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Mindset Rather Than Technology Is What Really Matters in Flipped Classroom in College English Teaching: An Organization Development Perspective

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ABSTRACT

This paper demonstrates the implementation of flipped classroom in a private university and explicitly interprets the three major resisting forces that undermine the application of flipped classroom in college English teaching. Based on in-depth analysis of voices from different stakeholders, it is illustrated that administrators in the focal institution lack a clear mission of external adaptation and should be more aware of hearing different voices instead of forcing the policy. As for teachers, they are used to traditional teaching delivery and fear for technology challenge and the possibility of being substituted by technology, moreover, they do not have the initiative to make innovation in tech-based teaching approaches. In terms of students, due to their lack of independent learning ability and their dependence on teacher-centered classroom context, it is challenging to change their awareness and accept the flipped classroom. Based on the situation, it is suggested in the paper that stakeholders should adapt their mindset to the external changes, and leaders in the school need to model the way of the flipped classroom and inspire a shared vision so that it creates psychological safety for its members to try new things.

1. Introduction

The integration of education and technology has increasingly become a trend of educational reform in China and will surely play an essential role in future education development. Under such circumstance, it is imperative that universities carry out flipped classroom to adapt to and survive in the external environment. Otherwise it will fall into the pattern of slow death. Internally, despite the strong appeal for deep change in college English teaching in the focal university, voice of resistance was still heard among different stakeholders who had different value orientations. Three key factors contribute to this situation: teachers' internalized normal assumption about traditional teaching approach; lack of technological and financial support; autocratic leadership of the focal university.

There is no denying that technology plays a pivotal role in flipped classroom as educational technologies such as online videos are widely used to deliver content outside of the classroom. Nevertheless, as long as members are reluctant to change their strongly held assumptions about traditional model of classroom instruction, no matter how advanced the technology is, flipped classroom is less like-

ly to be carried out in college English teaching in the focal university.

However, change is often difficult because we do not anticipate our own psychology. According to Tabrizi and Terren (2013) 10, when our change attempts fail, it is often because our emotional center fatigues and conquers our logical desire for change. It is like a war between the logical Rider and the emotional Elephant. When the rider and the elephant are motivated in the same direction, one is more likely to move forward. When these two forces disagree, one will experience internal turmoil and resistance. In terms of flipped classroom, the emotional "Elephant" is the part of those resisters that fights to keep the status quo and adhere to the traditional teaching, the part that feels uncertain and incompetent about this new strategy. To "SPURRING THE ELEPHANT" to move forward, instead of subjugating the elephant, breaking its spirit, and making is a slave to the rider's will, the rider must arouse the elephant's awareness of deep change as the change that brings about true fulfillment is rooted in self-awareness and personal alignment, and build trust relationship with it. This is also the top priority for the focal university.

Deep change begins with a state of mind (Quinn, 2012) 6. While changing a person's mindset is never an easy task, as mentioned earlier, then what should we do? Change through authority or through influence? In the film Dead Poets Society, to lead the students into deep change, Mr. Keating does not give them a checklist of "recipes". Instead, he shares both his and some alumni's experience to warn his students that if they stick to the four pillars of Welton, they would fall into the pattern of slow death and not be able to achieve their dreams. When the students are fully challenged (ripping out the page is a typical example) and feel perplexed, Mr. Keating always models the way and encourages them to challenge the authority and find their own voice. In this interactive process, he joins with students in relationship of trust. In other word, he leads through influence not didacticism or authority.

Kouzes and Posner (2007) pointed out that leadership is not about position or title. Leadership is about relationship, credibility, and what you do. The core of leadership is influence, which is the key point that can make employees are willing to follow the leader. Kouzes and Posner (2007) 6 then summarized future leadership as five characteristics, among which two are very important for implementation of flipped classroom in college English teaching in the focal university, i.e. modelling the way & inspiring a shared vision.

