A Research on the Present Situation of College Examination Discipline and Countermeasures

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Abstract. The sharp increase in the number of national college students leads to a high proportion of low-quality college students. Cheating in exams becomes a common phenomenon. The author tries to find out the subjective and objective motivations of cheating in exams and seek the countermeasures based on questionnaires. The countermeasures include: guiding students to set learning goals to stimulate their learning motivations; enriching teaching models to arouse students’ interests; strengthening college students’ integrity education and helping them set up positive views of life and value, etc.

Introduction

The university is the cradle of cultivating talents, and the teaching quality decides the quality of students. The exam discipline is the lifeblood of the teaching quality of the university and the guarantee of the realization of the teaching goals. Strengthening the construction of college examination discipline and forming a good practice have a profound realistic significance in stabilizing college teaching order, improving teaching quality and cultivating high-quality college students.

The Current Situation of College Examination Discipline

In recent years, with the enrollment expansion of colleges, the number of students entering the college has been increasing rapidly. In 2003, national ordinary universities plan to recruit 6.84 million students, and the admission rate was 75%. In 2004, national ordinary universities plan to recruit 6.98 million students, and its admission rate was 74.3%. Among these students, there are still some hard-working students. However, the cheating rate and the number of students weary of study are increasing gradually. Moreover, there are many different kinds of means of cheating, such as carrying notes secretly, whispering to each other, exchanging the papers and passing the questions to other students and so on. What’s worse, some students even use mobile phones to cheat, such as Text messages, WeChat, QQ and searching answers on the internet. Now, students’ attitude towards cheating changed. They previously considered it as a bad habit and felt angry and sad. However, at present, they feel unbalanced when seeing that others get good grades by cheating, so they follow them. They also have the idea that all is turbid and why leave me alone! Furthermore, they think grades don’t lie in diligence but in cheating. These ideas not only make poor students want to cheat in the exam, but also make good students who perform well at ordinary times look for opportunities to cheat. To put a complete stop to these unhealthy practices of cheating in the exam, the writer has respectively conducted a survey among the freshmen, the sophomores and the junior students in a college, trying to find out the cause of bad practice and attempt to find a feasible method to promote the construction of the college examination discipline.

The Analysis of Causes

According to the survey, the causes of students’ cheating in the exam are as follows:

Firstly, the motivation of the study is insufficient. In the questionnaires about the regulations and rules of examinations, when students were asked about their expectation for final exam, some
answered “just pass the exam”. Among those, 20 students are freshmen, accounting for 46.5% of the investigated students; the number of sophomores is 32, accounting for 70%; and the number of the junior students is 34, accounting for 50.7%. We can see that more than half of the investigated students have a low demand for their grades, and only want to pass the exam. In high school, the students were never content with a pass result, they try to surpass themselves constantly, and strive to get good grades in order to be admitted by their ideal university. Nevertheless, the colorful university life is a new temptation, some students see as their life motto that sixty is lucky. Without pressure and motivation, students do not attach importance to their studies. In addition, they do not make good preparations for the final exam, which make them have no choice but to risk cheating.

Secondly, students are not interested in the courses they have taken. Einstein once had a famous saying that interest is the best teacher. As long as students are interested in the course very much, they will actively seek knowledge, explore, and practice. If so, the effect will double. To our sadness, we find a large number of students are not interested in the classroom teaching according to a survey. Among those, the freshmen account for 53.5%, the proportion of sophomores is 42%, and the junior students account for 55%. As a result, it is a common phenomenon that students skip classes and are often late for class. Even though they go to attend classes, they choose the last row of seats so that it is convenient for them to play mobile phones, chat or sleep and so on. Only a few students listen to teachers carefully and interact with teachers. Classroom teaching is the main approach by which students attain knowledge. It can also make the students master knowledge and skills, develop their intelligence, and form positive attitudes. However, the knowledge which students should have mastered becomes too difficult for them. The desire of getting good grades in an exam becomes even impossible for them. Therefore, students are likely to pin their hope on cheating in the exam, expecting themselves not to fail the exam.

