

A Study on the Practice of Flipped Classroom Teaching Model in Social Work Teaching: Take the Course of "Social Work Project Planning and Management" as an Example

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Keywords: Social work, Flipped classroom, Project planning and management, Teaching model, Practice

Abstract: The teaching concept of flipped classroom has a natural fit with the concept of social work. Taking the course of Social Work Project Planning and Management as an example, this paper explores the feasibility and effectiveness of implementing the flipped classroom teaching model in social work teaching. Through student surveys and random interviews, we found that the problems and challenges faced by the flipped classroom teaching model in social work teaching, and proposed to improve the teaching content, teaching environment and teaching resources in order to finally achieve the teaching objectives of the social work course.

1. Introduction

With the rapid development of the Internet and information technology, the traditional offline "teacher-centered" teaching method of one-way transmission of knowledge, consolidation of skills and answers to questions can no longer meet the learning needs of contemporary students. China's Premier Li Keqiang proposed in the 2015 "Two Sessions" to further accelerate the informatization and modernization of university education and to continuously innovate new models of online courses. In this context, the flipped classroom teaching model has emerged and quickly aroused the interest and active exploration of university teachers. Flipped classroom is a teaching method that reverses the process of knowledge transfer and acceptance on the basis of traditional teaching methods [1]. In the flipped classroom, students learn knowledge in advance through multimedia methods and complete the absorption and understanding of knowledge through teacher-assisted learning in the teaching classroom [2]. The flipped classroom teaching concept was proposed by J. Baker and first applied in 2007, and has since been widely applied in higher education research and practice, and is widely recognized by teachers for its flexible and diverse teaching methods. Since the introduction of the flipped classroom concept into Chinese higher education, Chinese university educators have conducted relevant researches on the flipped classroom teaching mode, initially staying more at the theoretical level, and have made certain research achievements. With the deepening of the research and the advantages and characteristics of the flipped classroom, scholars gradually realized that they

should strengthen the research on the practical aspects of the flipped classroom, use the theory to guide the practice, apply more practical results to the actual teaching, and further promote the development of Chinese higher education.

Social work is a highly practical and applied profession, and theoretical learning of social work is the foundation, and the ultimate goal is to improve students' clinical skills in social work [3]. Therefore, the teaching of social work courses should not only stay in the aspect of teachers' lectures and students' passive listening and learning, but also need to strengthen students' practical hands-on skills. A social work service project is a systematic task led by professional social workers, following the professional values of social work, using the professional methods of social work, to meet the needs of specific service recipients, within a certain period of time, using certain resources, and in accordance with the predetermined service objectives, service content and service requirements. The "government purchase of social work service projects" has become an important way for government departments at all levels to cooperate with social forces and professionals to supply social services. Therefore, social work service projects have become the main service tools for social workers and social work service organizations, and social work project design and management have become important work skills for social work talents. The course "Social Work Project Design and Management" is a practice-oriented and applied course, and the teaching of the course needs to be closely focused on the real policy environment, community environment and population background. Based on this, this paper attempts to introduce the flipped classroom teaching mode through the course of Social Work Project Design and Management, and explores the practical effectiveness of the flipped classroom teaching mode in the teaching of social work courses by applying relevant curriculum concepts, so that the social work courses can return to their curriculum essence.

2. Analysis of the Feasibility of Flipped Classroom in Social Work Teaching

2.1. Flipped Classroom Can Promote the Effective Implementation of Social Work Teaching Concept

As the name implies, the flipped classroom teaching model is a reversal of the traditional teaching model, i.e., changing the traditional "teacher-centered" educational philosophy and the classroom collective learning process to one of learning outside the classroom and practicing inside the classroom. The teaching concept of flipped classroom emphasizes more on "student-centered learning", which puts the learning of knowledge outside the classroom and the digestion and understanding of knowledge in the classroom, changing the traditional teaching pattern and forming a new teaching structure. The teacher becomes a guide and a participant, and the student becomes the main subject. Social work is a professional service activity based on altruistic values, scientific knowledge, and the use of scientific methods to help people [4]. The concept of social work is "helping people to help themselves", and it emphasizes "people-oriented", which regards the clients as active subjects, not just passive objects. It provides the necessary conditions and uses professional methods to enable the clients to develop their potential to solve their own problems. It provides the necessary conditions and uses professional methods to enable clients to develop their potential to solve their own problems. Therefore, the teaching concept of flipped classroom fits perfectly with the teaching concept of social work.