To begin with, modelling the way is not about copying some existing technology. Rather, it is about changing culture, which means changing the way people have thought and acted for years. It is about learning how to learn together and create excellence in real time. To change the resisters' mindset about flipped classroom, pioneers who are eager to take the initiative and set a positive example for other teachers are needed so that other faculty will join in later and learn together. Actually the college of English in the focal institution is leading the way. The dean of college of English submitted a MOOC about intercultural communication on Zhejiang Institutions of Higher Learning Boutique Online Open Courses Sharing Platform and has achieved the first-stage success. The flipped classroom has been carried out in part of College of English and received favorable feedback from both the English teachers and students. By means of modelling the way, teachers from other colleges will see how flipped classroom is different from the traditional one and then change their normal assumption, and the evidence of success will enhancing their confidence about flipped classroom, which lays a foundation for its large-scale development.

Even though the staff members' mindset has changed, there is another question: how to embed this new model of classroom instruction into organizational culture and make it internalized so that it will not become a flash in the pan. The answer may lie in inspiring a shared vision. In the previous section, a common cause of some administrators, teachers and students' resistance is lack of clear vision. Actually, during the 13th Five-Year plan period, the focal institution has set a new goal, that is to be fully obliged to the duty of an accredited university in pursuing excellence in teaching and scientific research with painstaking efforts and innovative practice, in cultivating students in accordance with the requirements of the society and employers. To purse excellence in teaching and meet the requirements of the society and employers, people need to change the way they have thought and acted for many years, develop new expectations and be at the edge of what they feel comfortable. Only when stepping out of the comfort zone can they enter into the realm of new discovery and possibility. People adapt or die since the educational field is always changing, and flipped classroom provides us an opportuinty to break up the routine. So why not practicing saying "Yes, And..." to flipped classroom?

After inspiring a shared vision, the next step is to figure out how to fulfill it, but first and foremost, the senior leadership of the focal university must unscramble what are issues or challenges for breakthrough that are associated with implementing flipped classroom in college English teaching. If the leaders do not figure out what caused the problem first, then it makes no sense to try to overcome it than it does to take a pain killer without diagnosing the illness. However, the reality is in the focal university flipped

classroom is carried out under the coercion of administrative order. The teachers have no other choice but "just do it!". So even voice of resistance is heard among teachers and students more often than not, the leaders just ignore it or attempt to discredit it.

2. Action Research

What we suggest here is doing action research, using Dr John J. Scherer's STRIPES model, as is illustrated below:

Situation now:

The idea of the flipped classroom has been sweeping through the education community. While a large number of universities in China has already carried it out for many years, it is just in the very beginning in college English teaching in the focal university. The biggest challenge lies in those "resisters" strongly held assumptions about traditional model of classroom instruction as well as stakeholders' diverse needs & value orientations.

Transformation needed:

Leading teachers and students into deep change by challenging their mindset and developing new and critical expectations about flipped classroom.

Restraining forces/Resources & Issues:

To see what forces restrain the implementation of flipped classroom and what issues need to be addressed, we need to analyze the stakeholders:

1) Who will be affected?

Macro: the organizational culture of the university

Micro: administrators, teachers & students

2) Who will implement?

Academic administration of the university with the support of each college

3) Who could be speed bumps?

autocratic leaders; teachers who stick to traditional teaching; students whose learning initiative and self-discipline is weak; technology and finance

4) Who has expertise or power?

Senior leadership team

Through stakeholder analysis, four major issues need to be addressed:

The administrators carry out flipped classroom under the coercion of administrative order while ignore other stakeholders' voice.

The teachers feel uncertain about this approach, which brings lots of challenges, therefore reluctant to change.

The students may struggle in this new learning method because they have not developed strong independent learning ability.

Lack of technological and financial support

Based on these issues, several 'Breakthrough Teams' and one 'Senior Leadership Team' should be set up, addressing the four focus issues in the presentation meeting.

