

# Exploration of the Implementation Path for Integrating Flipped Classroom Teaching Mode into Higher Degree Continuing Education

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**Abstract:** In the context of high-quality development in the current new era, higher education continuing education is facing unprecedented challenges, particularly with the new requirement to specify a minimum face-to-face teaching ratio. Attempting to draw on the flipped classroom teaching model, which is more suited to the characteristics of adults, to drive innovations in teaching methods is conducive to improving teaching quality and student satisfaction. Based on this, this paper explores the background of integrating the flipped classroom model into higher education, starting from the policy context, and discusses the application and design essentials of the flipped classroom in higher education continuing education. The aim is to provide useful references and insights for the teaching reform and development of higher education continuing education.

**Keywords:** Higher Education Continuing Education; Flipped Classroom; Teaching Mode

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## Introduction

The flipped classroom, also known as the inverted classroom, originated in the United States in 2007. It is a new teaching method accompanied by the development of modern information technology. Its core concept lies in allowing students to preview independently outside of class and transforming the classroom into a platform for interaction between teachers and students, as well as among students. Through methods such as answering questions and applying knowledge, the goal of enhancing teaching effectiveness is achieved. In the current context of increasing employment pressure and workplace competition, adults continuously learn through higher degree continuing education to maintain competitiveness in the workplace and improve their professional qualities and abilities. However, restricted by time and geography, it is difficult for adults to guarantee fixed study time. Furthermore, classroom time is limited, and adults have diverse learning backgrounds and levels. The flipped classroom mode effectively shifts learning preparation to before class, thereby enhancing the efficiency of teaching and learning in higher degree continuing education.

Chinese scholars have conducted corresponding research on this. For example, Zhang Jinlei <sup>[1]</sup> clearly stated in his research that the flipped classroom can invert the traditional stages of knowledge transfer and internalization in teaching, prompting the role of teachers to shift from knowledge transmitters to learning guides and facilitators. In this mode, the quality of instructional videos has a crucial impact on the effectiveness of knowledge transfer. Zhao Ximin and Zhang Lixia <sup>[2]</sup> focused their research on adult education and proposed that in the context of the “Internet+”, adult education should fully construct a student-centered blended teaching mode, combining online and offline teaching, utilizing real-time and non-real-time teaching methods, to effectively meet the demands of the information society for talent. However, it should be noted that the flipped classroom mode, as an emerging teaching method, has been widely applied in other forms of education. Yet, there is relatively little research on its application in the field of higher degree continuing education. Considering the characteristics of the flipped classroom, it aligns well with adult learning characteristics. Therefore, integrating the flipped classroom mode into higher degree continuing education is highly feasible and represents an innovation in teaching modes for higher degree continuing education. Consequently, this research will combine relevant literature and the actual situation of higher degree continuing education to deeply explore effective implementation paths for integrating the flipped classroom into higher degree continuing education, providing solid support for promoting high-quality development in this field.

## 1. Policy Context

According to the document issued by the Ministry of Education, MoE Teach [2022] No. 2<sup>[3]</sup>, “Implementation Opinions on Promoting the Reform of Academic Continuing Education in Ordinary Higher Education Institutions in the New Era,” it provides guidance for the direction of academic continuing education in the new era and serves as an important action plan for its development during a certain period. The document explicitly emphasizes the significance of teaching mode reform.

Firstly, academic continuing education should fully adhere to its inherent laws and comprehensively consider the learning characteristics of working students, ensuring development within regulations and continuous optimization of those regulations during development. This requires educational institutions to strictly follow basic educational teaching norms in actual teaching processes while also taking into account the actual situations of students to provide them with personalized learning plans.

Secondly, educational institutions should actively innovate educational teaching modes based on adult cognitive laws, career development needs, and discipline characteristics, effectively breaking away from traditional educational models. By designing more flexible and diverse teaching methods tailored to adult learning characteristics and career development needs, such as participatory, discussion-based, case-based, and project-based teaching, the enthusiasm and participation of working students can be enhanced.

