

# **Design and Application of Flipped Classroom Based on Mixed Teaching**

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**Abstract:** With the rapid development of information technology, the deepening of education reform and the change of teaching environment, mixed teaching mode has become an important direction of development in the process of teaching reform in colleges and universities. The teaching resources have changed from a single paper resource to a three-dimensional resource library combining paper textbooks, online textbooks and electronic textbooks. This paper has carried out a brief study on the design and application of flipped classroom based on mixed teaching.

## **1. Introduction**

In the process of financial teaching in colleges and universities, college financial teachers use the flipping classroom reasonably, which greatly improves the teaching quality of colleges and universities. Compared with the traditional teaching mode, the teaching of flipping the classroom is very different, both in the teaching concept and in the teaching materials. In the flipped classroom, teachers can rely on the knowledge of books to extend reasonably, broaden the knowledge of students, thereby improving students' financial expertise. In the process of Financial Teaching in Colleges and universities, teachers should reasonably design flip classes based on mixed teaching and apply them reasonably in the teaching process, so as to improve the teaching quality of financial course teaching.

## **2. Mixed Teaching**

### **2.1 The Connotation of Mixed Teaching**

Hybrid teaching is mainly guided by constructivist learning theory and cognitive theory, which effectively combines the advantages of Online Autonomous Learning and classroom teaching, and gives full play to their respective advantages. Therefore, it can exert influence on students' learning effect and help them improve their own learning level. In the process of mixed teaching, that is to emphasize the student's principal position, requiring students to give full play to their learning initiative, enthusiasm and creativity in the learning process. At the same time, it also emphasizes the guiding position of teachers in the teaching process, and requires teachers to play a guiding role in the teaching process in the teaching process. The core teaching mode is to integrate the concept of network into the student self-learning mode, and on this basis, more effective teaching. The hybrid teaching mode bridges the two-way communication between students and teachers, and better promotes student learning and teacher teaching. The hybrid teaching model has a certain impact on the way students learn, and transforms passive learning into independent inquiry learning. At the same time, it also changed the way teachers teach, and teachers have changed the instilling education in the traditional way of teaching into guided education. Moreover, it promotes group cooperative learning between students, ensuring students' independent learning and improving the quality of cooperative learning [1].

### **2.2 The advantages of hybrid teaching**

First of all, in the teaching process, teachers can closely combine classroom teaching with online learning before students. Students understand the knowledge points they are going to learn by watching videos related to the content of the textbook before class. To a certain extent, students are

more impressed by the knowledge points.

Secondly, mixed teaching saves teachers' teaching time to a certain extent and improves students' learning time control efficiency. Students use video to pre-learn the knowledge points. Teachers do not have to explain the basic knowledge points repeatedly in the classroom teaching process, and students can reasonably control the learning time [2].

Finally, the hybrid teaching can help students to learn more independently. In the mixed teaching mode, the teacher is always in the guiding position, and the teacher's reasonable guidance can stimulate the students' independent learning and learning ability.

Mixed teaching mode is a new teaching mode which combines off-line classroom teaching with on-line learning. This combination is not a simple combination. It combines the advantages of off-line classroom teaching with those of online learning, so as to promote the reform of teaching methods in Colleges and universities. This kind of teaching method avoids the rigid teaching mode that teachers will listen to students in the traditional teaching mode to a certain extent, which greatly improves the teaching efficiency of colleges and universities.

### **3. Flipping classroom**

As a new teaching mode, flipping the classroom subverts the traditional teaching mode of education, allowing students to focus on independent learning, and constantly discover and learn new knowledge from the process of independent learning. Teachers have changed from past knowledge transfer to assisting students in learning. This new teaching mode has improved students' interest in financial learning and promoted students' better financial learning, thus improving the quality of financial learning. Flipping classroom is a new teaching mode introduced in 2011 in China. In all disciplines, significant teaching results have been achieved, which promotes the improvement of teaching mode. In the course of teaching financial courses in Colleges and universities, by introducing the teaching mode of "flipping classroom", students' interest in learning financial knowledge is constantly improved. In the flip classroom, micro-class, online homework, autonomous learning and mixed learning are the core, which provides a platform for the application of the flip classroom teaching model in financial teaching.

