Unperfect Expectations in a Single Learning Approach of the Course, Strategy of Integration of Diversiform Learning Methods

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Abstract. To obtain the basic learning goals, such as knowledge, the intelligent and character structure, university students have to undergo combination of various processes including cognition, understanding, application, analysis, synthesis and evaluation and so on. Students don't expect too much of a single learning approach, which must has inevitably certain deficiencies that should be make up with diversiform learning, and should put different human sensory organs as many as possible to work in each process. Education goals include cognitive, emotional, operational skills and so on. It is a utopian for first-line teachers to want to be good at teaching by only several years of course teaching. In fact, teachers have to go through many years of practice - theory - practice spiral up cycle of endless exploration process to be very experienced. Holding above creeds is of great significance for progress of both teachers and students.

Introduction

To accomplish the course learning goals college students must go through comprehensive process of multiple channels, and should not expect only one single learning process, such as attending class, self-studying, discussion, homework, experiment., etc. It is of great importance to holding above belief for young students to complete the course learning tasks scientifically and to be maintain a healthy study psychology.

As the old saying goes, "Three minute on stage takes ten years of practice behind the stage". It is impossible for teachers being familiar, great facility with course teaching by a few years or several times teaching. For a course with dozens of class hours, or even hundreds of class hours, if teachers teach it only a few times, it is impossible for them to be proficient in teaching no matter how hard they try. Only by standing on the platform, teaching the same course many times, experiencing many years of practice - theory - practice exploration in spiral rising circulation, can teachers achieve proficiency and flexibility in teaching. Furthermore, this exploration and progress will be endless.

Teaching an important course perfectly for hundreds or thousands of undergraduate students may create potential huge social, economic and cultural benefits in the future, and this is the best gift for a teacher can gives students and society. The importance cannot be overestimated and can completely rival those of completing some national scientific research projects.

Unperfect Expectations of a Single Learning Style, Integration of Diversiform Learning

It is inevitable for some junior college students who are unwilling to give up the manner of attending middle school lecture which they have just went through. They always have a perfect expectations when attending to class, and once get confused in class (this is certainly inevitable in the course of classroom teaching), they will be absent-minded and give up concentrating attention, then give rise to certain degree of anxiety and decadence psychology. As time goes on, the worry and anxiety are likely to be superimposed constantly, resulting in physical and mental
problems and a vicious circle in students' course learning. These phenomena are not alarmism, but more common phenomenon found in many years of teaching practice.

The course learning for students in school being a complex and comprehensive process, students need to experience some process such as preview, attending class (with teachers' lecture, performance, and communication between teachers and students), self-study, doing their homework, review, experiment, or taking exams, etc. and each of them may involves some sensations such as vision, auditory, touch, motion, and so on. As are often the cases for general basic theory curriculum, such as college physics, although there are some differences in different subjects and majors such as courses of social sciences and humanities.

Students will inevitably encounter some learning obstacles in a single process. On the occasion, they should be aware of the complexity of the learning process, hope to make up for it from other processes, not be depressed. And even all the processes of the course learning being finished, the learning may still be less effective due to the forgetting, no practice, energy drain of students from cell phone network which like “a double-edged sword”. The main process is shown in figure 1, in which some necessary learning processes are listed in fan sections, and in the center of the circle are some negative factors that may be harmful to learning.

“An optimist sees a rose, a pessimist sees only its thorns.” College students should be open-minded and tolerant in various process of learning (especially in attending class), be aware of the combination and complexity of the course learning process, abandon the concept of "perfectionism". After all, the number of students who expect to get full marks on all course exam must be very small. To match the imperfect attitude of the students, teachers should not inquire students in class as "do you understand?", such kind of extreme question of black-or-white, and should inquire "what percentage do you understand?" It has been proved by years of teaching practice that the classroom teaching expectation and actual effect of teaching are shown in figure 2, in which the solid arrows represent the most common cases, and dotted line the rarely case.

![Figure 1: Composite diversiform learning in school.](image1)

![Figure 2: Students' expectations of classroom teaching content.](image2)

Taken together, it is strongly recommended to undergraduates: it is imperative to listen to what you can understand in class, and don't obsess over what you can't quite understand. Otherwise, you will be desperate and impossible to keep up with the lessons.

The better way for students to read textbook is all the same to select the content that can be easily understand because the reading process can be repeated many times. Students can repeat learning process over and again except for the attending class. Moreover, some contents of the course will gradually "ferment" as time goes on, that may lead to the new understanding and cognition.

It is an intelligent learning strategy to achieve the overall course goal through the superposition of diversiform learning processes. The strategy may make students' learning process simple and pleasant. Adhering to the faith of "non-perfectionism" in the different learning process embodies the education concept, "people-oriented", that is of great significance to benefit psychological guidance, physical and mental health of young college students who attending class and self-study.

Of course, teachers should teach the most classic and basic knowledge in class, get students interested in learning, then they will actively expand their knowledge. The important goal of
university is to cultivate students' comprehensive knowledge and ability. No matter how much students learn in school, there is only a tiny chance that any of them will be applied in the future, unless they are engaged in teaching or research in a related field.

**Students and Teachers in the Classroom Teaching Cycles**

Attending class is the more important study process for students, and their expectations to class will have a strong impact on learning effect. Although the experience for each course is only once, every class in each course still has certain cyclical for students. There should be different rules for students and teachers before, during and after class. Before class students require simple preview, and teachers have to do a variety of preparation, such as familiarizing with the syllabus and teaching content. In class students should listen carefully and take good notes, and teachers should follow the basic principles of classroom teaching and pay attention to interaction with student. After class students have to teach themselves, reading wildly, discuss, do their homework etc., and teachers require self-examination and introspection. The Responsibilities to be performed relate to process of classroom teaching cycle experienced by students and teachers are shown in figure 3, in which the dotted indicates that there is no obstacle to communication between teachers and students. Only those who have taught full circle of course many times, can teachers recall, recycle and accumulate teaching experience from the overall perspective of the course, practice makes perfect.

![Figure 3. Some elements should be engraved in mind of students and teachers in classroom teaching cycles.](image)

**Summary**

Learning goals of students generally include obtaining knowledge, critical and creative thinking, solving problem, training skills, making decision ability, study attitude, multi-disciplinary vision and ability to cooperation, professional judgment and introspection, etc. In order to obtain knowledge structure, intelligence structure and character structure, students have to undergo various learning approaches. There must be shortcomings in a single learning process, so students cannot expect it to be perfect, and it needs to be supplemented by a variety of other processes. Teachers who are prepared to engage in education for a long time, should abandon utopian dream of quick success in the teaching. Only by hard working in a long cycle can they grasp the complicated rules of course teaching.
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References


