

Implementing The Flipped Classroom Method in Music College Teaching in China

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Abstract

Since the new scientific and technological revolution, information technology has become more widely used in the field of education, and its influence is becoming more in-depth. Great changes have taken place in people's way of life, communication, and learning. Under this background, education has been undergoing profound changes, among which, the reform of the teaching model has become the focus of attention. The emergence of flipped classrooms is a product of said times and has the characteristics of such times. With the popularization of information technology, more information terminals and information technology means have entered the field of education. Technical products in the form of iPads, e-book packages, micro-videos, cloud courses, and MOCC classes have been emerging one after another, which has greatly changed the space-time state and existence mode of education and teaching. As an important scholastic field in the education system, the classroom is the unity of preaching, teaching, puzzle-solving, interaction, incentive, summary, and evaluation. Its reform is deeply affected by information technology.

Keywords: Implementing, Flipped Classroom Method; Music College Teaching; China

Introduction

As a new teaching method, the flipped classroom is a change of learning for students, while for teachers, it is a transformation of teaching, which is of great significance to both. Compared with traditional classroom teaching, the flipped classroom pays more attention to the students' autonomous ability and reasonably arranges their learning plans with students as the main body. The flipped classroom is a revolutionary change to traditional teaching. The learning mode of studying at home and doing homework at school makes students pay more attention to autonomy in their learning (Bishop & Verleger, 2013).

The knowledge content learned in the class shall be summarized after class, and the knowledge points learned shall be sorted out, so as to make it easier to master the knowledge points. The implementation of flipped classroom teaching is more conducive to teachers' teaching efficiency. Flipped teaching makes use of teaching resources on the internet so that students can explore and study independently. There are abundant teaching resources on the internet. Many interesting learning resources can provide targeted guidance, allowing the students to learn more effectively, and learning is more diversified (Garrison & Kanuka, 2004).

In 2014, Professor Wang Qiong of the Modern Educational Technology Center of Peking University, China, opened a course on the "Flipped classroom teaching method" in the MOOC (Massive Open Online Courses) website of China University. This course plays an important role in the practice and promotion of flipped classrooms not only in primary and secondary schools but also in universities. Under the guidance of Peking University, many

other institutes, such as Tsinghua University, Nanjing University, and Zhejiang University, joined the MOOC project. The MOOC website vigorously developed and opened more than 1000 courses so far. It established a platform between students and teachers, which promoted the development of flipped classrooms in China. The MOOC System of China has many musical courses coming from different universities, which provide useful resources to all the teachers and students.

Conventional method teaching in Music College

The traditional classroom method in most music colleges in China is a teaching model that is centered on teachers, books, and classrooms. The traditional classroom teaching model often forms a situation of one-way indoctrination by teachers and passive acceptance by students. It is not difficult for us to see that the defects of the traditional teaching mode are very obvious. The key is that students, as cognitive subjects, are always in the position of passively receiving knowledge in the whole teaching process, and the students' learning initiative is ignored or even suppressed. This is inconsistent with the requirements of modern society for talent training. This model cannot bear the burden of cultivating high-quality creative talents. Therefore, it is imperative to change the traditional teaching model and create an efficient classroom model to meet the requirements of the new curriculum reform.

For the development of the music employment market, most colleges and universities set up music education for undergraduate students. Huizhou Guangdong has a good economic foundation and great potential, music education in this region has also made great progress. However, music education is facing some challenges. First, most music courses are collective classes in universities, with approximately 20-30 students per class, which are still using traditional teaching methods: teachers lecturing on the stage, and the students taking notes as they listen. There is only a short time left for discussion after the lecture, and teachers hope everyone will contribute to the dialogue; however, most of the students are unwilling to participate in it. Under the constraints of traditional teaching models, some teachers overemphasize their authority in music class, thus ignoring the subject status of students. Before class, most teachers draw up detailed teaching plans and use the existing teaching material to guide classroom teaching. If the student's answer deviates from the teacher's previous answer or thinking, the educator will immediately correct the student's answer to ensure that the classroom teaching set by him can be carried out as planned. Even in music appreciation classes, to understand some music work, teachers still analyze the material and communicate it to the students first. They do not think it necessary for students to express their opinions. Such a teaching model is divorced from the reality of teaching. Students only passively obtain a pile of "dead" knowledge, so they lack the exploration and discovery of learning. The content is limited to the songs in the teaching materials and the teaching tools are restricted to a voice and a piano. The content of the music class is singing, listening, and auditioning. Such teaching lacks the cultivation of students' appreciation, expression, and shaping, and cannot make students feel the unique charm of music and stimulate their interest in music learning (Garrison & Vaughan, 2008).

