

Application and Exploration of Flipped Classroom in College Students'

Career Planning Course

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Abstract: The theoretical basis of the career planning course for college students in our country is derived from the theoretical research of career counseling in Western psychology. In the process of teaching practice in our country, this course gradually exposes the shortcomings of practicality and individualized guidance of students, which does not meet the actual situation of Chinese students, and the teaching effect is not obvious and so on. Through the reconstruction of the teaching process, flipped classroom promotes students to train ability of planning their own learning independently, highlight the teacher's personalized guidance to students, and can provides useful references for the teaching reform of college students' career planning course.

Keywords: Flipped classroom; college students; career planning course.

1. INTRODUCTION

In recent years, college students' career planning course as a public compulsory course, which has received increasing attention, and it is widely developed in colleges and universities. The teaching goal of college students' career planning course is to train college students' personal career planning consciousness, determines their career goals through the use of relevant knowledge and tools, and formulates various action plans during the university around the goal, and finally achieve high-quality and accurate employment that match own interest and social talent demands. However, the overall employment quality of recent graduates in our country continues to be poor, in this regard, the career planning course of college students has not achieved its due effectiveness, and there are problems of poor teaching quality, therefore, how to effectively improve teaching effects of career planning course of college students have become an urgent problem to be solved at present.

2. ANALYSIS OF COMPARATIVE ADVANTAGE BETWEEN FLIPPED CLASSROOM AND TRADITIONAL TEACHING MODES

The flipped classroom originated from the United States in 2007, it is a teaching mode that reverses the traditional knowledge impartment and knowledge internalization process,

"students follow their own learning progress and listen at home, and then solve problems in the classroom with teachers and classmates". In 2011, Khan Academy, the representative figure of the flipped classroom, and the video course of the Khan Academy founded by him sweeps around the world, "Canada's the Globe and Mail reviewed it as a major technological change affecting classroom teaching in 2011", at present, the teaching experiment of flipped classrooms has also been implemented in some areas of China, and some effects have been achieved.

The traditional teaching modes mainly adopt teachers to complete the knowledge teaching in the classroom, and students complete the knowledge internalization through the homework, operation or practice after class. In the flipped classroom, the process which students acquire knowledge has produced a great change; the impartment of knowledge is completed by students' independent learning and prior practice of information technology (such as teaching video) before the class, then the teacher give targeted lectures, guidance and Q&A in the class, promote internalization of student knowledge, and promote the improvement of learning effect by reversing the learning process. The traditional teaching modes take the teachers as the main body and the teachers' teaching as the center, in the teaching process, the teacher blindly carries on the knowledge impartment and the students passively receive it, which will cause students lack goals, initiative and enthusiasm; moreover, the traditional assessment mode based on the paper exam makes it difficult to test and verify students' ability with mastering and applying knowledge. Traditional classroom teaching lack target and it is difficult to meet students' personalized needs. Because students' learning foundation, absorption ability and learning progress are different, the unified teaching is difficult to perceive the problems existing in some students during the learning process, and it is difficult to make timely guidance, and the teaching effect is difficult to be guaranteed. Flipped classroom achieves the transformation from the teacher's "teaching" as center to the student's "learning" as center, students need to learn independently before class, and realize the knowledge construction and effective absorption by completing the practical tasks in the actual operation process. First, because "learning" precedes "teaching," students must guide themselves to complete exercise and practical task by actively studying the learning content. Second, students must actively study the learning content to guide themselves to achieve exercise and practice tasks, which can promote exchanges and discussions among groups and classes, and help each other, while improving the enthusiasm of individual learning; it can form a collective learning motivation and good learning atmosphere as well. Third, when students return to the classroom with the questions of pre-class learning, the desire to explore the problem is more intense, the learning objectives are more clear, the teaching of teachers more has target and guidance, and the teaching effect can be greatly improved; finally, "learning while doing, learning before teaching" teaching mode of flipped classroom well closely links theoretical learning with the use of knowledge, promote theoretical learning with practical operation, then use theory consolidate and guide the practical application, really realize learn in order to practice.

3. STATUS QUO AND PROBLEMS ANALYSIS OF COLLEGE STUDENTS' CAREER PLANNING COURSE UNDER THE TRADITIONAL TEACHING MODES—TAKE SICHUAN UNIVERSITY OF SCIENCE & ENGINEERING AS AN EXAMPLE

In recent years, although the implementation of college students' career planning courses has achieved certain results in colleges and universities of our country, "compared with the international advanced level, there are still different levels of employment guidance and career planning guidance in China, employment guidance and career planning guidance are not divided, the teachers is absent, the specialization degree is not enough, the pertinence is not strong, and individualized guidance is weak, these problems exist to some extent. In order to understand the status quo of college students' career planning course, this paper takes students of Sichuan University of Science & Engineering as the respondents, and conducts investigation for course teaching of college students' career planning course to understand the status quo and existing problems of college students' career planning course under the traditional teaching modes.