In the traditional teaching mode, students usually listen to the teacher to teach knowledge, and do a lot of homework exercises after class to consolidate the knowledge they have learned. Finally, they can take an examination to evaluate the mastery of the knowledge they have learned. In the flip classroom, flip refers to the re-establishment of the learning process. In the flip classroom, students learn through the video produced by the teacher first, and in the classroom learning, teachers do not teach like the traditional teaching mode. Instead, organize students to conduct practical learning and instruct students to use the knowledge they have learned to deal with the problem. When a student encounters an unsolvable problem, the teacher will give instructions according to different situations. In the flipping classroom, the relationship between teachers and students is no longer the traditional relationship between teaching and learning. The setting of teaching programs is also based on the principle of "teaching students according to their aptitude" and set according to the specific conditions of students [3].

### **4. Flipping classroom design based on hybrid teaching**

The design of the classroom teaching model based on the mixed learning mode is shown in Figure 1. In the entire teaching model can be roughly divided into two sections: before class and during class. The main purpose of the teaching of flip-based classroom teaching based on mixed learning is to cultivate students' self-learning ability and self-control ability, and to promote students' understanding of knowledge. Before the class, it is divided into three parts, namely, teacher preparation and student self-learning communication. First, teachers prepare resources for students, including not only micro-video curriculum resources, but also other related expansion resources. At the same time, it is also necessary to rationally assign learning tasks to students so as to improve the quality of students' autonomous learning before class. In the process of learning,

students need to learn according to the guidance of teachers. At the same time, they need to clarify the content of learning and learning objectives, and timely feedback the problems they have in the process of learning to teachers.

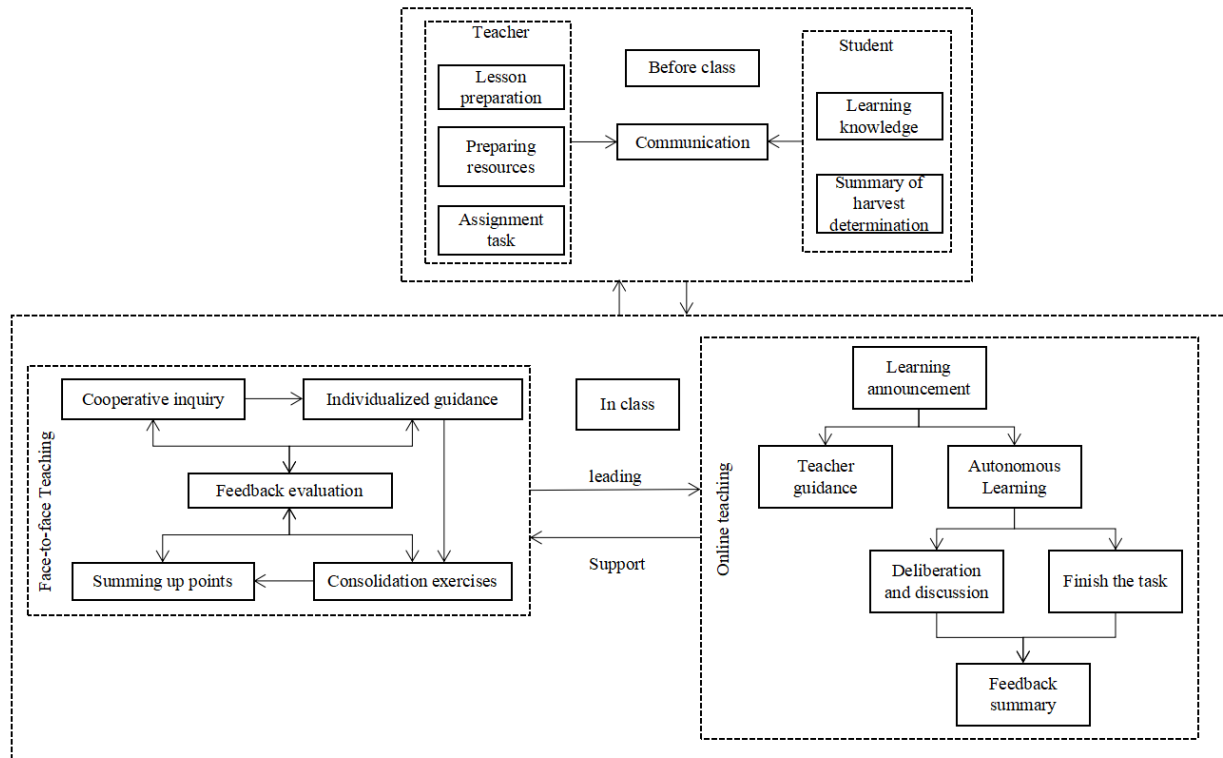


Fig.1. Design of classroom teaching model based on Blended Learning Model

#### 4.1 Taking the teaching of Financial Statements as an example, this paper briefly analyses the flip classroom teaching based on mixed learning.

