

Theme: Reexamination of Flipped Classroom from the Perspective of Cultural Conflicts in Chinese and Western Teaching

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May 2023

1. Flipped classrooms: connotation

The flipped classroom model is an instructional approach that involves students learning content outside of class, usually through pre-recorded video lectures or online reading materials (**pre-class section**), and then using class time for active learning activities such as discussions, problem-solving, and project-based learning (**in-class section**). (first introduced in the USA in the early **2000s**)

The model aims to create a more student-centered learning experience by allowing students to take ownership of their learning process and providing them with opportunities to apply what they have learned in a collaborative and interactive environment.

2. Flipped classrooms: characteristics

- Flipped classrooms are fundamentally different from traditional classrooms in China, with **5 characteristics**: the **subversion of teaching subjects**, the **dynamic nature of teaching time and space**, the **diversity of teaching resources**, the **generative nature of teaching processes**, and the **procedural nature of teaching evaluation**.

3. Cultural Conflict between Flipped Classroom and Traditional Classroom Teaching

- The cultural values and beliefs that underpin Chinese and Western education systems differ significantly.
- In the Chinese education system, teachers are viewed as **authority figures**, and students are expected to respect and obey them. The **teacher-centered approach** is still prevalent in China, and students are not encouraged to question or challenge their teachers.
- In contrast, Western education systems tend to emphasize the role of students in their learning process, with students encouraged to question and challenge their teachers, and take responsibility for their learning.

4. Challenges in Implementing the Flipped Classroom Model in China

- Implementing the flipped classroom model in China can be challenging due to several factors, including **class sizes, access to resources, and the achievement gap.**
- Range from 30 to 50 students
- Not have necessary technology or internet access to complete the pre-class assignments
- Students from rural areas and low-income families often lag behind their urban and wealthier counterparts

5. Strategies for Localization of Flipped Classroom in China

- Develop a student-centered approach to the flipped classroom
- Incorporate group work and peer-to-peer learning in the flipped
- Use technology to provide individualized support to students (online discussion forums or video conferencing to provide feedback to students)
- Provide additional support for students with limited access to resources (alternative resources, such as printed materials or CDs)
- Evaluate the effectiveness of the flipped classroom model (assess student learning and identify areas)

6. Conclusion:

- The flipped classroom model has the potential to be an effective teaching model in China. However, to be effective, the model needs to be **localized to the Chinese cultural context**.
- By developing a student-centered approach and evaluating the model's effectiveness regularly, educators in China can successfully adopt the flipped classroom model and improve student learning outcomes.
(transform **teaching concepts** and culture; update **teaching material** culture; transform the **teaching system** culture)
- By localizing the model in China, educators can help improve student engagement, participation, and learning outcomes, and prepare students for success in a rapidly changing world.



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