

Flipped Classroom Design and Course Ideological and Political Design of Shared Economics

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Abstract: The rapid growth of the digital economy and the sharing economy has created a large demand for innovative talents in the sharing economy. However, there is currently an obvious shortage of innovative talents who understand both the basic theories of the digital economy and the practice of sharing economy cases, which will restrict the healthy and vigorous development of the digital economy and the sharing economy industry to a certain extent. Against this background, the author started to offer the course "Sharing Economics" in the fall semester of the 2020-2021 academic year and continues to this day. However, for the sharing economy, its companies are updated and iterated very quickly. Many of the leading companies in the industry five years ago, such as ofo, Mobike, and Linkage Cloud, are now hard to find. This requires that the teaching design of "Sharing Economics", especially the ideological and political course design and flipped classroom design, must keep pace with the times. Based on this, this article intends to explore the flipped classroom design and course ideological and political design of shared economics based on the author's specific teaching practice.

Keywords: Sharing Economics; Flipped Classroom Design; Course Ideological and Political Design.

1. Introduction

Today, the world is facing a new round of technological and industrial revolution. The future competition for national strength will inevitably be a competition between economy and technology, and will also be further reflected in the competition between talents and education. Science and technology are an important support for my country's high-quality development, and innovation is the magic weapon for winning in my country's battle for national strength [1]. We need to promote the economy through science and technology, cultivate talents through education, and win the future through innovation.

The "sharing economy" has developed rapidly in our country in recent years. As a new economic form and economic phenomenon, the sharing economy refers to a collection of economic activities that share decentralized, massive and fragmented idle resources through modern information technology such as the Internet to meet heterogeneous and diverse market demands. The rapid growth of the digital economy and the sharing economy has created a large demand for innovative talents in the sharing economy. However, there is currently an obvious shortage of innovative talents who understand both the basic theories of the digital economy and the practice of sharing economy cases, which will restrict the healthy and vigorous development of the digital economy and the sharing economy industry to a certain extent. Against this background, the author started to offer the course "Sharing Economics" in the fall semester of the 2020-2021 academic year and continues to this day. This article intends to explore the flipped classroom design and course ideological and political design of shared economics based on the author's specific teaching practice [2].

2. Literature Review

According to the research focus of this project, the project team intends to review the existing literature from two aspects: The first aspect involves flipped classroom design. Many

scholars have compared flipped classroom and traditional teaching methods and found that the two have different teaching evaluation concepts. At the same time, they have proposed a guarantee mechanism for flipped classroom evaluation results. Through the "special-general-special" model, they have evaluated the traditional version of flipped classroom and the traditional teaching method. The flipping version, operating version and comprehensive version were unified, and the O-PIRTAS general model was designed (Strelan P, Osborn A, Palmer E, 2020; Guo J., 2019; Song Y, Kapur M., 2017) [3-5].

The second aspect involves curriculum ideological and political research. Curriculum ideological and political education can be traced back to the National Middle School Teaching Conference in 1954. Although the term "curriculum ideological and political education" was not directly used at that time, it required the integration of ideological and political education into subject education and formed the prototype of curriculum ideological and political education. The concept of "curriculum ideological and political education" as a proper noun was proposed by the Shanghai Municipal Education Commission in 2014. At the same time, it was piloted in some universities in Shanghai and achieved some results. At the 2016 National Ideological and Political Work Conference in Colleges and Universities, General Secretary Xi Jinping's important instructions provided strong support for the full flowering of curriculum ideological and political education across the country [3]. Therefore, many people now regard 2016 as the first year of curriculum ideological and political education. After that, Chinese scholars conducted a lot of discussions on this issue.

Existing literature discusses innovative talent training models from multiple perspectives such as flipped classroom design and curriculum ideological and political research [4]. However, since both shared economics courses and shared economics textbooks are very lacking in China, we will discuss sharing based on the above content. Literature on economics flipped classroom design and course ideological and political design is still relatively rare [5].

3. Shared Economics Course Ideological and Political and Flipped Classroom Design

3.1. Flipped Classroom Design

Flipped classroom is a teaching model in which teachers impart knowledge in class and students solve problems after class. It is changed to a teaching model in which students learn knowledge through videos before class and collaborate to solve problems in class under the guidance of teachers. learning activities. Flipped classroom is essentially the same as traditional offline classroom. Students first learn specific knowledge and then use the knowledge they have learned to solve specific problems. Just flipping the classroom changes the specific knowledge teaching in traditional classrooms from offline lectures by in-class teachers to pre-class video online lectures, allowing students to apply the knowledge they have learned to solve practical problems, and complete it independently after class into an in-class group Collaboration is done. Of course, at the specific practical level, different teachers usually adopt specific methods to adapt to the course based on the characteristics of the course.