Thirdly, students have an incorrect recognition about the exam. There are clear penalty measures in students’ handbook of each university. It is deliberately designed for the students who cheat in an exam, and the punishment is severe. For example, according to the article 30(2) provision of The regulations on the exam management of a university, the students who violated the regulations during the exam will be given a warning punishment, their test papers will be confiscated on the spot and their grades will be cancelled. The student, who wants to cheat in an exam, will not be awarded with bachelor’s degree in Article 8 of some university’s detailed rules and regulations about bachelor’s degree conferring. During a questionnaire survey, some students were asked about “What do you think of your schools’ examination regulations and punishment?”. 48.8% of the freshmen consider it as stricter, and 23.3% of them think it’s very strict; 37% of the sophomores feel it is stricter, and 30% students think it’s very strict; 13% of the junior students regard it as stricter, and 54% students view it as very strict. Now that the regulations are so strict, why are there some students defying the law? The cause of it is that students have unhealthy mentality while cheating in an exam. Seeing others plagiarize each other, some students have the conformity, and others have fluke mind after they manage to cheat. In addition, some even have vanity psychology trying to get high scores. In universities, the scholarship, the assessment of “three-good” students, the appraisal and election of excellent class leaders, joining the Party and the employment have a connection with the exam grades more or less. In order to pursue these reputations and interests, many students becomes irrational during an exam. As a result, they cheat in the exam at any cost, break the rules at all cost and risk danger in desperation. The result of doing that is that they not only won’t get these reputations and interests, but also will be punished severely.

The Countermeasure Research

Guiding students to set learning goals to stimulate their learning motivations. University students lack enthusiasm for study, mainly because they suffered from high pressure during high school. In addition, they were guided by the wrong idea that “After entering the university, everything will be fine” which is the conventional slogan used by many teachers who wanted to encourage students to study. Believing that everything will be in order after entering university, the students relaxed
themselves, forgetting about their lessons completely, but they do not know the study is just a beginning. Therefore, for freshmen, the first thing to do is to help them set up positive view of learning. From the present international and domestic situation to the concrete condition of the universities, from students' lofty ideals to the coming employment, we should make students realize that the college life play an important role in their life. At the same time, we are supposed to guide students to set their own long-term and short-term goals. For example, encourage them to obtain National Computer Certificate in the first year, to get CET 4 and CET 6 certificates in the second year, and to get certificates related to their majors or preparing for Postgraduate Entrance Examination in the third year. Only when the short-term goals are realized one by one, can they lay the foundation for their long-term goals and pave the way for students' future.

Enriching the classroom teaching mode to arouse their interests in learning. The advantage of traditional classroom teaching is that it can help students to master knowledge systemically. However, the system of "cramming education" makes students become passive recipient of knowledge, ignoring students' response in class. It is difficult to motivate students' subjective initiative, making the class boring and dull. Therefore, students become weary of studying and skip classes. We should change cramming education. According to the characteristics of the courses and students, teachers are supposed to apply different teaching methods, such as heuristic teaching, simulation teaching, process oriented teaching, project oriented teaching, task-driven teaching, case analysis method and so on. At the same time, teachers should strengthen the connection between school and company and let students walk into factories and companies to experience the atmosphere and environment of workplace, connecting theory-teaching with practice-teaching to realize the trinity of “teaching, studying and doing”. In this way, we can inspire their thoughts and cognition, arouse their learning interests, make them take an positive part in study and improve the teaching effect.

Strengthening honest education and helping them to set up correct outlook on life and values. Currently, some undesirable practices of society has entered into university gradually, but college students are in the formation stage of life and value, who are easily influenced, thus they have a harmful influence on the development of their outlook on life and values. When it comes to examinations, they lose their credibility and integrity, and then cheat in the exam. As for this phenomenon, we should strengthen college students’ ideological and political education, train the idea of integrity test, raise their integrity quality, redress their attitude towards examinations, and set up the idea of “shameful cheating”. It is a fundamental method to stop cheating and upright test attitude. Meanwhile, it is high time that we adopted different approaches to form correct direction of public opinions and guided students to set up correct values. For example, network, campus newspapers, publicity column are good for publicity of integrity. Organizing and carrying out some relevant speech contests, essays, debates, seminars and other activities are also beneficial. Furthermore, we are supposed to establish a scientific and reasonable evaluation index system of integrity, and college students’ credit files, including their personal profile, family situation, academic record, health condition, credit record, special record, personal integrity, school opinions and so on, which can reflect students’ credit condition. What’s more, we’d better hold mobilization meeting, restate the examination discipline, sign letter of commitment, create good environment of campus credit, and lead students to set up correct outlook on life and values.

References