

Online Flipped Classroom Teaching of Business Negotiation based on Tencent Classroom

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Abstract

With the support of Tencent Classroom, this paper takes the negotiation course of business negotiation major in private colleges as an example to carry out an empirical study on flipped classroom. Data show that the learning enthusiasm and participation of students were enhanced. Their learning attitude and performance were enhanced by flipped classroom, which strengthened their personalized learning style.

Keywords

Tencent classroom; Flipped classroom; Business negotiation; Empirical research.

1. Introduction

Tencent classroom is a professional online education platform which launched a large number of high-quality education institutions and masters such as vocational training, civil service exam, textual research employs, oral English, and many other fine course. Teachers create classes with the help of cloud and provide students with videos, pictures, texts, micro-lessons, lesson plans, and PPT. Through the class invitation code sent, students can read materials enter the tencent classroom. At the same time, students can watch videos, conduct mobile online learning, and get immediate feedback, Teachers can easily manage their own classes with Tencent classroom APP. References [1] takes Tencent classroom as the mobile teaching platform to study the effect of online teaching of business negotiation course.

2. Research Status of Online Business Negotiation Course

Online learning is the integration of technology and teaching methods. different media and information transmission way are used for learning in the teaching practice. Flipped classroom is a form of online teaching. In 2011, Salman Khan, a young American educator, introduced a new teaching method -- flipped classroom to the world at TED conference, which attracted the attention of educators. Subsequently, flipped classroom quickly became popular in the United States and affected the whole world. More and more schools have applied flipped classroom into teaching practice and achieved good teaching results, which has become the most popular topic of education reform and innovation in the world. 657 items were retrieved with the theme of 'online teaching' and 'flipped classroom' on Cnki.

1) Domestic research status

The development of flipped classroom in China presents the following trends: Introducing foreign theories and learning successful cases. The first person to formally advocate the concept of online teaching in China was Professor Hong Kang. Afterwards, Professor Li Jia-hou and Professor Ke chi-dong made an in-depth study of online teaching mode and put forward their own views [2]. Experts and institutions such as Professor Li Jiahou, Teacher Zhang Baohui, Deputy director of MOOC center of China Normal University Tian Aili, New Media Alliance [3] have been vigorously promoting the practical application of flipped classroom for a long time. A large number of teachers, such as Lv Jingjing [4], Hu Zhaoxia, Li Jinmin [5], etc. pay attention to the research on localization strategy of flipped classroom. Flipped classroom theory has been

exported to universities and put into practice in primary and middle schools, among which the most famous one is Chongqing Jukui Middle School. Zhao Guodong [6] has explained in detail the implementation of flipped classroom in the stage of basic education and the production of micro-lessons in their works. Rong Mei and Peng Xuehong vividly analyzed the practical effect of middle school [8]. Practice of flipped classroom in colleges and universities. Flipped classroom practice in colleges is mostly adopted MOOC, micro-course, and SPOC [7]. More and more colleges and universities pay attention to the production of micro-course APP software. However, the development of various colleges and universities is not balanced. the implementation capacity of universities is far higher than that of higher vocational colleges [9-10].

2) Research status abroad

In 2013, the concept of Flipped Learning was put forward by Woodland Park High School, which enabled Flipped classroom to take root. Khan concretely describes the flipped classroom model of Khan Academy [11]. A mature teaching method requires the full integration of theory and practice. Scholars Russell and Daniel even raised the flipping learning to the theoretical height of lifelong learning [12-13]. Flipped classroom has developed a variety of technology platforms, such as Moodle, Blackboard, Sakai, Claroline [14], etc., to guarantee the large-scale development of flipped classroom. This research hopes to innovate the interactive flipped classroom model with the business negotiation course.

3. An Empirical Case of Business Negotiation Teaching

1) Question presentation

Traditional teaching blocks information-based teaching methods and excludes instant classroom applications of mobile phones and tablets, which may easily cause dissatisfaction of mobile phone users and lead to the decline of teaching effect. Based on literature research and investigation visits, the research group proposed that the solution to the current dilemma of business negotiation course is the application of flipped classroom online teaching mode. This proposed two hypotheses: 1) Flipped classroom can improve student participation and teaching effect of business negotiation course. 2) Tencent Classroom platform can effectively help teachers to implement flipped classroom. 3) performance of students can improve more quickly than traditional teaching by Flipped classroom. In order to test the validity of the hypothesis, the research members conducted a half-year flipped classroom teaching practice.

2) Research objects

In this study, wuchang Institute of Technology business negotiation major 171302 Student sample. There are 15 boys and 34 girls in the class. Comparison class is Business English class 171301, There are 12 boys and 40 girls in the class. The students of two classes all attended national higher entrance examination, educational background is similar. I need to complete the business negotiation course.

3) Courses and teaching materials

Business negotiation is a compulsory course in the sophomore year of Business Negotiation major of Wuchang Institute of Technology. The course focuses on the concept of negotiation, the main negotiation aspects, such as payment method, transportation, packaging, quantity, negotiation strategies and techniques. There are 4 hours of classes a week. According to the traditional assessment method, the final written examination accounts for 70%, and the usual score (class attendance, homework, group negotiation) accounts for 30%

4) Research process

In March 2020 to July 2020, the offline self-study + online learning classroom were used to disabuse flip classroom teaching for 2014 business English majors: students learn by the

tencent classroom APP and teachers according to students in the classroom after class platform to classroom practice data solutions. The research process is as follows:

(1) before the test

According to the questionnaire survey, the status quo and attitude of flipped classroom learning and mobile device application are understood as the basis for the subsequent teaching implementation. In addition, the questionnaire can provide data for researchers with teaching methods, which provide reference for future teaching and improve teaching methods. The questionnaire was released through the questionnaire star, which was completed by students with mobile phones. The data were directly counted in Table 1. From Table 1, we can see that 23 students had heard or understood flipped classroom. There are 20 students in the experimental class accounting for 80.1% of the valid answers. Compared with the experimental class, the control class was more familiar with flipped classroom.

