Research on the Application Methods of the Second Classroom of Application-Oriented Colleges and Universities

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Abstract. At present, the development of the second classroom activities cannot form resultant force with the first classroom effectively in application-oriented personnel training for Chinese colleges and universities. Aiming to solve this problem, this paper established an application system of the second classroom for the application-oriented colleges and universities, which was on the basis of the analysis of the functions and related theories, policies and current situation of the second classroom. The application system includes the flowing four aspects: organizational structure, management system, teachers insurance, and content construction. Finally, the paper analyzed the other problems in the system.

Introduction

March 2015, the British Broadcasting Corporation (BBC) made a documentary, which intended to show the different education effect for Chinese education mode and western education mode. In the documentary, the BBC was responsible for recruiting and selecting five Chinese teachers who were planned to teach at Bohunt School in Liphook, Hampshire, which is a public school in the UK. Those Chinese teaches were required to teach the students for a month according to the Chinese traditional teaching mode after that, the organizers would exam the students from Chinese class and the UK class respectively. The final result is that the British students in China class “gain a complete victory” who had an average score 10 points higher than that of ordinary English class. The documentary aroused heated discussion soon in the Britain and China educational circles. Although the comparison between the two countries is the “primary education”, the documentary should cause everyone's reflection in the china education circles, however, Chinese education “gain a complete victory” in the documentary, it cannot prove anything. On the contrary, it had led us to think more deeply about Chinese education, such as, Why Chinese students in mathematics and other disciplines is so excellent, but China's professional personnel in the international competitiveness is worrying? Why do China is inferior to the western countries in many respects such as science and technology innovation, personnel competitiveness, and so on? What is wrong with our education? Where is the right way for the "quality education" which was advocated by china educational circles?

The Important Role of the Second Classroom System in Application-Oriented Personnel Training

The Definition of the Second Class

It is difficult to find an authoritative definition of the second classroom. This paper describes the second classroom is that so-called “second classroom” is relative to the “first classroom”. It generally refers to that the students participate in the ideological education, sports, professional practice, science and technology innovation and so on in their spare time.
The Role of the Second Classroom in Application-Oriented Personnel Training

The first classroom plays a major role in personnel training process for undergraduate level, because the first classroom makes students form a complete professional theoretical system, and have a certain practical ability, however, these are far from enough for the future success of the application-oriented personnel, which requires more support of the education content from the second classroom. It is different from the second class and the first classroom. Compared with the first classroom, the second classroom has a set of flexible mechanism and rich content to expand the students' vision in the ideological and moral, scientific and technological culture, professional innovation, and many other aspects. It is like the two legs of a person for the role of the first classroom and the second classroom in the process of personnel training, which can quickly achieve its goal only two legs coordinated movement.

The Requirement Analysis of the Development of the Second Classroom Activities for Application-Oriented Colleges and Universities

Requirements for Top-Level Design

The top-level design is an important concept in systems engineering, which is refers to the methods of system theory, in order to achieve the goal efficient and quickly by using resources, and methods efficiently to plan a project in all aspects from a global point of view. The design and implementation for the second classroom not only considers how to form resultant force and first classroom but also considers how to solve the conflict in personnel arrangement, resource demand for the two classrooms. Therefore, it is necessary to do a top-level design with the purpose to improve the quality of planning and implementation for the second classroom.

Requirements for Resources Guarantee

Due to the lack of systematic planning, the activity of the second classroom and first classroom will appear a lot of the resource conflicts, which include human resources, hardware resources, time resources and so on. It is an important prerequisite for organizing the second classroom activity that how to guarantee the resources it needs, at the same time, it is also an important foundation for improving the teaching quality of the second classroom.

Requirements for the Content Quality

It is a very important to review the content of the second classroom earnestly in order to discover its own value. For the political orientation and moral aspects involved in the content of second classroom. The school committee of the Communist Youth League can generally play a good supervisory role, but for others, especially the professional and technical aspects, it is difficult to review for the Communist Youth League. With application-oriented colleges and universities, the professional and technical content for the second classroom activities had counted for a large proportion, so it is very important for application-oriented personnel training to review the content from the students' professional point of view.

Requirements for the Grade Level Characteristics

The phase of the four years in the University are keys to growth for teenagers, who will experience a series of subtle physical and emotional changes in that phase. The analysis of these changes will help second classroom activities to match the specific physical and mental needs of the students in different stages and the different content. This paper divides the physical and mental development of college students into four stages according to the psychological characteristics of students in different grades, as shown in Table 1.
Table 1. Analysis of physical and psychological changes of College Students.