Financial accounting teachers should prepare teaching resources in advance, only one week in advance to prepare the curriculum resources needed for classroom teaching. The teaching resources mainly include: the study task list of the financial statements, the micro-videos of the relevant knowledge points of the financial statements, and the online test questions for testing the knowledge points of the students' financial statements. And these teaching resources should be uploaded to the campus network, so that students can understand the teaching content and complete the learning task [4].

#### 4.2 Students use the mobile app or PC to conduct financial report courses on the online network.

Before the start of the classroom teaching, the teacher uploads the prepared teaching materials to the network. The student number is viewed through the videos and related knowledge points posted by the teachers. Understand the relevant knowledge points, and complete the learning tasks arranged by the teachers according to the online online learning resources uploaded by the teachers, and evaluate the knowledge of their own knowledge points through online online testing. At the same time, we can check our learning results by participating in online discussions, mark the difficult points of knowledge, and seek solutions from students or help from teachers by means of Wechat and QQ.

#### 4.3 Monitoring students' learning progress and learning effect by using online platform

Financial teachers should often check the students' learning statistics in the online platform, give some encouragement and praise to the students who are actively engaged in pre-class learning, and at the same time, urge and punish the students who are not actively engaged in pre-class learning. The financial teacher should analyze the data of the online online platform, summarize the problems

existing in the learning process of the financial statement knowledge points, and help the students solve the problems in time. Summarize the difficult problems that cannot be solved online, and focus on the classroom teaching process.

#### **4.4 Fully interact and interact in the classroom teaching process**

In the process of classroom teaching, teachers should specifically explain the problems that students have in the course of pre-course learning. At the same time, students can form a group discussion and report the problems encountered in the process of learning the financial statement knowledge points to the teachers. And in the group to carry out the mutual evaluation of learning results, and finally summarized by teachers. Through the communication between teachers and students as well as between students, students can better promote the absorption and understanding of knowledge points.

### **5. Application of Flipping Classroom Based on Mixed Teaching**

The course mainly includes three stages in the implementation process: students' autonomous learning stage, students' online learning stage and face-to-face learning stage. Here, taking Financial Statement Analysis as an example, the teaching process is displayed and analyzed.

#### **5.1 The Stage of Students' Autonomous Learning**

Before classroom teaching, teachers upload learning videos and related materials of Financial Statement Analysis to the network platform. At the same time, assign relevant learning tasks for students, require students to study relevant video materials carefully, and seriously consider the conceptual role of financial statement analysis. At the same time, combined with the case of the teacher's "liquid assets quality analysis", the analysis and discussion. Students can use the communication platform in the online platform to discuss and exchange relevant knowledge points of Financial Statement Analysis. The responsible person of each group will feedback the problems in the learning process to the teachers [5].

#### **5.2 Student online learning stage**

In the online learning stage, teachers should publish pre-school study announcements before class teaching, so that students can clarify the content of the course to be learned by watching the pre-class announcement. Then the teachers and drug supervisors in the online learning process of the difficult points to emphasize and explain, guide students to learn the knowledge points. At the same time, we should also give students some time to think, by allowing them to collect information independently, explore the process of solving problems, cultivate students' ability of independent inquiry, and help students fully understand the knowledge points in Financial Statement Analysis.

#### **5.3 Face-to-face learning stage**

In the face-to-face learning stage, taking the "quality analysis of current assets" as an example, teachers should guide students to analyze the case, and let students try to put forward improvement plans for the case. Teachers should organize groups to complete their tasks, and at last the Group appoints representatives to show the research results. Throughout the face-to-face teaching process, teachers must always give appropriate guidance to the students' learning process as an instructor, and help students to correctly analyze the "liquid assets quality analysis". In order to improve students' understanding of the relevant knowledge points of "Financial Statement Analysis" and improve students' learning effect [6].

### **6. Conclusion**

In the implementation process of flip-based classroom teaching based on hybrid teaching, there are still certain problems, and teachers need to further reflect on improvement. First of all, teachers

should make appropriate choices for the content of the textbook. This new teaching model is more suitable for curriculum knowledge with a certain space for discussion. At the same time, classrooms should also choose the right online course resources to improve the effectiveness of students' online learning. Secondly, in the process of implementing the flip-flop classroom teaching of mixed teaching, there is a high demand for students' autonomous learning, which requires teachers to take certain measures to cultivate students' autonomous learning ability in the teaching process. Finally, teachers should constantly improve their ability to use computer technology. Only by timely discovering the problems existing in the implementation of the flip-flop classroom teaching of mixed teaching and timely taking pertinent measures to improve it, can we give full play to the effect of the flip-flop classroom teaching of mixed teaching.

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