2.2. Flipped Classroom Can Promote Innovation in Social Work Teaching Methods

Practical teaching courses are also an important part of the social work curriculum, through which students master the practical methods and skills of social work and have the ability to translate the basic theories and methods of social work into the solution of practical problems [5]. The flipped

classroom approach emphasizes students' practical skills. The flipped classroom requires that the classroom activities change from a "chief" position of the teacher to a "leader" position of the students, with the teacher playing a supervisory and guiding role [6]. In this teaching model, the two teaching processes, classroom lectures and students' assignments, are reversed, and teachers provide students with learning resources such as teaching videos and courseware before class. At the same time, the classroom is turned into the students' main field, and students use classroom teaching time to exchange and discuss, and teachers use classroom time to answer questions and interact.

2.3. Flipped Classroom Can Improve the Effectiveness of Social Work Teaching

At present, there are many colleges and universities facing the problem of uneven distribution of educational resources. Social work is still an emerging profession in China, and although many colleges and universities have established social work majors, there are obvious shortages in the allocation of educational resources. For example, the resources of social work teachers, because China has not yet established a social work doctoral system, lead many colleges and universities social work teachers are mostly sociology majors, and the teachers graduated from sociology majors are relatively high in academic and theoretical level, but lack of experience in specific social work practice, which leads to the poor effect of social work professional practice courses. In contrast, under the flipped classroom teaching model, teachers record micro-videos and send them to each student, and each student has equal access to quality teaching resources, breaking the quality educational resources so that students from different regions or even different countries can learn through the video learning resources provided by teachers, which alleviates the inequitable distribution of educational resources to a certain extent [7]. At the same time, through flipped classroom, social work teachers establish a communication mechanism with students for mutual exchange and promotion, which enhances the relationship between teachers and students and between students, and makes the social work classroom environment seem more relaxed and effective.

3. Design of Flipped Classroom Teaching Model Based on "Social Work Project Planning and Management" Course

3.1. Pre-Course Preparation Session

Before starting the course, we need to distribute a questionnaire to social work students to understand their knowledge and needs of the course. On this basis, the teaching design of the flipped classroom should be completed, including: teaching objectives, teaching targets, teaching contents (e.g. PPT courseware and videos, etc.), teaching activities (e.g. topic tasks, grouping mechanism, activity guidelines, evaluation gauges, etc.), teaching environment (e.g. teaching equipment, online platform and application system, etc.) and teaching resources (e.g. web resources, streaming courseware, test bank, etc.). (e.g., web resources, streaming courseware, test bank, etc.). The planning and preparation stage is the cornerstone of the flipped classroom and determines the smooth implementation of subsequent learning.

3.2. Knowledge Aggregation and Internalization Link

Through participatory learning such as classroom teaching, streaming courseware on demand, participating in online courses, retrieving and browsing online resources, and conducting self-assessment exercises, students, under the guidance of the instructor, initially complete the convergence and internalization of knowledge related to the course content, with the core being memory and understanding. The part of memorization includes: basic knowledge related to project

planning and management, knowledge of project design methods, knowledge of system principles of project management, etc.; the part of comprehension covers: students can express the acquired knowledge content in their own words, students can explain and interpret the communicated information, and students can use the existing knowledge to speculate on the future situation. Comprehension is the transcendence of memory and represents a higher level of cognitive learning that students have acquired.

