

Analysis of Influencing Factors of the Evaluation System of "Second Classroom" in Colleges and Universities

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Abstract: This paper aims to study the influencing factors and effects of the "second classroom" evaluation system in colleges and universities. Through literature review and logical analysis, we analyze the impact of internal and external factors on the evaluation system, and explore the impact of the evaluation system on students' participation and development. The results show that the individual characteristics of students, the characteristics of the second classroom project, the school organization support and the social environment have important effects on the evaluation system. In response to these findings, we made some optimization recommendations to improve the effectiveness of the evaluation system and student engagement. These research results are of great significance for promoting the development of "second classroom" activities in universities.

Keywords: University "Second Classroom"; Evaluation System; Influencing Factors; Influence Effect; Optimization Suggestion

1. Introduction

1.1 Research background and purpose

In college education, as an important part of students' comprehensive quality development, the second classroom plays a role in promoting students' all-round growth. As an important tool to evaluate the effect and influence of the second classroom, the evaluation system is of great significance to improve the quality and effect of the second classroom. The purpose of this study is to deeply explore the factors and effects of the evaluation system of "second classroom" in colleges and universities, and to provide effective evaluation system construction and improvement plans for colleges and universities.

1.2 Research problems and significance

The evaluation system of "second classroom" in colleges and universities faces many challenges and problems. How to build a scientific and effective evaluation system and enhance the credibility and effectiveness of the evaluation system is an urgent problem to be solved. This study aims to answer the following questions: 1) What are the internal and external factors that affect the evaluation system of "second classroom" in universities? 2) What is the impact of the "second classroom" evaluation system in colleges and universities? Through in-depth analysis and research, this study aims to provide effective evaluation system improvement and optimization strategies for colleges and universities to promote the healthy development of the second classroom and the realization of the goal of students' all-round development.

Through the analysis of the factors affecting the evaluation system of the "second classroom" in colleges and universities and the study of its effects, it can provide targeted improvement plans and strategies for colleges and universities to promote the development of the second classroom, improve students' participation and learning effect, and promote the improvement of students' overall quality.

2. Literature review

2.1 Concept and theory of the second classroom evaluation system

The second classroom evaluation system is a systematic method to evaluate and monitor the second classroom activities in colleges and universities. It includes the selection of evaluation indicators, the design of evaluation methods and the application of evaluation results. In the relevant theory, the second classroom evaluation system can draw on educational evaluation theory, comprehensive quality evaluation theory and social cognition theory to establish a scientific and feasible evaluation framework and index system.

2.2 Current status and deficiencies of relevant research

In recent years, the research on the evaluation system of the second classroom in colleges and universities is increasing gradually, involving the selection of evaluation indicators, the application of evaluation methods, and the analysis of evaluation effects. The existing researches mainly focus on quantitative analysis of the weight and relevance of evaluation indicators and qualitative discussion of the

application of evaluation methods. However, the current research still has the following shortcomings: 1) Lack of comprehensive analysis of the impact of internal and external factors on the evaluation system; 2) Insufficient quantitative measurement and statistical analysis of the evaluation effect; 3) Lack of targeted countermeasures and suggestions to effectively guide the improvement of the evaluation system of colleges and universities [1].

3. Analysis of influencing factors

3.1 Analysis of internal influencing factors

(1) The influence of students' individual characteristics on the evaluation system

The influence of students' individual characteristics on the evaluation system is an important research direction. In the evaluation system, the individual characteristics of students, such as gender, grade and major, may have an impact on their participation and participation style. Students of different genders may differ in their interest and willingness to participate in specific projects, students of different grades may have different motivations and goals for participation, and students of different majors may prefer specific types of second class projects.