Therefore, the conservative class method should be updated; it could combine both an online and offline teaching approach, especially under the background of the development of modern educational technology.

Implementing the Flipped Classroom Method in Music College Teaching

The flipped classroom is a new teaching method under the new curriculum reform. It subverts the traditional classroom teaching, allows students to study independently, expounds their doubts in the classroom, and completes the teaching task through joint exploration between teachers and students. In the process of implementing the flipped classroom teaching concept, students' master status is guaranteed, which can effectively stimulate their learning enthusiasm and initiative, and the teaching efficiency is high. The purpose of music teaching in colleges and universities is to cultivate professional music talents, but under the teaching mode dominated by the educators' narration, college students are not interested in learning (Gault, 2005). Therefore, as music teachers, we should place the flipped classroom teaching model in a more important position to stimulate students' interest in the exploration of music theory class, which will contribute to achieving twice the result with half the effort.

Music Practical Classes such as Ensemble and Individual Performing Classes

First of all, an important aspect of flipped classrooms is that students have greater classroom initiative. For the practice of music performance, the grasp of music work is ultimately based on the running in between the performer and the music work and the performer's own understanding and expression of the music work (Dubal, 2004). Therefore, the students' subjective initiative is brought into play in the form of flipped classrooms, and it is consistent with the training goal of music performance education.

Secondly, the purpose of the flipped classroom is to cultivate the students' autonomy and independent thinking abilities, in other words, the flipped classroom method helps students form learning habits and a relatively independent knowledge structure and thinking system through students' self-collection of data before class and self-discussion in the class itself. Therefore, for the cultivation of music performance talents, the flipped classroom is a form worthy of reference.

Third, the flipped classroom can have a better educational effect on music performance courses. Flipped classrooms, compared with ordinary classroom teaching, can adapt to classrooms with larger numbers of students, complex situations, or certain differences in teaching content, which has something in common with the curriculum nature of music performance teaching. Therefore, the flipped classroom is consistent with the education of music performance specialty in colleges and universities. The application of flipped classrooms can promote the music performance specialty in colleges and universities.

Lecture classes such as Music Theory, Music History, Music Pedagogy

Changing teachers' teaching ideas

The flipping classroom teaching method requires teachers to change their teaching concept, adhere to the teaching concept of taking themselves as the leading and students as the main body, to ensure the students' master position in the classroom, turn passivity into involvement and make the students' learning enthusiasm and initiative higher. Therefore, under the new curriculum reform, teachers can adopt the model of combining classroom teaching and online courses to make full use of the students' spare time, in order to make the effect of music theory teaching more remarkable. For example, when learning about singing posture and singing state, the syllabus requires students to master the correct singing stance at the same

time as vocal training. Since traditional music theory teaching still focuses on large classes, teachers cannot pay attention to the singing of each student (Gordon, 2012). In the flipped classroom, students can use micro-videos and various teaching materials to carry out voice training and correct their singing posture after class, which also encourages them to integrate it with the classroom teaching, teachers would only need to address individual problems in singing, which will help improve the students' theoretical knowledge reserve and singing level. In short, with the introduction of the flipped classroom teaching concept, college students can be prompted to independently acquire relevant music knowledge, which helps enhance their curiosity and lay a good foundation for the improvement of their music literacy, to promote them to truly show their music characteristics.