3.3. Application Analysis and Exploration Session

Students analyze and explore what they have learned through independent learning activities such as homework exercises, group (practical, experimental, and game) projects, and reflective summaries. The "application" component expects students to be able to apply what they have learned to new problem situations, including the application of concepts, rules, methods, laws and theories; the "analysis" component expects students to be able to decompose complex knowledge in order to clarify the relevant levels of ideas or the relationships between the various ideas expressed; the "exploration" component emphasizes the ability to create, which requires the generation of new patterns or structures, and requires students to explore their own learning outcomes based on application and analysis, such as completing an essay, designing an innovative entrepreneurial project, etc.

3.4. Summarization and Judging Session

Students are organized to demonstrate and communicate the teaching process and learning results through individual presentations, project reports, self-evaluations, and group evaluations, and to summarize and evaluate the effectiveness of education. Among them, the "summary" part is a reflection of the feedback of teacher-student interaction and the basis for judging the effectiveness of each teaching stage (chapter) of the teaching process; while the "evaluation" part includes teachers' comments and students' mutual evaluation, which is the core element of "teaching to grow together". The core element of "teaching and learning". In addition, the assessment of students' performance in the course is set as follows: 70%-80% of the regular grade (pre-class learning and class participation) and 20%-30% of the assessment of the course project design program. In order to further test the effectiveness of students' learning in the course, the instructor will conduct a satisfaction questionnaire for students to find out how satisfied they are with each part of the course.

4. Satisfaction Analysis of Flipped Classroom in Social Work Teaching

4.1. Research Methodology

This paper examines the effectiveness of flipped classroom practice in social work teaching by taking a baseline measurement approach in qualitative research. Baseline measurement is a measure of the client's condition at the beginning of the intervention to establish a baseline against which to measure the effectiveness of the intervention, to assess changes before and after the intervention, and to determine the extent to which the goals of the intervention have been achieved [8]. The baseline measurement method can be used to evaluate individual, family, group or community interventions by comparing the changes before and after service delivery through observations and research before, during and after the intervention. Determine the goal of the intervention, select a measurement instrument and measure the target behavior and record the target behavior. Second, the intervention period is measured. Third, the data from the pre-test and post-test are analyzed and compared.

This paper adopts the interview method to understand students' intuitive feelings and experiences of the flipped classroom, to grasp what students have gained in the learning process, and to provide opinions and suggestions for further improvement of the flipped classroom teaching model.

4.2. Data Acquisition

In this paper, a questionnaire survey was conducted on the pre-test demand and post-test satisfaction of the course "Social Work Project Planning and Management" with all the undergraduate students of Huizhou University of Social Work, Class of 2020 as the survey subjects. Seventy-six questionnaires were distributed for the pre-test and post-test, and 76 valid questionnaires were collected, with a 100% recovery rate.

4.3. Sample Characterization

The characteristics of the student respondent sample were as follows.

4.3.1. Gender

11 males, accounting for 14.47%; 65 females, accounting for 85.53%.

4.3.2. Classes

37 students (48.68%) in Social Work 1 class and 39 students (51.32%) in Social Work 2 class.

4.3.3. Pre-Course Demand Survey

In terms of "the level of interest in this course", 21 people said they were "very interested" in the course, accounting for 27.63%; 46 people said they were "quite interested" in the course, accounting for 60.53%; and 9 people said they were "indifferent" in the course, accounting for 11.84%. 60.53%; 9 people said they were "indifferent" to the course, accounting for 11.84%.

In terms of "understanding the objectives of this course", 28 people (36.84%) said they "know a lot", 25 people (32.89%) said they "know a lot", and 20 people (26.32%) said they "know some". Twenty people said they "partially understand", accounting for 26.32%; three people said they "don't know much", accounting for 3.95%.

In terms of "expected teaching methods", 16 people said they expected "classroom lecture", accounting for 21.05%; 22 people said they expected "flipped classroom", accounting for 28.95%; 24 people said they expected "case sharing", accounting for 31.58%; 12 people said they expected "embedded classroom", accounting for 15.79%; 2 people said they expected "other methods", accounting for 2.63%; and 2 people said they expected "other methods". 28.95%; 24 people said they expected "case sharing", accounting for 31.58%; 12 people said they expected "embedded classroom", accounting for 15.79%; 2 people said they expected "other methods", accounting for 2.63%. 2 people, or 2.63%, said they were looking forward to "other methods".