Table 1. Experimental class and control class

Have you heard of Tencent Classroom?	control class	experimental class
heard	23	20
much about	15	12
never heard	10	16
pay no attention	1	6
The number of papers	49	52

This study selected class 171301 and Class 171302 from the business English majors of 2017 as the comparison class and experimental class. The control class adopts the traditional teaching method. Teachers give lectures in class and organize face-to-face discussion and simulated negotiation in class. For Assignments, The experimental class adopts the flipped classroom method for teaching, and the specific implementation is as follows:

(2) Pre-class preparation

Teachers analyze the teaching activities according to teaching objectives and tasks. The teaching team makes teaching materials, such as teaching plans, courseware, micro lessons, pictures, relevant websites. At the same time, according to the teaching objectives and teaching materials, I made online task lists with clear ideas, clear goals and moderate difficulty. These task lists were published on Tencent classroom platform, such as watching micro-class videos, looking up materials, completing online exercises, and learning difficult points of the negotiation chapter independently. According to their own learning situation, students can arrange the self-study schedule to complete the online task list, which obtain experience values. The teaching activities for teachers are to collect independent learning difficulties before class and check the completion of task list. Working in small groups to report the completion results of the task list, evaluate each other by students and comment by teachers. According to the practical cases in the textbook, the negotiation was simulated. The teacher inspects the classroom and solves the problem in the negotiation process in time.

(3) Practice after class

The teacher published negotiation practice cases and required all groups to complete negotiation drills. Recording videos were upload to Tencent classroom according to what they had learned before class. The students were allowed to vote on the platform. Bonus was given to encourage learning enthusiasm for everyone.

(4) After the test

Posttest mainly involves two aspects. One is the comparative analysis of learning attitude for students. The other is the comparative analysis performance for students. In the comparison of learning attitude between the two classes, the research group adopted two indexes of class attendance and timely completion of homework. 9 simulated negotiations were required to complete. According to the mutual scores, the 9 scores, self-scores and teacher scores, are collected and compared one by one.

(5) Data analysis

Comparative analysis of students learning attitude: This section consists of attendance and completion rate. The teacher statistics class attendance before each class. This course will require to complete 9 negotiation simulations and submit them before the next class. Attendance and completion rate were statistically analyzed using excel 2016.

The volume data is shown in Table 2. The semester attendance rate of the experimental class was 98%, 6% higher than that of the control class (92%). The completion rate on time is 9% more than that of the control class.

Table 2. The attendance rate and completion rate for the control class and experimental class

The attendance number of the control class	The attendance of the control class	The attendance number of the experimental class	The attendance of the experimental class	Number of completed assignments for the control class	Number of completed assignments for the experimental class
55	100%	55	100%	55	55
55	100%	55	100%	54	55
54	98%	55	100%	54	55
54	98%	55	100%	53	55
55	100%	54	98%	51	54
52	94%	54	98%	51	54
52	94%	55	100%	52	55
55	100%	55	100%	52	52
55	100%	53	96%	52	52
54	98%	55	100%	53	54
53	96%	54	98%	54	54
53	96%	51	92%	51	55
53	96%	53	96%	54	53
51	92%	54	98%	53	52

The above statistics show that the attendance rate and homework completion rate of flipped classroom supported by Tencent Classroom are significantly higher than that of traditional classroom. The result indicate that flipped classroom can enhance students' learning interest, which improve their learning attitude to complete homework on time and develop good habits of self-discipline.

Comparative analysis of students' academic performance: In this course, a total of three group simulation negotiations were conducted in one semester. The scores were scored by teachers

and students. We can find that the gap between the two classes is very small in the first two assignments. the further behind the gap becomes larger. There were significant differences between the experimental class and the control class. Under the condition that the students of the two classes have the same major and the same teacher teaches, the experimental results for flipped classroom teaching are improved faster than control class under the same grading standard, which prove the effectiveness of flipped classroom learning.

4. Comments and Summaries

Tencent classroom is a professional online education platform which launched a large number of high-quality education institutions. We conclude that flipped classroom supported by Tencent Classroom has the following advantages:

1) Improve students' interest and enthusiasm for learning.

Many students have no habit of reviewing preview. teachers can effectively publish online task lists in Tencent classroom under flipped classroom. Tencent classroom supervise the whole process to complete assignments on time. At the same time, Tencent classroom experience value, platform real-time scoring, evaluation, feedback, question-answering function can create invisible team learning atmosphere, which help students successfully complete the task list.

2) Improve students' academic performance and teacher-student relationship.

Traditional classroom assessment is based on closed - book test scores. In contrast, Tencent classroom performance statistics are based on the progress for students watching materials and the timeliness of completing tasks, which can better reflect the progressive performance and encourage students to make every progress. Teachers can deepen the communication between teachers and students, which improve their teaching quality. Flipped classroom based on Tencent classroom also puts forward better information technology requirements for teachers.

Acknowledgements

This work was supported by the Wu-chang Institute of Technology teaching research project (2019JYZ11).

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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