1. The unified course setting is out of touch with the disciplines and specialty, and it does not involve different topics such as student employment, further studies, and entrepreneurship, it is difficult to meet the professional and personalized guidance needs of students. The teaching form is single, mainly based on the teaching system, and the classroom lacks enthusiasm and participation. The teaching process emphasizes theory and contempt for practice, and the practicality of course is not strong.

2. Most of the existing teaching materials in our country copy the foreign theories and tools, and are separated from national conditions of our country and actual situation of students. For example, some occupation codes and corresponding occupational names in the Dictionary of Holland Occupational Codes have deviations from China's national conditions, and the reference is limited. Most of the existing teaching content systems emphasize the personal subjective exploration and weaken the analysis of objective environment, and it is difficult to adapt to the employment market situation with unique Chinese characteristics.

3. The professionalism of the teachers is weak. From the perspective of the school or the whole country, most of the teachers of college students' career planning course are counselors or non-professional part-time teachers, lack the psychological theoretical basis related to career planning guidance, and lack the knowledge reserves related to students' major, therefore, most of the guidance for students can only stay on the surface.

4. The teaching quality is not good enough. According to the statistics of the personal career plan submitted by the students at the end of term, the overall awareness of the student's career planning is relatively weak, the career planning understanding is one-sided and single, the mastery of the career planning knowledge is not solid enough, and the improvement effect of personal professional skills is not obvious enough. A small number of students said that they have no clear career goals, should judge the hour and size up the situation and act according to circumstances, the Holland occupation codes which some students fill in are incomplete, some

students' descriptions of self-management skills and transferable skills are inaccurate, some students did not adopt after produce the corresponding occupation list by assessment, still focus on academic goals in the description of career orientation and action plans, including obtaining degree's diploma, passing grade certificate and qualification certificate, reviewing and taking part in the postgraduate entrance exams, etc.

5. Students' overall satisfaction with the course is not high. According to the data statistics of the course satisfaction of questionnaire of this course, only a few students believe that the opening of this course is of great help to themselves, a considerable number of students think that the course is out of major and their own reality; the results of the occupational evaluation lack reference value; this course does not explain enough about the external occupational environment; the practice link is missing; the opening of the course has no obvious effect on the setting of personal career goals and the improvement of occupational skills; the course is only opened in the first term of the freshman year, lack following guidance for students, etc.

4. FEASIBILITY ANALYSIS OF APPLICATION OF FLIPPED CLASSROOM IN COLLEGE STUDENTS' CAREER PLANNING COURSE

First of all, college students' career planning course has practicality, applicability and foresight. It is close to the real life of college students, and the updated speed of teaching content is faster, it is necessary to give full play to students' initiative and enthusiasm in the teaching process and strengthen practical teaching. The flipped classroom is devoted to making students actively learn based on project, deepening the understanding and comprehension of knowledge in practice, and it is in line with this. Secondly, the application of flipped classrooms in college students' career planning course has operability in teaching form and technology. Micro-lecture video as the main teaching form and important features of the flipped classroom, it is widely accepted by students due to its flexible time, clear and concise content, moderate video length and repeated viewing and learning, etc. It is known from the survey that the teachers' average age structure in college students' career planning course presents younger, the application ability and innovation ability of information technology are generally stronger, and it can effectively utilize modern network means to give lessons, and the use of micro video teaching in the teaching process has operability in technology. Thirdly, the teaching mode of flipped classroom can better compensate problem of lack of individuality in college students' career planning guidance. For the single problem of courses and teachers, it is difficult to require a teacher to have multi-disciplinary knowledge and skills at the same time, the same course allocates many teachers, which will undoubtedly increase the arrangement difficulty of teaching tasks, and the operability is not strong. If the video course is recorded by different professional teachers in advance, then the school can integrate the classification and supporting output can solve this problem better. Finally, the characteristics of information technology intelligence, resource globalization, management automation, and environmental virtualization makes it easier to realize the full-scale and full-course guidance of college students' career planning, and the course connotation runs through the students' whole college career, and it

helps to carry out subtle measurement, guidance and training of students' occupational intentions, decisions and abilities.

5. PATH EXPLORATION OF REASONABLE APPLICATION OF FLIPPED CLASSROOMS IN COLLEGE STUDENTS' CAREER PLANNING COURSE

(1) Colleges and universities should update their teaching concepts and advocate new teaching models; the flipped classroom is reasonably used in the career planning course of college students from educational information technology, allocation of teaching resources, training of teaching staff, management of teaching process, etc.

First, educational information technology is vigorously developed, and campus network teaching platform and assessment tools that are consistent with the characteristics of Chinese college students are built. First of all, the core program of the online system should include all the knowledge points involved in the course in the platform system, and form a network of "knowledge maps" through the connection of knowledge points (unlike one-way association form of traditional mind map), students can independently select personalized learning paths in the "map" to meet the needs of different disciplines, different career goals and different career stages. Secondly, occupational assessment tools which conform to Chinese students' situation are developed, and supervise the whole dynamic implementation process through the system, and ensure that the test results are true and effective. Finally, colleges and universities should strengthen the construction of online teaching platforms, promote and popularize the use of online teaching platforms, and provide effective support for the implementation of flipped classrooms.