In terms of "the importance of this course for future work", 24 people said "very important", accounting for 31.58%; 42 people said "relatively important", accounting for 55.26%; 10 people said "generally important", accounting for 13.16%. 55.26%; 10 people said "generally important", accounting for 13.16%.

In terms of "self-evaluation of project planning ability", 1 person said "most of them", accounting for 1.32%; 16 people said "basic", accounting for 21.05%; 33 people said "some", accounting for 43.42%; 26 people said "some", accounting for 34.21%. Thirty-three people said "partially", accounting for 43.42%; 26 people said "partially", accounting for 34.21%.

In terms of "self-evaluation of project management ability", 3 people said they "mostly have", accounting for 3.95%; 19 people said they "basically have", accounting for 25%; 28 people said they "basically have", accounting for 36.84%; 26 people said they "partially have", accounting for 34.21%. The number of people who said they "basically have" accounted for 36.84%; 26 people said they "partially have", accounting for 34.21%.

4.3.4. Post-Session Satisfaction Survey

In terms of "understanding the objectives of this course", 67 people said they "know a lot", accounting for 88.16%; 8 people said they "know a lot", accounting for 10.53%; 1 person said they "know some", accounting for 1.31%. 1 person said "partially understand", accounting for 1.31%.

In terms of "knowledge of project types", 34 people (44.74%) said they "know a lot", 36 people (47.37%) said they "know a lot", and 6 people (7.89%) said they "know a little". 6 people, or 7.89%, said they "know a little".

In terms of "the importance of this course for future work", 56 people said "very important", accounting for 73.68%; 16 people said "relatively important", accounting for 21.05%; and 4 people said "generally important", accounting for 5.27%. 21.05%; 4 people said "generally important", accounting for 5.27%.

In terms of "self-evaluation of project planning ability", 10 people said they "fully possess", accounting for 13.16%; 37 people said they "mostly possess", accounting for 48.68%; 28 people said they "basically possess", accounting for 36.84%; 1 person said they "partially possess", accounting for 1.32%. 48.68%; 28 people said "basically", accounting for 36.84%; 1 person said "partially", accounting for 1.32%.

In terms of "self-evaluation of project management ability", 12 people said they "fully possess", accounting for 15.79%; 51 people said they "mostly possess", accounting for 67.1%; 12 people said they "basically possess", accounting for 15.79%; 1 person said they "partially possess", accounting for 1.32%. 12 people said "basically", accounting for 15.79%; 1 person said "partially", accounting for 1.32%.

In terms of "satisfaction with the teaching method of this course", 56 people said "very satisfied", accounting for 73.68%; 13 people said "relatively satisfied", accounting for 17.11%; 7 people said "generally satisfied", accounting for 9.21%. 7 people said "generally satisfied", accounting for 9.21%.

In terms of "satisfaction with the teaching content of this course", 29 people said they were "very satisfied", accounting for 38.16%; 34 people said they were "relatively satisfied", accounting for 44.74%; 12 people said they were "generally satisfied", accounting for 15.79%; 1 person said he was "not very satisfied", accounting for 1.31%. There are 12 students who are "generally satisfied", accounting for 15.79%, and 1 student who is "not very satisfied", accounting for 1.31%.

In terms of "satisfaction with the teaching activities of this course", 43 people said "very satisfied", accounting for 56.58%; 27 people said "relatively satisfied", accounting for 35.53%; 6 people said "generally satisfied", accounting for 7.89%. 6 people said "generally satisfied", accounting for 7.89%.

In terms of "satisfaction with the teaching environment of this course", 27 people said "very satisfied", accounting for 35.53%; 30 people said "relatively satisfied", accounting for 39.47%; 17 people said "generally satisfied", accounting for 22.37%; 2 people said "not very satisfied", accounting for 2.63%. 17 people said "generally satisfied", accounting for 22.37%; 2 people said "not very satisfied", accounting for 2.63%.