Presentation Meeting: *Room Set-Up*
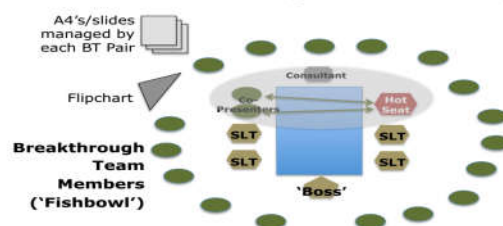
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Presenting the issues in the meeting

After finding out what is actually happening with the people affected, and why it is happening, the next step is getting all that data 'on the table' where it is seen and discussed by stakeholders in a safe environment.

The Players:

● **Breakthrough Team Members**

--Teacher representatives;

--Students represetatives;

--Staff from modern educational and technological center of the focal university;

--Staff from discipline construction of the focal university

● **Senior Leadership Team**

President, Vice-president, Chief of Educational Administration Division, Deans of each faculty

● **External & Internal Consultants**

The Process:

The president of the focal university opens and welcomes all, introduces BTM;

BT team leader describes the process;

Presenter Team 1 speaks with "Hot Seat" leader about the challenges and confusion they meet and recomment advice;

100% present and paraphrase when necessary. Other members should lightly facilitate the presenter;

Q&A: clarifying questions from "Hot Seat" leader as well as the SLT. Please listen with empathy.

Feedback from consultants, comments and suggestions.

When the first presenters are satisfied, Present thanks and invites next presenter team.

Implementing and Tracking the Breakthrough projects (to be continued)

3. Activities to Create Psychological Safety

One of the critical issues is teachers' fear of uncertainty and temporary incompetence. The flipped classroom requires teachers to navigate computer technologies effectively and efficiently while the teachers are used to the

traditional teaching and they have not yet mastered the new technology that flipped classroom requires. some colleagues even express their fear that the technology will replace them one day, which will lead to unemployment. So how can the school leaders reduce those teacher' learning anxiety and make them embrace flipped classroom in college English teaching and take a positive attitude towards it? The answer is increasing the learner's sense of psychological safety. The following activities are recommended to create psychological safety.

3.1 A Compelling Positive Vision

The school leaders must ensure the faculty will be better off if they learn the new approach of teaching. Such a vision must be articulated and widely held by senior leadership (Schein, 2010) 8. The leaders should provide as much information as they can about the flipped classroom to convince both the teachers and students that this new method has been proven effective in improving both teaching and learning to a new level. It will not replace traditional teaching. It just shifts instruction to a learner-centered model in which class time explores topics in greater depth and creates meaningful learning opportunities. What's important here is to to look at things from the perspective of the staff, to articulate why it's 'time well spent' and how this will save them time in the future and the benefits it can offer to individual students. But school leaders have to work things through. It's a process so take one step at a time.

3.2 Formal & Informal Training

Leaders should provide technological training classes, equipment and any other resources to not only help them adapt to flipped classroom, but also to excel in the changed environment. Besides, there are two departments in the focal university, i.e. College of Network Communication and Modern Educational & Technological Center, whose staffs excell in computer and technology. Therefore, school leaders can partner those who are less confident in using technology with teachers from above two departments that are really confident users of technology. They can learn from these "experts" and co-create videos using simple tools for creating videos and then move them along the technology ability chain. This will ease their burden of making time-consuming videos. Here comes another training--team building training since some staffs do not have a strong sense of collaboration. Furthermore, it is advisable to select small groups of staff who are enthusiastic about flipped classroom and send them abroad to see how flipped claroom and MOOC is conducted in

oversea prestigious universities, such as Stanford University, Duke University, Harvard University, etc.

3.3. Reward the "First Person to Try Tomato"

We need a culture that rewards leaders and teachers trying something innovative and understands that some failure is part of the learning process. The important thing is to give everyone a chance to innovate without the fear of failure. Teachers should not feel like deviants if they decide to engage in this new teaching approach. To achieve this, school should provide financial support and offers a bonus as an incentive to those who are eager to try this innovative teaching and who create videos so that they can earn much more from online courses.

3.4 Involvement of the ZYU Staffs

Create a climate of participation and mutual trust. Leader should allow teachers to actually influence the change with their own idea and creative approaches. When a teacher's ideas are explored and perhaps even adopted, it breeds trust and a sense of being valuable. Once they feel they matter in this school, they may not only stop resisting, but actually feel encouraged and hopeful anytime thereafter that you make changes.

