Flipped Classroom in Media-Related Courses: Practical Exploration and Effectiveness Analysis—Based on "Student-Centered" Teaching Reform

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Abstract

Driven by the Ministry of Education's new round of audit and evaluation policies, universities are actively seeking teaching reforms. With the rapid development of the media industry and increasing demands for talent, current media-related courses face issues such as monotonous course structures and low student engagement. The flipped classroom, as an innovative teaching model, breaks the constraints of traditional teaching, stimulates students' enthusiasm and initiative, and cultivates innovation and practical abilities. This paper explores the application of the flipped classroom in media-related courses, analyzes its effectiveness, and aims to provide new insights for cultivating media professionals.

Keywords: flipped classroom, media-related courses, teaching reform, student-centered

1. Background of Media Course Reform

The Ministry of Education's new round of audit and evaluation policies has injected fresh vitality and direction into university teaching reforms. This evaluation emphasizes the "student-centered" educational philosophy, requiring universities to enhance the quality of talent cultivation and promote innovation in teaching models. In this context, universities are actively exploring teaching methods suited to the demands of the new era. The media industry, as a pioneer of the information age, is evolving rapidly, with ever-increasing demands for talent. However, current media courses face several problems: monotonous course structures, excessive focus on theoretical knowledge, weak practical components, and a disconnect between what students learn and industry needs. Low student engagement in traditional "cramming" teaching methods fails to stimulate interest and initiative, resulting in dull classroom atmospheres. Addressing these issues necessitates reforms in media courses. Introducing advanced teaching models like the flipped classroom can break traditional constraints, enhance student enthusiasm and initiative, and cultivate innovation and practical abilities to meet the rapid development of the media industry. This is also a crucial step for universities to respond to the Ministry of

Education's policies, improve teaching quality, and cultivate media professionals suited to the new era.

2. Theoretical Framework and Reform Design of the Flipped Classroom

2.1 Core Concept and Development of the Flipped Classroom

The flipped classroom, as an innovative teaching model, breaks the spatiotemporal constraints of traditional classrooms by moving knowledge delivery outside the classroom. Students independently learn foundational knowledge through videos, readings, and other resources. Class time is then dedicated to interactive discussions, problem-solving, and deepening understanding. This model fully embodies the student-centered philosophy, granting students greater autonomy.

Technological empowerment is key to implementing the flipped classroom. Using the internet, multimedia, and other technologies, teachers can easily create and share resources, while students learn anytime, anywhere. For example, two chemistry teachers at Woodland Park High School in Colorado recorded instructional videos for students to watch at home, freeing class time for experiments and discussions, yielding significant improvements in learning outcomes.

Internationally, research on the flipped classroom began earlier, with extensive practice and exploration across disciplines, forming mature theoretical systems and application models. Domestically, flipped classrooms have gained traction in recent years, with numerous universities implementing reforms and producing abundant research. As technology advances and educational philosophies evolve, the flipped classroom continues to develop and is poised for broader application.

2.2 Necessity of Media Course Reform

Current media courses face urgent challenges: monotonous structures dominated by theoretical lectures, insufficient practical components, and a lack of hands-on skills, leaving students ill-prepared for industry demands. Low student engagement in traditional teaching methods stifles active thinking and exploration, resulting in passive learning and unstimulating classrooms.

Against the backdrop of technological transformation, the media industry is shifting toward digitalization, intelligence, and convergence. New communication technologies and media forms demand higher comprehensive and innovative abilities from media professionals. Therefore, media course reform is imperative. Reforms should emphasize diversification, practicality, and personalization, fostering innovative thinking, practical skills, and teamwork to meet industry needs.

2.3 Integration Path of the "Student-Centered" Philosophy

The flipped classroom redefines teacher-student roles. Teachers transition from knowledge deliverers to learning facilitators. In class, teachers guide and inspire students based on their self-directed learning rather than dominating the session. For example, in media course case studies, teachers encourage students to analyze cases independently, propose solutions, and cultivate critical thinking.

Students evolve from passive learners to active explorers. They acquire knowledge outside class and engage deeply in discussions and practices during class. In group projects, students form teams, collaborate, and complete tasks, fully exercising their initiative.

Learning objectives also shift. Beyond knowledge delivery, the focus expands to innovation, practical skills, and teamwork. Evaluation systems adjust accordingly, moving beyond exam scores to include classroom participation, assignments, projects, and other dimensions.

Teaching interactions deepen. Teachers and students communicate in real-time via online platforms, while peer interactions thrive through group discussions and forums. For instance, in a new media operations course, students collaborate to manage accounts, learning and growing together. This model enhances learning outcomes while nurturing communication and teamwork.

3. Implementation Path and Research Methods

3.1 Three-Phase Blended Teaching Model

This reform adopts a "literature review–program design–practical validation" blended teaching model. In the literature phase, teachers compile and analyze domestic and international studies on flipped classrooms and media course reforms to understand research trends and gaps. In the design phase, based on literature and course specifics, detailed flipped

classroom plans are drafted, covering objectives, content, methods, and resources. Surveys assess student needs, habits, and expectations. In the validation phase, the plan is implemented. Student feedback (e.g., satisfaction, outcomes) is collected via surveys and analyzed to evaluate effectiveness and refine the approach.