The flipped classroom teaching model transforms traditional educational teaching concepts by shifting the knowledge transmission process from the classroom to outside of it, where students autonomously complete learning tasks. The classroom then becomes a platform for teachers to answer students’ questions, organize discussions and interactions, and guide students in practical operations, thereby promoting students’ deep understanding and application of knowledge. This aligns closely with the policy requirements and direction of academic continuing education in the new era. By integrating the flipped classroom teaching model, the high-quality development of academic continuing education can be effectively promoted.

## 2. Application of the Flipped Classroom Teaching Mode

### 2.1 Definition of the Flipped Classroom

The flipped classroom teaching mode, as the name suggests, refers to a new teaching mode that reverses the two links of “lecturing” and “homework” in traditional classrooms. In traditional teaching modes, teachers usually present new knowledge in class, while students consolidate the learned knowledge through homework and review after class. In the flipped classroom mode, students need to actively learn new knowledge before class by watching instructional videos, reading learning materials, etc. Classroom time is primarily used for discussions, problem-solving, and practical operations.

### 2.2 Design Considerations for Applying the Flipped Classroom to Higher Degree Continuing Education

#### 2.2.1 Clarify Learning Purposes and Needs

Adult learners often participate in learning with clear career needs and learning objectives. Therefore, the design of flipped classrooms should closely revolve around these goals and needs, ensuring that the teaching content is closely related to the actual work and life of adult learners. Flipped classrooms should emphasize the application of knowledge through methods such as case analysis and practical operations, helping adult learners apply what they have learned to their actual work and enhancing their professional skills and problem-solving abilities.

#### 2.2.2 Fully Leverage Practical Experience

Adult learners possess abundant practical experience, which flipped classrooms can fully utilize. Through group discussions, experience sharing, and other methods, adult learners can combine their practical experience with new knowledge, deepening their understanding and application of the knowledge. In the design of flipped classrooms, the proportion of practical sessions should be increased, providing adult learners with more opportunities for practical operations and drills to enhance their practical and innovative abilities.

#### 2.2.3 Strengthen Autonomous Learning Ability

Adult learners have strong autonomous learning abilities. Flipped classrooms should encourage them to engage in autonomous learning before class by watching instructional videos, reading learning materials, and other means to initially grasp new knowledge. The design of flipped classrooms should provide diversified learning resources and personalized learning paths, allowing adult learners to adjust according to their own learning progress and interests, achieving self-regulation and personalized learning.

#### 2.2.4 Promote Interactive Communication and Collaboration

Flipped classrooms should offer various forms of interactive communication opportunities, such as classroom discussions, group cooperation, and online Q&A, allowing adult learners to deepen their understanding of knowledge through interaction and enhance their communication skills and team collaboration abilities. Through group cooperation and collaborative learning, adult learners

can learn from and inspire each other in the process of solving problems together, enhancing their collaboration skills and innovative thinking.

### **2.2.5 Focus on Teaching Efficiency and Feedback**

Adult learners often have valuable time. Flipped classrooms should be designed with a compact and efficient teaching process to ensure that as much knowledge and skills as possible are imparted within a limited time. Flipped classrooms should establish timely and effective feedback mechanisms, assessing adult learners' learning outcomes through assignments, tests, and other means, and providing them with prompt feedback and guidance to help them improve their learning effects.

## **3. Conclusion**

The practical exploration of integrating the flipped classroom teaching model into higher education continuing education demonstrates unique advantages in improving teaching efficiency, enhancing students' learning autonomy, and promoting personalized instruction. Firstly, the flipped classroom model significantly increases students' learning efficiency and engagement. Secondly, it strengthens students' self-directed learning abilities and critical thinking skills. Furthermore, this study highlights the flipped classroom's advantages in facilitating personalized instruction. By collecting student learning data, teachers can gain insights into each student's learning progress and preferences, thereby providing tailored learning guidance and resource recommendations.

However, the flipped classroom also faces several challenges in the context of higher education continuing education. For instance, there is a dependence on technological devices, variations in students' self-directed learning abilities, the need for reform in evaluation systems, and changes in teachers' roles. These challenges require continuous exploration and refinement of solutions in future practice. We look forward to more scholars and educators joining this research endeavor to collectively explore flipped classroom models that are more suitable for higher education continuing education, contributing their wisdom and strength to the development of China's higher education sector.

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