of each person. To be specific, a group member with eloquence can be elected as the role of speaker, one with high competence of management can be elected as group leader, and those who are capable of logical thinking can take charge of the process of discussion in group. Through the division of labor and cooperation, students are able to conduct an in-depth and comprehensive research on the subject. After the discussion, students can output the result of discussion by setting a role play or giving a speech, even putting forward the problems they are unable to solve during the discussion period to the teacher for timely solution.

3.3 Improvement on the Effect of After-Class Reinforcement

Under the context of flipped classroom and the research-oriented teaching mode of International Trade Service, teachers should promptly reinforce the knowledge students acquired in class and get to know if they have totally acquired it. For example, teachers can offer a class for students to output, via. Making a presentation or summary, the knowledge they have acquired in class at the end of one period of learning. The presentations can be verified, such as giving a speech by individual, or elaborating and analyzing the result of discussion by a whole group. After the presentation, teacher can evaluate and correct students according to their presentation in an objective way so as to further improve the students' grasp of knowledge.

CONCLUSION

The application of flipped classroom is conducive to improve the teaching efficiency in the curriculum of International Service Trade. The application process of research-oriented teaching mode of flipped classroom in International Service Trade includes three stages: pre-class, in-class and after-class.

At present, preliminary achievements have been made in the application of the research-oriented teaching mode of International Service Trade, which can be of great use and improve the application efficiency of research-oriented teaching mode in the practical teaching of the International Service Trade.

In order to improve the teaching efficiency of International Service Trade, strategies should be taken to improve the proficiency of pre-class preparation, quality of in-class teaching as well as the effect of after-class reinforcement. In the improvement of pre-class

preparation, teachers should make a learning schedule in accordance with the teaching design. Students are ought to think independently. In the improvement of in-class teaching quality, teachers should guide students to form discussion groups and reasonably set discussion topics. Students should think independently, study independently and actively participate in the discussion. In the improvement of the after-class reinforcement, teachers should summarize and evaluate the results of the discussion and correct the mistakes of students in learning.

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