Prepare for class

Pre-class preparation is the basis for the smooth development of a class. In the preparation stage, teachers should clarify the teaching objectives, do a good job on teaching design, and make videos combined with the teaching content, to provide students with more opportunities for self-learning and fully mobilize their subjective initiative. Therefore, teachers should prepare before class according to the characteristics of the flipped classroom, to lead the learning needs of contemporary students. For example, when learning about the connection of positive triads, the syllabus requires students to master the harmonic connection method and melody connection method of stable connection, understand that all kinds of bad sound effects are caused by bad harmonic connections, and understand the specific methods of three-tone jumps in a chord displacement, which involves many learning points, so students will inevitably take care of one and lose the other when learning; as a result, their theoretical foundation will not be solid. With the flipped classroom method, teachers can integrate theoretical knowledge into micro-videos, and divide the learned content into four parts: four harmonies, major and minor, positive triads chord connections. The time of each micro-video content is set at about 10 minutes, and students can watch it in the process of self-study, which can often simplify the complexity of the material and effectively reduce the difficulty of teaching. In the process of watching micro-videos, students can pause or watch it again at any time, which greatly improves the teaching effect of the flipped classroom and makes students have a deeper theoretical foundation of music.

In short, adequate pre-class preparation can make teaching more targeted, meet the learning needs of different students, tap students' potential and effectively ensure the teaching effect.

Organize class activities

In the flipped classroom teaching model, although students have carried out pre-class preparation, they will still have problems that require the help of professors. In order to help students better grasp the concepts, teachers can organize a variety of classroom activities to create a good classroom atmosphere and encourage students to master more theoretical knowledge in a lively and interesting environment.

First of all, teachers can play their own recorded teaching videos in class. Regarding the content of the videos, it is best to choose topics closely related to the students' actual lives. Through these common things, they can elaborate music-theoretical knowledge, integrate theory with practice, and make the students' learning more targeted. For example, when learning basic knowledge related to sound, to help students better distinguish sound and master

theory, teachers can record common sounds in life and let the students listen and judge, then ask them about the music theory knowledge involved, so that students will be more interested in learning. In addition, in the classroom Q&A sessions, teachers can encourage students to communicate and discuss in the form of group cooperation. Because different students have different music foundations and different perception abilities of knowledge, their doubts are naturally different. Group cooperation can help them solve their doubts independently and consolidate their foundation.

The flipped classroom has three advantages over traditional teaching: First, flipped classrooms can make students become masters of learning. After flipping the classroom and using teaching videos, students can arrange and control their learning according to their situation. The teaching videos used in flipped classrooms are "short and concise" and easy to use (Cantwell, & Millard, 2011). The playback length of these short videos is generally less than 10 minutes, which is in line with the law of human visual persistence, and it is unlikely to cause visual fatigue and reduce learning efficiency. Students can control the pace of watching videos by themselves. If they understand it, they can fast forward and skip, and if they don't, they can watch it repeatedly. They can also stop to think carefully or take notes. They can even ask teachers and peers for help through chat software.

Secondly, the flipped classroom breaks through the time and space constraints of traditional classroom teaching. In the flipped classroom, teachers' time is not set, so that we have more time with students. Therefore, we can better understand students, know who has difficulties in learning, who can quickly master the content, and benefit from some additional challenging work. Moreover, we can deeply understand the lives of students and have the opportunity to identify where they need help or track their potential problems. In the flipped classroom, students watch videos for self-study after class and can choose their own rhythm and methods. Students with stronger abilities can skip, while students who need more time can replay and watch back (Ruokonen, & Ruismki, 2016).

Finally, the flipped classroom effectively increases classroom interactions. The biggest advantage of flipped classrooms is that it comprehensively improves classroom interaction, which is embodied between teachers and students and between students and students. Using the "flipped classroom" method, students complete their learning at home through the teaching platform, making the classroom a place for interaction between teachers and students, including answering questions, solving doubts, completing homework, etc., so as to achieve better educational results. Professor Eric Mazur proposed that because new network technology makes the teaching of material convenient and easy, teachers should change the teaching mode and put their focus and time on the second step, in other words, move the important process of "absorption and internalization" to the classroom time. When teachers become instructors rather than content communicators, they also have the opportunity to observe the interactions between students.

Conclusion

The flipped classroom is a new teaching method. Its edges stem from the rapid development of modern science and technology. Students can absorb video knowledge interpretation from all over the world and can watch it again and again during reviews. (Rosevear, 2003). This will help students learn independently, think for themselves, truly become strong thinkers and adapt to the general trend of lifelong learning. We still lack experience in actual teaching, so we will inevitably encounter some problems in the implementation process. However, only by constantly exploring and summarizing experiences in teaching practice can we better apply the flipped classroom concept to music teaching, to promote the improvement of music teaching quality.

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