<table>
<thead>
<tr>
<th>terms stages</th>
<th>Freshman year</th>
<th>Sophomore year</th>
<th>Junior year</th>
<th>Senior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive characteristics</td>
<td>The thinking is active and curious, but the logic of thinking is not strong</td>
<td>Curiosity began to weaken, Logical thinking ability begins to form</td>
<td>Begin to search for the subject areas of interest</td>
<td>Most people have a strong ability to think logically, and like to study and explore</td>
</tr>
<tr>
<td>Knowledge characteristics</td>
<td>Lack of professional knowledge</td>
<td>Knowledge structure tends to be diversified</td>
<td>Beginning with a certain Subject knowledge, the concept of relative truth began to form.</td>
<td>Discipline knowledge and professional knowledge system have been formed</td>
</tr>
<tr>
<td>Learning characteristics</td>
<td>initiative of studying is not enough</td>
<td>Self learning habits began to develop</td>
<td>Most people, have had the habit of active learning, began to think about the future of heir career</td>
<td>The passion for skill learning is greater than that of theoretical knowledge.</td>
</tr>
</tbody>
</table>

With the above analysis, it is obvious that the design of the specific content of the second classroom must be based on the physical and psychological characteristics of the students in each grade. For example, Ideological education and logical thinking training activities should be arranged in freshman year or sophomore year, and professional skills competitions should be arranged in junior year or senior year.

The Construction of the Implementation System of the Second Classroom in Application-Oriented Personnel Training Design for Organizational Structure

The second classroom wants to play its due role in the personnel training program, and the situation that “the first classroom” and “the second classroom” are lack of coordination in the organization in the current personnel training must be changed. There is a good way that to put the second class into the “Personnel Training Program”, and to make detailed planning about it. Figure 1 shows the operation of the first classroom and the second classroom in the traditional mode.

![Figure 1. The operation of the first classroom and the second classroom in the traditional mode.](image)

Figure 1 shows that there are two processes which are operated separately by two different departments, although the two processes are organized nominally according to “Personnel Training Program”, the actual operation for the two processes significantly are separated, with a tendency of “design from department”.

Figure 2 shows the organization and implementation redesigned of the first classroom and the second classroom.
First of all, the content of “Personnel Training Program” involving the second classroom should be planned in detail in the process. Teaching authorities should set up the corresponding school cooperation team to complete the construction schedule and demonstration of the plan. The teaching authorities initiate and organize the “first class Steering Committee” and the “second class Steering Committee” in the specific implementation phase. The “first class Steering Committee” which is composed of senior education workers, business executives and industry experts is responsible for the revision, adjustment and demonstration of the “Personnel Training Program”, and the “second class Steering Committee” which is composed of professional teachers, the backbone of the Communist Youth League and social experts is responsible for plan validation, content selection, process guidance, evaluation, etc. It should be pointed out that some members of the two steering committees are allowed to work in the “first class Steering Committee” and the “second class Steering Committee” at the same time.

**Design for Management Rules**

There are three aspects which are need to be established in the management system level. The first aspect, the rules for organizing second classroom activities. The rules cluster mainly includes “the establishment and activity rules of the second class Steering Committee”, which mainly explain the establishment ways and the establishment processes for the “second class Steering Committee”, and the qualifications treatment, tenure and work content for the members, etc; “The activity rules of the “second classroom” mainly used to guide students to organize, participate in the second classroom activities. "Second classroom supervision rules”, and the rules is used to check the validity of the content, the effectiveness of the plan and the value of the activity, which may be carried out by means of inspectors; The second aspects, resource coordination rules, which includes "the second class financial process examination and approval rules" “he second class place approval rules” and so on, the rules cluster is used to coordinate the conflicts in financial resources, the place resources, human resources and time resources in the developing process of the second classroom; The third aspect, the appraisal reward rules. The rules cluster is used to define the effect of the implementation of the second classroom activities by means of the design for the amount of incentive, the method of reward, the mode of credit acquisition, etc.

**Design for Teachers Insurance**

It is very necessary to arrange the corresponding professional teachers in the process of the second classroom. This is due to teachers can design the content of the second classroom from a professional point of view, and can also understand the "Personnel Training Program" better. Of course, it is supposed to give teachers some reward after they have finished second classroom activities. Through
the guidance of teachers can make students better linking the second classroom activities with some professional knowledge, which will also further improve the quality of the first classroom.

**Design for Content Structure**

The perfect combination of interesting, pertinence and education should be realized in the second class. In order to avoid similar activities to be repeated, it is necessary to carefully construct the corresponding activities content and evaluation methods following the “ability Acquisition Framework” for the second classroom. The “Ability Acquisition Framework” may include these abilities such as perseverance, communicative ability, oral expression ability, aesthetic ability, self learning ability, hands-on ability, innovative thinking ability, systematic thinking ability and so on. On the one hand, to ensure the rich and interesting of the activities, on the other hand, to ensure the capacity of students to be improved. In a word, it's necessary to avoid redundant low-level development of the specific activities for the second classroom.

**Summary**

The second class and the first class play the same important role in application-oriented personnel training. According to “application-oriented personnel training program”, The education department of colleges should systematic and coordinated designed two classroom activities, establish the coordination mechanism in the process of the development of the two classroom activities, and effective monitor the contents of the second classroom activities, the effect of the activities. In short, only to ensure that the two classroom content synchronization, effective, systematic, the two classroom can become the two pillars of the application-oriented personnel training.

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**References**