In terms of "satisfaction with the teaching resources of this course", 33 people said "very satisfied", accounting for 43.42%; 31 people said "relatively satisfied", accounting for 40.79%; 10 people said "generally satisfied", accounting for 13.18%; 2 people said "not very satisfied", accounting for 2.63%. There are 10 people who are "generally satisfied", accounting for 13.18%, and 2 people who are "not very satisfied", accounting for 2.63%.

In terms of overall satisfaction with the course, 48 people said they were "very satisfied", accounting for 63.16%; 26 people said they were "relatively satisfied", accounting for 34.21%; 2 people said they were "generally satisfied", accounting for 2.63%. 2 people said they were "generally satisfied", accounting for 2.63%.

4.4. Evaluation of Teaching Effectiveness

4.4.1. The Flipped Classroom Teaching Model Is Well Suited for Application in Social Work Teaching

It was found that 88.16% of the students were interested in the course and the flipped classroom model, and believed that this model was different from the traditional model, and could largely meet the needs of students and stimulate their autonomy.

Student A: I think the course "Social Work Project Planning and Management" is very practical, but I am afraid it will not be effective if I use the traditional teaching mode. I am very interested in this course, but I am also looking forward to a different way of teaching from the teacher.

Student E: I'm looking forward to what flipped classroom teaching will be like, and I hope it will help me with this course.

4.4.2. Students Get a Solid Grasp of the Course through the Flipped Classroom

Project design and management is a systematic social engineering process that includes pre-project implementation, mid-project implementation, and post-project implementation. In the teaching of social work, social work students need to master the different priorities and application tools of the three project periods. In the pre-project period, students need to learn to conduct research on service needs, define project needs and project goals, apply certain project design concepts, form an initial project design plan, and then start the project fundraising process. In the middle stage of project implementation, students learn to manage the project schedule, monitor the service process, and manage risk to ensure that the project progresses according to the plan; at the same time, students learn to manage the communication skills of different stakeholders to ensure that the project meets the expectations of different stakeholders. At the end of the project, students need to learn to evaluate the effectiveness of the project services, summarize the project working model, and form a final project summary report to account for the results to the funders and various stakeholders.

Through practice and comparison of the pre-test and post-test, it was found that students' gains in terms of "teaching objectives", "importance to future work", "project planning skills" and The post-tests showed a significant increase in the students' gains compared to the pre-tests in terms of "teaching objectives", "importance to future work", "project planning skills", and "project management skills". Students have a solid knowledge base in all three phases of project design and management.

Student C: Before I took this class, I didn't know what a project was. I didn't know how to plan a project, let alone manage it. After the teacher's flipped classroom and our independent learning, sharing and communication, I am now more familiar with the types of projects, how to plan a project and how to manage a project during the implementation process, I think this class has given me great gains.

Student G: The most rewarding part of this class was not only learning about project planning and project management, but it also gave me a renewed sense of my personal potential. Previously, I was a passive learner, but through this class, I realized that I am so capable and I am more confident.

4.4.3. Students' Overall Satisfaction with the Flipped Classroom Teaching Model Is High

Through practice, we found that students were satisfied with the flipped classroom teaching mode, with 90.79% of students satisfied with the "teaching method".92.11% of the students were satisfied with the "teaching activities".97.37% of the students were satisfied with the "overall evaluation". This shows that the flipped classroom teaching mode is very suitable for social work teaching and can better achieve the concept and goal of social work teaching.

Student B: I really like the sharing session in class. Because in this session, I can not only show my own work, but also learn from other students' work, and in the process, the teacher and students communicate with each other, and this atmosphere is really good.

Student D: The self-study before the class was very important and practical. During the process I learned the importance of teamwork and people sharing ideas with each other. Especially the practical session, watching the projects I designed get implemented, was a slow sense of accomplishment.