(2) The influence of the characteristics of the second classroom project on the evaluation system

The characteristics of the second classroom project include project type, content design, activity form, etc., which may have an impact on the evaluation system. Different types of projects may have different evaluation indicators and effects, and the content design and activity forms of projects may affect students' participation and learning effects. Specifically, different types of projects have different evaluation indicators and effects. For example, sports programs may focus on the development of students' physical fitness and teamwork ability, and evaluation indicators may include physical fitness tests and team project performance. Art projects may focus on students' creativity and artistic expression ability, and evaluation indicators may include work display and performance scores [2]. Therefore, the difference of project types will lead to the adjustment of the evaluation system for different projects. In addition, the content design and activity form of the project will also have an impact on students' participation and learning results. If the content design of the project is interesting and practical, and can arouse the interest and active participation of the students, then the students are likely to be more actively involved in the project, thus improving the learning effect. If the activities of the project are flexible and diverse, and can meet the needs and learning styles of different students, the enthusiasm of students will be improved.

3.2 Analysis of external influencing factors

The influence of school organizational support on the evaluation system

The influence of school organizational support on the evaluation system includes leadership support, resource input and policy support. Leadership support provides support and motivation, resource input guarantees the effective operation of the evaluation system, and policy support provides institutional guarantee for the evaluation system. Leadership support is reflected in the importance and recognition of the evaluation system, which can stimulate the enthusiasm of teachers and students. Leaders can provide guidance and support, and provide necessary resources and environment for the construction of evaluation system. Their leadership and decision-making skills are crucial to the smooth implementation of the evaluation system. Resource input is the basis of effective operation of evaluation system. Schools can invest human, financial and material resources, such as recruiting specialized evaluators and purchasing evaluation tools and equipment, to support the implementation of the evaluation system. In addition, schools can provide the training and development opportunities needed for teachers and students to participate in the evaluation system to increase their professionalism and engagement. Policy support is the system guarantee of evaluation system construction. The school may formulate relevant policies and regulations to clarify the objectives, principles and procedures of the evaluation system to ensure the fairness and effectiveness of the formulation and application of evaluation indicators and standards. The clarity and operability of the policy contribute to the smooth implementation of the evaluation system, while providing clear guidance for teachers and students to participate.

The impact of social and environmental factors on the evaluation system

Social and environmental factors affect the evaluation system. Factors such as social acceptance, family support and industry demand all play an important role. Social recognition refers to the degree of social recognition and support for the second classroom activities. If society widely recognizes the importance and benefits of the second classroom, students are more motivated to participate actively. Social recognition also encourages schools and educational institutions to pay more attention to the development of the second classroom and promote the construction of the evaluation system. Family support has an impact on students' participation [3]. If the family actively supports and encourages students to participate in various projects and activities, students are more motivated to participate in

second class activities. Family support provides students with the necessary conditions and support network, which has a positive impact on student learning and growth. Industry requirements influence project design and content Settings. Industry needs for specific skills and qualities are reflected in the design of the Second Classroom program to develop talent that meets industry requirements. Understanding industry needs helps schools and educational institutions develop practical and targeted second classroom programs that better align students with real needs.

4. Influence effect study

4.1 Evaluation system effect evaluation method

The evaluation of the effect of the evaluation system is the key step to understand its actual impact and effect. In this study, we will use a variety of evaluation methods to evaluate the effect of the "second classroom" evaluation system in colleges and universities. It includes statistical analysis of quantitative indicators, student feedback survey, expert review and so on. Through the statistical analysis of quantitative indicators, the relationship and change between different indicators can be quantitatively described and statistically verified. The student feedback survey will help us understand students' awareness, engagement and satisfaction with the evaluation system.^[4]

4.2 Correlation analysis between influencing factors and evaluation effect

In this study, we will analyze the correlation between the influencing factors and the evaluation effect to explore the degree and way of the influencing factors on the evaluation system of the second classroom in colleges and universities. Through statistical analysis and correlation analysis, we will explore the relationship between different influencing factors and the evaluation effect, and further analyze their influence degree and mechanism. For example, we can analyze the degree of correlation between students' individual characteristics and the effect of the evaluation system, and study the degree of influence of different project characteristics on the effect of the evaluation system. Such analysis can help us deeply understand the importance and mode of influence factors to the evaluation system, and provide scientific basis and improvement suggestions for the optimization of the evaluation system.

Through the study of the impact effect, we can fully understand the actual impact and effect of the "second classroom" evaluation system in colleges and universities, and further explore the relationship between the impact factors and the evaluation effect. This will provide important theoretical and practical guidance for the improvement and optimization of the university evaluation system.

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