Specific to the flipped classroom design of shared economics courses, we mainly adopt the method where teachers first teach specific knowledge offline and share online materials on the Xuedutong platform, and then assign optional tasks to students a few weeks in advance so that students can collaborate in groups. The task is completed in a certain way, and finally the students report the completion of the task in class, and the teacher asks questions and comments on the tasks completed by the students. Through the specific practice of the two students, generally speaking, the students' enthusiasm for participation is still relatively high. It has changed the boring atmosphere of the traditional classroom in the past and effectively enhanced the students' independent learning ability and teamwork ability.

Of course, some minor problems were also discovered during the specific practice process. When it was a group's turn to go on stage to demonstrate the results of group collaboration, no one in the group was willing to go on stage to demonstrate. Through private communication with the group members after class, it turned out that there were differences within the group during the collaboration process. The student who came up to report was not satisfied with the slides made by the classmates who prepared the materials, and believed that the materials he produced did not meet the group's original vision and goals. I was worried that it would affect my regular grades in the course, so I was unwilling to report in such a hasty manner. The students who prepared the materials to make the slides thought that although the materials were a bit rough, it did not affect the presentation of the final results. Moreover, they had already produced the materials and could no longer demonstrate on stage by themselves, otherwise the meaning of teamwork would not exist. After fully understanding the demands of the students in the group, I conducted in-depth exchanges with the team members to help them understand the importance of teamwork and the need to exercise communication and coordination skills. In the end, the team members eliminated their differences and brought about the results of the team's cooperation in the next class. In short, the design of flipped classroom does not have an immutable model. It must be designed individually based on the characteristics of the

course and adjusted at any time according to the problems discovered during the specific implementation process.

3.2. Course Ideological and Political Design

"Course Ideological and Political Education" is to integrate traditional ideological and political education into all links and aspects of professional course teaching, and through "implicit" methods, together with explicit ideological and political theory courses, to establish a joint education state. Curriculum ideological and political education is a complex systematic project, among which the ideological and political education in "professional courses" is the most critical and core, and of course the most difficult part to handle. Only by using systematic thinking, scientific design, mobilizing various resources, and increasing the enthusiasm of many parties can we effectively carry out this project.

The ultimate goal of the ideological and political curriculum is to cultivate moral character and cultivate people, and to concentrate on the unification of educating talents and teaching knowledge and solving doubts. This is a good tradition in our country's education. Our party and country have always attached great importance to ideological and political work and moral education in schools, and have formed a series of educational principles and guidelines, which provide working ideas for achieving the goals of what kind of people to train, how to train people, and for whom to train people. The ideological and political curriculum has always attached great importance to establishing morality, learning and teaching, helping students establish correct three views and inherit excellent traditional culture, so as to provide society with more useful talents with comprehensive development of morality, intelligence, physical education and art.

The difficulty of ideological and political courses mainly focuses on how to organically integrate professional course knowledge and ideological and political education. The teaching goal of professional course knowledge focuses more on "seeking truth," while ideological and political education focuses more on the organic unity of "truth, goodness, and beauty." Specific to sharing economics, the research team combined the concept of sharing economy with the five major development concepts during the specific teaching process. The sharing economy not only improves resource utilization efficiency, but also attaches great importance to "collaboration". Through collaborative cooperation to achieve mutual benefit and win-win results, the sharing economy presents a new economic model. In the era of knowledge economy, collaborative innovation can be said to be an important driving force for the further development of enterprises. Innovation at this time is innovation for the entire society.

With the continuous development of the sharing economy, the consumption concept of "idleness is waste, renting but not buying" has gradually become popular. Using fewer social resources can satisfy the needs of more consumers, providing favorable conditions for green and sustainable development. The earth we live on has a limited supply of resources. Today's increasing environmental pressure has forced people to work hard to find ways to use resources more efficiently. Protecting the environment can be said to be an important consideration for people participating in the sharing economy. Compared with past consumption methods, the sharing economy is a more environmentally friendly and sustainable consumption method, which makes it attract more consumers

to join. By improving utilization efficiency and repeated use, the sharing economy effectively reduces human impact on environmental resources. The sharing era provides a feasible new business model for the sustainable development of human society. The resources shared by people are partly in excess. For example, in the automotive field, initial consumers of the sharing model have made reducing the number of cars on the road a reality. Shared travel platforms effectively reduce exhaust emissions. According to calculations, if a car is shared, it can reduce the sales of 8 to 9 cars. It can be seen that sharing economics can very cleverly unify the five major development concepts.

