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Flip the Classroom of Workplace Ethics Course

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Abstract

"Flipping the classroom of Workplace Ethics courses" integrates role-playing learning in workplace scenario simulations, problem-based learning (PBL), and experiential activities in problem-solving. These elements are incorporated into the flipped pedagogy based on flipped classroom framework. By introducing this flipped pedagogy into the Workplace Ethics course, particularly in the workplace communication ethics series, a student-centered flipped classroom is established. This approach addresses the gap between instructional settings and real workplace scenarios, enhancing students' motivation for self-directed learning. Through experiential activities tackling ethical dilemmas in simulated workplace scenarios, students' motivation for learning is boosted, enhancing students' practical application abilities of workplace ethics knowledge to effectively apply the knowledge gained in courses to resolve workplace communication ethical issues and enhance learning performance.

Keywords: flipped classroom, problem-based learning, role-play, scenario simulation, workplace ethics

1. Introduction

Based on a comprehensive review, both domestically and internationally, similar studies have primarily focused on innovative teaching improvements in technical courses, lacking innovation in pedagogy for non-technical courses such as workplace ethics. Additionally, there is a scarcity of research integrating diverse pedagogical models into workplace ethics courses and examining their impact on students' learning motivation and learning performance (Chang & Hsu, 2021; Chang & Hsu, 2020; Siegel, 2010; Maher, 2000; Moran, 2018; Reyes, 2017; Li, 2022; Chang, 2021; Hsu, Tsai, Yang, & Tseng, 2020; Hsu, 2019; Li, 2016; Huang, 2016; Chang & Hsu, 2016; Xiao, 2016; Wu, 2013; Hsieh, 2008).

The study of "Flipping the classroom of Workplace Ethics courses" aims to address the disparity between instructional settings and real workplace scenarios, incorporating a student-centered flipped classroom pedagogy approach. By engaging students in hands-on experiential activities such as simulating workplace interview scenarios and applying workplace ethics knowledge to solve workplace communication ethics issues during interviews, the following instructional objectives can be achieved:

1.1 Enhance students' learning motivation and learning performance in the workplace ethics courses.

1.2 Improve students' practical application abilities of workplace ethics knowledge, strengthening the effectiveness of workplace ethics problem-solving.

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2. Literature Review

The introduction of flipped pedagogy into the "Flipping the classroom of Workplace Ethics courses" integrates various pedagogical models such as problem-based learning, role-playing, scenario simulation, and hands-on experience. These models are incorporated into the instruction framework of the flipped classroom. The teaching and learning theories involved in the aforementioned pedagogical models and consider the elements of each theory in the development design of flipped pedagogy will be reviewed. This includes constructing new instruction materials, learning activities, and assessment tools required for effective implementation.

2.1 Flipped classroom:

The pedagogy of flipped classroom involves "flipping" the traditional instruction approach, where the teacher delivers course content during class, and students discuss, practice, and complete assignments after class. This model transforms into a method where students preview the teacher's pre-recorded course content before class and engage in discussions, practice, and assignments during class time. Flipped classroom can incorporate various student-centered pedagogical strategies such as problem-based learning, action-based learning, inquiry-based learning, cooperative learning, and peer learning (Bishop & Verleger, 2013).

Key elements of flipped pedagogy include exposure, incentive, in-class activities and assessment. Students' learning satisfaction with the learning experience is closely related to their motivation and participation. High-quality pre-class previews and in-class activities can effectively enhance students' learning performance (Awidi & Paynter, 2019). Teachers providing appropriate quiz designs during pre-class previews help students effectively acquire prerequisite knowledge, significantly impacting overall learning performance (Wagner & Urhahne, 2021).

2.2 Situated Learning:

Situated learning involves learners actively constructing knowledge within the social context they are situated in, applying this knowledge to solve problems. It emphasizes the promotion of learning transfer through authentic contextual activities (Brown, Collins, & Duguid, 1989; McLellan, 1996; Hsieh, 2008). In the learning process, learners cannot separate or detach themselves from the social context they are in. The construction and interpretation of the meaning of learning activities rely on the surrounding simulated environment and contextual thinking (Hsieh, 2008)

2.3 Role-playing learning

Role-playing learning in education serves several functions:

- It allows students to freely express their true feelings in an unconstrained environment and helps them clarify their values.
- It assists students in facing unexpected situations in a more flexible manner.
- By assuming the roles of others, it helps students reflect on their personal responsibilities in society and develop a sense of duty, as well as understand the complexities of interpersonal relationships.
- Conducting role-playing in a pressure-free and simulated environment enables students to try and fail without fear, thereby encouraging them to attempt new things without losing their interest in learning.
- When teachers play the role of coaches or facilitators, students, guided and scaffolded by teachers, are motivated and interested in learning, resulting in significantly improved learning performance (Bennett, 1963; Chen, Yang, & Su, 2007; Hsieh, 2008.).