5. Reflection on the Practice of Flipped Classroom in Social Work Teaching

5.1. Problems

5.1.1. The Content of Flipped Classroom Is Not Rich Enough

The researchers focused only on the production of PPT courseware and micro-video recording when designing the teaching content. The content of the courseware and video was not sufficiently updated with current developments, resulting in many incomprehensions when students studied on their own. Although most of the students agreed with the teaching content, 17.1% of them were not very satisfied with it. The main reason for this is that on the one hand, the teachers lack practical experience in project planning and management. On the other hand, Chinese scholars still have little research in social work program planning and management, and there are no more research results to draw on.

Student E: I think the content of the video produced by the teacher could be more diverse and more examples of ongoing social work projects could be added.

Student F: The content of the PPT could be more specific, especially the practical aspects, such as the project financial budget and the project service plan aspects.

5.1.2. The Flipped Classroom Teaching Environment Is Not Perfect

The study found that 25% of the students expressed general satisfaction or less satisfaction with the teaching environment. The main reason is that students are often affected by the equipment and online platform on site during the flipped classroom, resulting in students sharing without fully and perfectly showing their work. Teachers and students were also unable to do sufficient reflection when watching back the live video, which affected the effectiveness of teaching to some extent. In addition, due to the impact of the new crown epidemic, it was not possible to successfully arrange students to go out to participate in project practice, and some students' student achievements remained on paper without real ground practice.

5.1.3. Insufficient Diversity of Teaching Resources in Flipped Classroom

Flipped classroom teaching places great importance on the effective allocation of teaching resources. Through the study, it was found that 15.81% of the students were generally satisfied or not very satisfied with the teaching resources. The main reason is that on the one hand, the online

resources and test bank resources are too old and not vivid and relevant enough. On the other hand, they did not sufficiently mobilize the participation of off-campus resources and did not sufficiently invite senior social workers from outside the school to share and present cases in class. On the other hand, there is no integration of certain project funds to promote the students' projects on the ground.

5.2. Suggestions for Countermeasures

5.2.1. Further Enriching the Content of Flipped Classroom Teaching

The content of flipped classroom teaching should be fully integrated with the characteristics of social work courses in depth. In particular, most of the social work courses are practical and application-oriented in nature. Therefore, when designing the teaching content, more reference and borrowing from the current social work projects carried out in the society is needed to integrate the latest research results into the teaching content. In addition, it is necessary to increase the training of social work teachers and create more conditions to promote social work teachers to improve their professional teaching level and social work practice level. Encourage social work teachers to participate in academic research.

5.2.2. Further Improve the Flipped Classroom Teaching Environment

With the development of information technology, the traditional classroom is no longer able to meet the new learning needs of the students, and further improvement of the classroom teaching facilities is needed. Especially, the courses of social work majors attach great importance to students' self-awareness and practical skills. Therefore, it is necessary to further improve the classroom equipment and the classroom environment, suggesting more tables and chairs that can be moved flexibly and improving the configuration of the social work simulation lab.

5.2.3. Further Integration of Flipped Classroom Teaching Resources

The effective allocation of teaching resources in the flipped classroom reflects the effectiveness of teaching and the fairness of teaching. The flipped classroom in social work teaching needs to make full use of the resource integration ability of social work majors, broaden the channels of students' course practice, mobilize more off-campus resources and network resources, fully integrate the resources of multimedia, and actively mobilize the enthusiasm of students' independent learning.

6. Conclusion

In conclusion, through the practice of flipped classroom teaching mode in social work teaching and applying it to the course of Social Work Project Planning and Management, very promising teaching effects have been achieved. For social work teachers, it is a learning and breakthrough of their own teaching style, and also an innovation and development of social work teaching mode. For social work students, it greatly improves students' interest and learning efficiency in social work courses, and also enhances students' autonomy and practical ability, achieving good learning results. Although the flipped classroom teaching model still faces many challenges in practice, as China's education reform continues to deepen, the only way to promote the innovation and development of the teaching model is to adhere to the concept of "student-centered".

Acknowledgement

This study is the result of the Huizhou University Professor's Doctoral Startup Project

(2017JB004); Huizhou University Higher Education Teaching Reform Project "Application Research of Flipped Classroom Teaching Model in Social Work Project Planning and Management Course".

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