3.3. Further Promotion and Thinking of Research

This article is mainly based on the sharing economics course to discuss its classroom teaching methods and methods, but it also has strong reference significance for the classroom teaching methods and methods of other courses. First, from the perspective of cultivating innovative talents, courses are interconnected and organically combined to form a system that jointly serves the purpose of teaching. Each course can combine its own characteristics to achieve the ultimate goal of cultivating innovative talents. Second, from the perspective of flipped classroom, whether to use flipped classroom, the degree of use and the design of specific links need to be combined with the characteristics of the course. Some courses are more suitable for flipped classrooms, such as senior professional courses and elective courses that are closely related to reality. Such courses can increase the proportion of flipped classrooms, thereby training students' independent learning abilities such as discovering and solving problems, and enhancing students' awareness of teamwork, the shared economics course falls into this category. Other courses are not suitable for flipped classroom, or are not suitable for large-scale use of flipped classroom, such as basic theory courses in lower grades. Because students' knowledge reserves are weak at this time, and the course requires students to memorize a lot of content, it is difficult to complete the established teaching tasks by using a large number of flipped classrooms, which will affect students' acquisition of knowledge. Third, from the perspective of ideological and political courses, the ideological and political courses of Shared Economics provide a template for other courses. Of course, other courses must also cleverly combine ideological and political content with professional course knowledge according to their own characteristics. They must not apply mechanically.

In addition, the outbreak of the COVID-19 epidemic in 2020 has forced many universities in my country to use Internet technology to conduct online education, giving education and the Internet the opportunity to have in-depth exchanges, which immediately accelerated the development of online higher education in my country. my country's online higher education has also ushered in favorable development opportunities. However, traditional offline teaching activities are not only the transfer of knowledge between teachers and students, but also the exchange of ideas and emotions. That is, offline teaching teachers and students are in a scene full of humanistic care. This immersive experience of offline teaching is Online teaching has not yet been able to implement functions well. Students are always faced with a cold screen and cannot interact effectively with teachers emotionally. This is an important issue that we need to further

address in the future.

4. Conclusion and Suggestions

This article discusses flipped classroom design and course ideological and political design from the specific teaching practice of the course group, with a view to providing reference for the teaching design of other courses. The following suggestions are made for the research content of this article:

First, flipped classroom changes the original form of traditional teaching, breaks through the barriers of time and space, and demonstrates typical characteristics such as diversity of learning space, fragmentation of time, and discrete content. In this process, students' independent learning abilities, problem-solving abilities and teamwork abilities are improved, which is more scientific than the past exams that were solely based on performance.

Teachers must learn to use an open and developmental perspective, constantly familiarize themselves with new things, use online teaching platforms such as Xuedutong, establish a hybrid online and offline teaching model, and use various functions of the platform and online teaching resources to design flipped classrooms. The changes in the traditional teaching model of flipped classroom require corresponding adjustments to the assessment mechanism. "Promoting teaching through assessment" uses feedback from assessment results to teach in the new semester, thereby achieving an alternate rise in "teaching" and "assessment."

Second, what kind of people to train, how to train them and for whom to train are the primary issues that education must solve. Of course, we can learn from the useful experience of foreign practices, but in essence we must adhere to the direction of socialist school running and combine it with China's actual situation. run education. The ideological and political curriculum requires the construction of a blueprint for educating people, using the deepening of curriculum objectives, structure, content, models, etc., to organically integrate ideological and political education such as national awareness, political identity, cultural self-confidence, and personality development with the knowledge transfer of various professional courses. , promote the comprehensive and free development of students, and give full play to the role of teaching and educating people. We need to focus on curriculum construction, change the original path of curriculum teaching that was oriented towards imparting knowledge in the past, and integrate ideological and political education into specific teaching links, just like salt dissolved into water, invisible on the surface but everywhere.

Teachers are the key to the implementation of ideological and political courses and have a great influence on students. Therefore, it is necessary to strengthen the training of teachers of professional courses in their ideological and political awareness. Schools need to use various channels such as online and offline lectures, meetings, and presentations to organize professional course teachers to learn the important instructions of the party and the country and the spirit of important meetings, so that professional course teachers have important understanding of curriculum ideological and political education, and have the ability to independently carry out curriculum ideological and political education. important awareness. In addition, schools need to carry out a series of institutional reforms for curriculum ideological and political education, especially those related to incentive mechanisms, which can further enhance the autonomy of

professional teachers in conducting curriculum ideological and political education. Ideological and political education is essentially an act of educating people. Whether they are professional teachers or ideological and political teachers, their mission is to teach and educate people. Therefore, ideological and political education is essentially the mission of all teachers. Only after teachers of professional courses are fully aware of this relationship can they proactively establish the awareness to carry out ideological and political courses independently, and then voluntarily participate in the construction of ideological and political courses.

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