2.4 Problem-Based Learning (PBL)

PBL is a learner-centered approach to curriculum design and instruction that utilizes practical problems to engage learners in discussions and critical thinking, guided by teachers, to solve problems effectively. It

enhances learners' motivation for self-directed learning and facilitates knowledge construction, sharing, and integration. The key element of PBL lies in the formulation of the problem itself, which must be relevant to the practical domain of the instructional theme. Additionally, teachers must design and align the problem with relevant knowledge to ensure that students establish the foundational knowledge necessary to solve the problem effectively. Only then can learners engage in meaningful PBL learning (Hung, 2016).

3. Method

The experimental study focuses on the workplace communication ethics series units of Workplace Ethics course. The subjects are 47 students enrolled in the Workplace Ethics course of Fooyin University. The workplace communication ethics series units are divided into two units, workplace upward management communication ethics and workplace interview communication ethics, distinguished by the mid-term examination. Traditional classroom lectures/post-lecture assignments are implemented for the workplace upward management communication ethics units before the mid-term examination, considered as the control group. After the mid-term examination, flipped pedagogy is implemented for the workplace interview communication ethics units, considered as the experimental group. This study adopts the "static-group comparison design" mode of pre-experimental design to compare the results of control and experimental group students.

The study introduces flipped pedagogy into the Workplace Ethics course's workplace communication ethics series units. Flipped pedagogy integrates role-playing learning through scenario simulations, problem-oriented learning, and experiential activities focusing on problem-solving into the foundational instruction framework of flipped classrooms. The aim is to investigate whether flipped pedagogy has a significant impact on students' learning motivation, learning performance and practical application ability. The research framework is illustrated in figure 1.

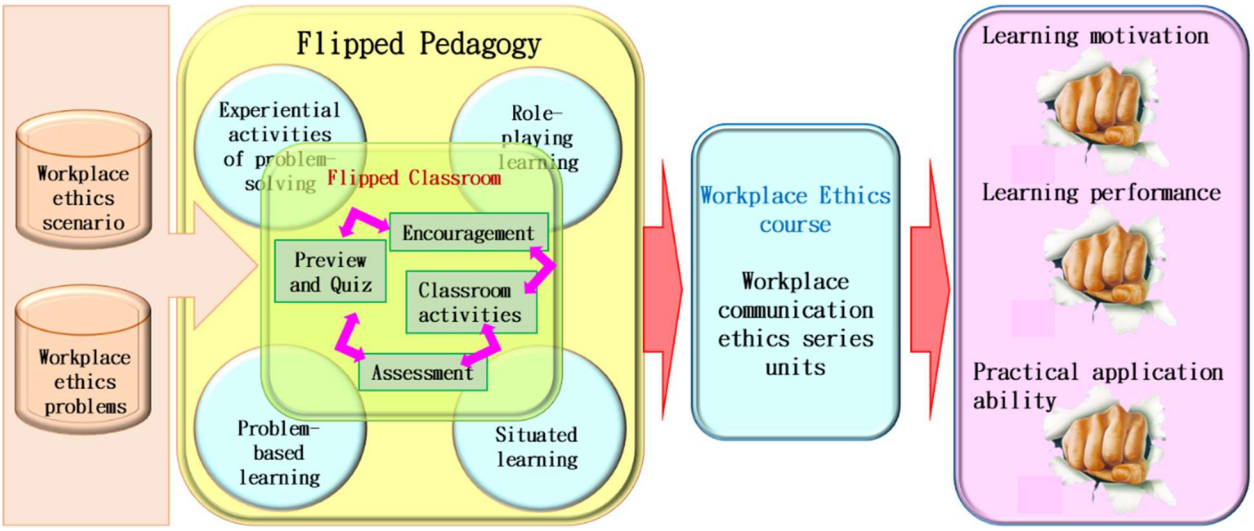

Figure 1 Research Framework

The experimental group implemented the flipped pedagogy. The flipped classroom pedagogy was implemented as the core of flipped pedagogy in order to meet the four essential requirements of flipped learning: pre-class preview, learning encouragement, in-class activities, and learning assessment in terms of developing teaching materials and questioning designs for pre-class previews, setting up workplace simulation scenarios, designing workplace communication ethics issues, designing experiential activities such as situated interview, and designing learning assessments for pre-class previews and in-class activities effectively link corresponding pre-class preview questions with workplace communication ethics issue designs, and constructing correlations between prerequisite knowledge and problem-solving.

With the foundational treatment by using pre-class preview, teachers provide the prerequisite knowledge required for solving workplace interview communication ethics problems through pre-class preview, which is linked to various prerequisite knowledge points required for solving workplace interview communication ethics problems through pre-class quiz designed in an online quiz format on the digital learning platform. By analyzing the results of quiz, teachers identify specific prerequisite knowledge points where students perform poorly. Students then revisit the corresponding pre-learning materials or consult teachers online to ensure effective absorption of relevant prerequisite knowledge.