Secondly, various teaching powers in and outside the school are integrated, and provide professional and personalized video course resources for flipped classroom teaching. Colleges and universities should establish standardized video recording venues and professional equipment, transfer relevant functional departments to effectively coordinate with the secondary colleges, and provide videos on the platform for students of different majors, civil servants and institutions, and enterprise recruitment and so on; the virtual employment system is developed, students can enhance the experience of career situations through online simulation of job hunting, resumes, interviews and other employment link, cooperate with local, enterprises, and other universities to build a platform for dialogue and exchange, and promote the accurate connection between students' career planning and social talent demands. Thirdly, in allusion to different student groups, professional, team teacher teams that combine online and offline are built. Students with different majors and different career goals should allocate different teacher teams, including counselors, psychological counseling teachers, subject and major teachers, and civil servants/postgraduate training teachers and so on. The professional knowledge and technical skills training of teachers are regularly carried out; professional teachers are arranged to go to the local and enterprises to work to meet personalized and practical guidance needs of the flipped classroom.

Fourth, the professional training program and the opening plan of the college students' career planning course are properly adjusted; the educational information technology means and the traditional classroom teaching modes are effectively combined, through the implementation of teaching pilots, feedback summary and continuous improvement and promotion, the online resources, classroom interaction and practice links of the college students' career planning course are integrated into the students' whole university career.

(2) Teachers should strengthen their own learning, effectively use the technical means and teaching modes of flipped classroom, and improve the teaching effect of college students' career planning course.

Pre-class preparation: the teaching contents of different sections should be recorded by the corresponding teachers in a targeted way. As the main force of ideological and political education for college students, counselors should record video lessons from the promotion of national situation policies and the training of college students' professional values; the exploration and evaluation of personal professional personality and interests, and the establishment of career goals require teachers with psychology-related qualifications, use video course and online assessment tools to achieve guidance on students' career planning; major teachers should focus on the specific requirements of occupational skills, in-depth analysis of the current status of the industry, various issues in the occupational environment, and case analysis and detailed explanation of other teaching content; the postgraduate training teachers focus on review and promotion of English and politics, and introduction of various enrollment colleges; the pre-test training teachers of civil servant mainly explain administrative ability test and essay and so on. In this process, teachers must establish the correct teaching concept, "must avoid the implementation of information technology over the actual teaching", deviate from the fundamental goal of teaching.

Development in the class: under the teaching mode of flipped classroom, classroom teaching should be based on the pre-class video content and carries out supplementary teaching, emphasizes discussion, interaction, answer and summary. Teachers should grasp the core nature of the flipped classroom, carry out the reverse design of the non-information technology teaching process, highlight the focus of the classroom, increase classroom interaction, and enhance the teaching effect. For example, the counselor can arrange students in groups to conduct field investigations on the external occupational environment before class, including family, colleges, local environment, etc., organize students to report and speak in the class, exchange and discuss among groups, teachers summarize, comment, guide students comprehensively to grasp the employment situation and form correct professional idea; after the students complete the online occupational assessment before class, the psychological teachers need to make full use of the system results to carry out targeted explanations and guidance in the classroom; professional teachers can arrange students to complete case analysis and practical tasks before class, and complete the questions in the class, teachers can also design sandbox games, situational play, self-sharing and other links in the course based on the teaching objectives, and enhance students' participation and experience.

After-class tracking: teachers should summarize the shortcomings in the teaching design, constantly reflect, improve, and adjust through the students' feedback, task, and assessment results after class, and, test and improve the effectiveness of the implementation of the flipped classroom teaching. Teachers can build a database of students' online and offline learning outcomes, and easy to carry out integrated and targeted guidance for student career planning. In specific operations, the counselor can strengthen the training of students' ideological and political education and professional values through class activities, party group knowledge learning, and individual student talks, organize occupational knowledge contests and occupational skills competitions, train students' practical experience; psychological teachers help students to correctly understand themselves and analyze themselves through psychological counseling and individual counseling, and make career decisions smoothly; professional teachers as professional tutors for students' full career in college, they should take up the responsibility of student academic counseling, guide students to expand extracurricular learning to enhance occupational skills, provide students with a practical platform, and provide actual career guidance for students.

6. CONCLUSION

As a foreign teaching mode, the implementation process of flipped classroom is still in the maturing period, and needs to be continuously improved to perfect. The author believes that the flipped classroom can only as an auxiliary means for course teaching of college students' career planning, and the traditional teaching modes will still be in a dominant position. Our country need to continuously explore and summarize the experience in the process of localized construction of the flipped classroom, form a systematic scientific system in line with China's own characteristics, so that the advantages of the flipped classroom can be maximally exploited in China's higher education.

ACKNOWLEDGEMENTS

1. Teaching reform project for Sichuan University of Science & Engineering—"A study on the Reform of College students' career Planning Curriculum Taking Sichuan University of Science & Engineering as an example"(JG-1868)
2. Center For Teacher Education Research At Sichuan Province "Research on the Way of Promoting Teachers' Professional Ability in Sichuan Vocational Colleges under the Background of integration of enterprises with vocational schools and universities"(TER2018-015)

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