So far, we have expounded both administrators and teachers' concern about flipped classroom and put forward corresponding solutions. However, to carry it out successfully in college English teaching in the focal university, another force is of great importance that it cannot be neglected, i.e. the students. The students we are teaching are all post-90s, who are highly individualized and adaptive. They are also "digital natives" who readily embrace digital technology and are addicted to these electrical gadgets. Their problems are, based on our observation, that a large number of them are aimless, neither knowing what and why they should learn nor having any career planning. In other words, they lack motivation and enthusiasm for learning. Moreover, they are less engaging in the class and not good at asking questions. For some students, teachers are transmitters of information while they are passive recipients of knowledge. They do what the teachers tell them to do. Under such circumstance, it is difficult to implement flipped classroom among the students since flipped classroom attaches great importance to students' full engagement and their learning initiative. Base on Dr. Perla Rizalina M. Tayko's "WBL" model (Whole Brain Literacy) (2013) 11, a large number of students are strong in "I-Control" (certainty, consistency) and "I-Pursue" (results, competitiveness) while weak in "I-Explore" (creativity, critical thinking) and "I-Preserve" (cooperation,

participation, relations). According to Tayko (2013) 11, whole brain learning brings education into the real needs of learners--needs they encounter in their real world. Being able to think and express their wonder and curiosity about the situation they find themselves in society makes every learner a potential questioner and problem solver.

Inspired by WBL, some guidelines for designing college English teaching are recommended. Firstly, teaching should be organized in a way that is compatible with the long-term goal of the focal university: cultivating students in accordance with the requirements of the society with painstaking efforts and innovative practice. To cultivate students' sense of purpose, giving them specific and detailed pre-class materials so that they can have clear learning objective and think more about the class content. Secondly, in class, students often complain about the various rigid rules set by the university, such as having early morning class and evening class, heavy workload, etc. So when designing teaching it should be precise about what has to be done, but not how to do it. The use of rules, policies and predefined procedures is kept to the minimum. Thirdly, the teaching design should be student-oriented. High results come from the fulfillment of both individual and organizational needs. The focal university has established an training program that advocates the unique principle of "service first and employment-oriented". At the same time, the students, highly individualized and adaptive, also have their individual needs. It is suggested to take both needs into account while pay more attention to the latter. To do this, giving students more freedom and autonomy and maximize the level of their involvement in college English class. Meanwhile, creating psychological safety to reduce their learning anxiety in flipped classroom as well as to cope with students' value pluralism. Moreover, paying more attention to students' strengths rather than their weaknesses, to help them discovery their strengths and potential opportunities through flipped classroom and then reflect on how these can be co-constructed towards creating the most preferred future they desire.

4. Conclusion

A technological revolution is happening in the world of education; it is changing universities for the better. But change is hard. Trying new things engages a fear of the unknown that makes most people uncomfortable. In a word, the problem ahead of us is not technology or capital but awareness.

It is hoped that administrators should be concerned about their importance to this work and take the development of flipped classroom as an important direction. Based on the 13th "Five-Year" Plan of the focal universi-ty, some targets should be set up and the incentive mechanism established and improved. Moreover, the publicity and technological training should be carried out to improve the consciousness of teachers in flipped classroom.

When it refers to teachers, they must understand the terminology necessary for participation in those projects or activities and spare time to learn to use the tools. Used properly, however, technology can be a tool for teachers as well as for students. It can not only helps teachers new to technology gain experience in using it, but also helps tech savvy teachers incorporate technology more fully into their daily routines. Moreover, students can control their learning time and place to achieve personalized learning. All in all, flipped classroom requires new ways of thinking and behaving for all stakeholders.

Meanwhile, the ability to respond to change is a key role in any leadership position, and how well you cope with change and direct the overall transformation is crucial to your organization's success. Thus, it is time for the focal university to make a deep change to deal with the changing environment: the choice to be alive (Quinn, 1996).

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