Introduction

- The engagement perspective asserted that the more a student invests time and effort in educationally purposeful tasks, the more he/she will gain from his/her college experience (Pace, 1998).
- Career development programming has been identified as one means for positively increasing student academic engagement (Lapan, 2004).
- Taking a career development course as a university-wide elected course, college students in China are usually lack of motivation to invest their time and effort to the course assignments, which the course instructor believes are educationally purposeful tasks.
- Flipped-classroom refers to the teaching practice that removing single-sided information-transition lectures outside of class time and devoting the class time to a variety of active tasks and interactive learning activities.
- There is currently lack of evidence to support the effectiveness and efficiency of flipped-classroom approaches in promoting students’ learning outcomes (DeLozier & Rhodes, 2016).
- The present study exam the effectiveness of using a flipped-classroom approach to promote college students’ engagement and learning outcome in elected career development courses.

Methods

- The Career Development Course
  - The “career development and planning for college students’ course” was designed according to Parsons’ career development model (1909) and was divided into three major sections:
    - Section 1: Discuss about the values, interests, and abilities of students;
    - Section 2: Discuss about the world of work, including how to access, evaluate, and review information, and activities that facilitates students to collect information of their interests;
    - Section 3: Focus on practical skills such as selling self in 3 minutes and preparing for interview.
- This course lasted for 16 weeks and was offered to all undergraduate students as a university-wide elected course since 2015 spring semester.

- Teaching Approaches
  - Traditional teaching approach: the instructor gave the lectures and assigned a small amount of time for activities in class. The assignments were required to complete after class.
  - Flipped-classroom teaching approach: students were required to watch the videos of lectures and submit Mind Maps before class. In class, students discussed what they have learned from the video lectures, did interactive activities and shared their reflection of these activities and assignments.

- Research Participants

Results

- The purpose of the evaluation was to test the effectiveness of the flipped-classroom teaching approach in comparison to the traditional teaching approach.

Discussion

- By removing lectures out of class and devoting class time to interactive activities and discussion, the flipped-classroom teaching approach significantly facilitate students’ more engagement in deep learning tasks as well as engagement in teacher and peer interaction.
- By engaging more in deep learning tasks, students who were in the flipped classroom, compared to those in the traditional classroom, gained more successful performances in the final mock interview.
- The present study’s findings confirms DeLozier and Rhodes’s (2016) argument that students’ perceptions of learning outcomes are not tantamount to objective measures of learning performance. Although the performance measure used in the present study was somewhat subjective based on the two interviewers’ judgment, both interviewers were blinded to the grouping of students.

Limitations

- The present study did not include measures of students’ ability in career exploration and career decision. These measures could be added as indicators of learning outcomes in future research concerning flipped-classroom approaches.
- The students in the flipped classroom might also benefit from the professional growth of the instructor after two years of teaching this career development course.