The experiential activities of situated interview involve collaborative design by industry experts, covering workplace interview scenarios, processes, questioning content, and interview communication ethics. It simulates the psychological pressure of interviews formed by peer audiences present during the situated interview. Subsequently, through experiential activities involving workplace scenario simulations of interview communication ethics problem-solving, students take turns playing the roles of job seekers and interviewers to address workplace interview communication ethics problems. At the same time, teachers provide scaffolded guidance to encourage students to complete their learning.

The control group implemented traditional classroom lecture pedagogy, where theoretical knowledge of workplace upward management communication ethics was imparted through one-way lectures. Subsequently, critical thinking analysis activities of workplace upward management communication ethics problem-solving cases were conducted, with the scaffolded guidance provided by teachers during the process. After class, students completed online quiz assignments on workplace upward management communication ethics problems and solved them independently.

Subjective assessments of learning motivation, learning performance and practical application ability were applied to both the experimental and control groups students through learning satisfaction investigation questionnaires. The control group's learning performance was evaluated based on post-assignment performance using a learning performance assessment chart. The experimental group's learning performance was assessed based on performance during the experiential activities of workplace scenario simulations of interview communication ethics problem-solving using the learning performance assessment chart as well.

The learning performance assessment comprises four dimensions: recognition of communication ethics issues, application of prerequisite knowledge, problem-solving effectiveness, and feasibility of problem-solving approaches, with respective weights of 30%, 30%, 25%, and 15%, as determined by consensus in meetings with industry expert panels. During the assessment of learning performance, the expert team and the teaching faculty jointly utilize the learning performance assessment chart to evaluate each student. Subsequently, the individual learning performance assessment scores for each student are computed by averaging the scores across the respective dimensions. Finally, the average scores for each dimension are multiplied by the individual weights and summed to obtain the overall learning performance assessment score for each student.

4. Results and Conclusions

4.1 Significant improvement in learning motivation:

The results of learning satisfaction investigation questionnaires for both the control and experimental groups indicate:

- The satisfaction score for learning motivation performance of the control group is 73, whereas it is 92 for the experimental group. Compared to students of the control group, those in the experimental group demonstrated higher learning motivation.
- The satisfaction investigation results for the experimental group indicate that the following factors influencing student learning motivation significantly in terms of workplace interview scenario simulation design and experiential activities. These elements were lacking in the pedagogy of the control group. Therefore, the flipped pedagogy of situated interview implemented in this study, which

includes scenario simulation design and experiential activities, effectively generates high learning motivation among students.

- The satisfaction investigation results for the control group indicate that the following factors influencing student learning motivation significantly in terms of critical thinking analysis exercises of workplace ethics cases and scaffolded guidance provided by teachers during critical thinking analysis exercises. However, these elements, though similar to experiential activities applied for experimental group, lack practical workplace scenario simulations, thus failing to achieve the performance of the flipped pedagogy implemented in the experimental group.
- In conclusion, students of the experimental group who received flipped pedagogy showed significantly higher learning motivation in the workplace communication ethics course compared to students of the control group who received traditional pedagogy.

4.2 Significant improvement in learning performance:

Learning performance assessment employs a dual evaluation mechanism utilizing subjective assessment via learning satisfaction investigations and objective assessment through learning performance assessment chart, thereby cross-validating the reasonableness of both assessment results:

The satisfaction score for learning performance of the control group is 72, while it is 94 for the experimental group. Compared to students of the control group, those in the experimental group demonstrated higher learning performance.

The results of the learning performance assessment chart for students of the control group indicate a total average score of 71, whereas for students of the experimental group indicate a total average score of 93. This trend in the comparison aligns with the statistical results of the learning satisfaction investigation, indicating that students of the experimental group exhibited higher learning performance compared to those in the control group.

In conclusion, students of the experimental group who received flipped pedagogy indicated significantly higher learning performance in the workplace communication ethics courses compared to students of the control group who received traditional pedagogy.

4.3 Significant improvement in practical application ability:

The assessment of practical application abilities adopts a dual assessment mechanism comprising subjective assessment through learning satisfaction investigations and objective assessment through the learning performance assessment chart, focusing on the application of prerequisite knowledge and problem-solving performance. This mechanism allows for cross-validation of the assessment results:

The satisfaction score for practical application abilities is 74 for the control group and 92 for the experimental group. Compared to the control group students, those in the experimental group demonstrate higher practical application abilities.

- The average scores for the application of prerequisite knowledge and problem-solving performance dimensions in the learning performance assessment chart are statistically calculated. For the control group, the total average is 70, while for the experimental group, it is 95. These results align with the trends observed in the learning satisfaction investigation, indicating that students in the experimental group exhibit higher practical application abilities compared to those in the control group.
- Considering the above findings collectively, students in the experimental group, who received flipped pedagogy, demonstrate significantly higher practical application abilities in workplace communication ethics courses compared to students in the control group, who received traditional pedagogy.

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