3.2 Differentiated Course Design Strategies

Using New Media Copywriting and New Media Platform Planning and Operations as examples, the contrast between traditional and flipped classroom designs highlights innovations.

In New Media Copywriting, traditional teaching focuses on theoretical lectures, with students passively listening. The flipped model moves knowledge delivery outside class; students learn basics via videos and readings. In class, teachers facilitate case analyses and group discussions, guiding students to apply theories to real problems and fostering innovation. For instance, while traditional teaching might explain "new media writing logic" statically, the flipped approach tasks students with collecting and analyzing recent exemplary works for in-class sharing.

In New Media Platform Planning and Operations, traditional teaching follows textbook chapters with minimal practice. The flipped model emphasizes practical skills: teachers prepare platform operation cases and tools for self-directed learning outside class. In class, groups present outcomes for teacher feedback. This approach boosts engagement, practical abilities, and innovation.

3.3 Optimization of Process-Oriented Evaluation System

Optimizing evaluation hinges on analyzing correlations between student performance and learning behaviors and establishing dynamic feedback mechanisms.

Data collection occurs at multiple stages:

Pre-course: Collect student backgrounds and baseline data.

Mid-course: Track learning behaviors (e.g., video viewing time, discussion participation, assignment completion) via online platforms.

Post-course: Gather exam scores and project outcomes.

Analysis reveals correlations (e.g., video viewing time and discussion frequency positively correlate with exam scores). Teachers identify issues (e.g., low motivation, ineffective methods) and intervene promptly.

Dynamic feedback adjusts teaching strategies and evaluation criteria. If students struggle with a topic, teachers add support; if evaluation criteria are misaligned, adjustments ensure fairness and effectiveness.

4. Practical Outcomes and Empirical Research

4.1 Quantitative Analysis of Student Engagement

To demonstrate the flipped classroom's impact on engagement, questionnaire and course platform data compared attendance and interaction rates between traditional and flipped models.

- **Attendance**: Traditional classrooms averaged 85%; flipped classrooms reached 93%. This gap shows flipped teaching better attracts students to attend.
- **Interaction**: Traditional classes averaged 3 interactions per session (e.g., questions, discussions); flipped classes averaged 6. This confirms flipped classrooms foster more student-teacher and peer interactions.

These results highlight the flipped classroom's significant success in boosting engagement and laying a foundation for improved teaching quality.

4.2 Multidimensional Validation of Learning Outcomes

Learning outcomes were validated across dimensions:

- **Academic Performance**: In New Media Platform Planning and Operations, flipped classroom students scored 8 points higher on average than traditional peers. Deeper in-class thinking and practice drove this improvement.
- **Innovation**: In New Media Copywriting, flipped students proposed 30% more innovative solutions in projects, demonstrating enhanced creativity and practical skills.
- **Satisfaction**: Flipped classroom satisfaction hit 90% vs. 75% in traditional settings. Students praised the flexibility, personalized learning, and timely teacher support.

The flipped classroom excels in improving grades, fostering innovation, and increasing

satisfaction, making it a highly recommendable model.

4.3 Teacher Role Transformation Report

Classroom recordings and interviews documented teacher role shifts. In traditional settings, teachers primarily lectured, logging content delivery and student behavior. In flipped classrooms, teachers became facilitators, observing learning, guiding, and providing feedback. For instance, a teacher joined a struggling group discussion, prompting multi-angle thinking to resolve challenges. Interviews confirmed teachers now focus more on learning processes, adapt strategies dynamically, and address individual needs. Key behavioral changes include:

- Prioritizing interactions and encouraging participation;
- Shifting from knowledge deliverer to learning guide;
- Tailoring support to individual differences.

This successful transformation enhances teaching quality and student development.

5. Innovative Value and Promotion Insights

5.1 Breakthrough in Empirical Research Models

This study's quantifiable evaluation system contributes significantly to teaching research. Traditional studies relied on qualitative analysis with strong subjectivity. This project quantifies engagement and outcomes via surveys and data analysis, enabling objective, accurate assessments. Comparing attendance, interaction, and performance data between traditional and flipped models clearly demonstrates the latter's advantages, providing robust empirical support for reforms.

The methodology innovates by blending "literature–design–validation" phases, tightly integrating theory and practice. Process-oriented evaluation with multi-node data collection and dynamic feedback ensures effectiveness and sustainability. This empirical model offers a replicable template for cross-disciplinary reforms, advancing teaching research toward scientific rigor.

5.2 Prospects for Cross-Disciplinary Applications

Rapid advancements in 5G and AI technologies present new opportunities for teaching models. In the media industry, these technologies reshape information dissemination, demanding more from professionals. Integrating flipped classrooms with 5G and AI will expand spatiotemporal boundaries:

- 5G enables real-time access to resources and remote interactions;
- AI offers personalized learning plans and precise tutoring based on student progress.

Future media courses could leverage VR/AR for immersive scenarios to enhance practical skills. Cross-disciplinary integration (e.g., media with computer science, psychology) will cultivate versatile talent. Through ongoing exploration, the flipped classroom can invigorate education across disciplines.

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