

# The Collaborative Education System of First Classroom and Second Classroom in Vocational Colleges

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**Abstract:** In order to better implement the fundamental educational task of Lide Shuren, and cultivate high-end talents who meet the requirements of economic and social development. This paper started from the definitions of "first classroom" and "second classroom" and their related relationships in higher vocational colleges, and aimed to study the way of mutual integration, mutual benefit and harmonious coexistence between the first classroom and the second classroom. In the research, through the methods of questionnaires and interviews, the current situation of the second classroom in higher vocational colleges was investigated along with the current situation of the second classroom activities was explored. While the causes of the problems were analyzed and corresponding countermeasures were put forward, so as to realize the cultivation of talents in higher vocational colleges. The innovation of the method was to find a new method for the sustainable development of the comprehensive ability of talents in higher vocational colleges.

**Keywords:** First Class; Second Classroom; Talent Development

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## 1. Concept definition

### 1.1 First class

From a certain perspective, school education can be divided into the first classroom education and the second classroom education. The initial connotation of the concept of "classroom" refers to the conventional "first class". The most basic form of the first classroom is that the teacher imparts knowledge to the students in the classroom. The first class is the main way for students to learn professional knowledge and cultivate professional quality. Through the study of the first class, students can store a wealth of theoretical knowledge in their minds and lay a solid academic foundation.

### 1.2 Second classroom

"Second Class" is a concept related to "First Class". The second classroom is "externally to the teaching plan, to guide and organize students to carry out a variety of meaningful and healthy extracurricular activities". The second classroom is related to classroom teaching, it cooperates with the first classroom and aims at educating people.

Carrying out the second classroom activities was the need of scientific and technological development. The progress of science and technology has put forward new requirements for personnel training, requiring people not only to achieve high attainments in one or several disciplines, but also to have extensive knowledge and broad knowledge vision. Therefore, educators should cultivate high-quality talents who can adapt to the rapid changes in science and technology, which required them to constantly pursuing new knowledge, being good at independent thinking and having the courage to innovate and develop. Obviously, to cultivate such talents, the first class alone was not enough, and that's why the second class was needed to assist. Facts have proved that the second classroom has promoted the improvement of the quality of talents and played an important role in cultivating students.

## 2. Research methods

## **2.1 Questionnaire**

Questionnaire method was a method in which researchers carefully designed questionnaire questions and target users to fill in to collect data. It was a survey of individual opinions, attitudes and intentions. Students filled in questionnaires to understand students' inner thoughts and needs, and then compared and analyzed the collected information. In this paper, various problems were set up in the second classroom of higher vocational colleges. Taking China G Vocational College as an example, where conducted a questionnaire survey among the students.

## **2.2 Interview method**

The interview method is a method in which the researcher directly talked with the interviewee according to the interview outline and collected the language data. It was a dialogue-style investigation method.

In the research process of this paper, the content of the interview including face-to-face communication, interviewing school administrators, second classroom instructors, and students in school, about the organization and operation of the second classroom, management system, students' willingness, activity effect, evaluation mechanism, capital investment and other situations and so on, then drew the practical conclusions.

## **3. Problems existing in the second classroom activity**

### **3.1 The second classroom activities were not innovative enough**

Although the second classroom activities have been generally valued by higher vocational colleges, the form and content of the activities were still used for many years in the process of organizing activities, and they have not been updated and innovated with the times. Common forms of second classroom activities, such as writing competitions, psychological knowledge lectures, mathematics competitions, typing competitions, debate competitions and so on have not been changed and innovated. Students from middle school to university participated in competitions of the same form and content, which inevitably lacked Interest and enthusiasm for participation.

### **3.2 Low effective participation in second classroom activities**

Through the investigation, it was found that although G Vocational College has carried out a lot of second classroom activities, the number of participants, the time of participation and the effect of participation were significantly different from expectations. On the one hand, the number of participants was limited. Students in higher vocational colleges had low learning self-control and lack of enthusiasm. In some activities organized in their spare time, which they often find excuses not to participate. On the other hand, there were few interdisciplinary activities in higher vocational colleges, so some professional lectures were only attended by students studying the major and students of other majors did not share good learning resources.

### **3.3 Lack of guidance for second classroom activities**

At present, the organizers of G Vocational College were still dominated by youth league committees and counselors and teachers from other disciplines or teachers with relevant experience were less involved. Schools were lacked trainings for existing organizers. Student cadres, community cadres and counselors were the main organizing forces of the second classroom activities. Through regular training and learning combined with the characteristics of the new era, we should strengthen the leadership of the ideological position, firmly grasp the characteristics while it also required that the needs of contemporary higher vocational students to meet the "employment-oriented" comprehensive training goal. Only if the organizer has a firm ideology and an accurate political position, can the precise positioning of the second classroom activities be carried out.

## **4. Countermeasures and suggestions on the collaborative education of the**

## **first classroom and the second classroom in higher vocational colleges**

### **4.1 Improve the appeal of the first classroom with the support of information technology**

Under the background of the rapid development of information technology today, how teachers in higher vocational colleges adapt to the development of the new era and occupied with the main position of the first classroom has become an important issue that teachers must face in the implementation of educational work. In this case, teachers need to make corresponding adjustments to teaching methods based on the psychological characteristics of higher vocational schools and students themselves in the context of the new era. Only on the premise that the teaching quality of the first classroom in higher vocational colleges has been significantly improved and the teaching form has become more vivid, can the appeal of the first classroom be effectively improved, thereby activating students' enthusiasm for theoretical knowledge learning while effectively guiding students to actively participate in the teaching activities of the second classroom in addition to actively participating in the teaching activities of the first classroom, so as to achieve the important goal of all-round development of students.

### **4.2 The perfection of the second class assessment and evaluation system**

One of the basic conditions that can ensure the smooth implementation of various quality education activities included in the second classroom was the corresponding assessment and evaluation system. Higher vocational colleges needed to improve the assessment and evaluation system from the following levels: First, the importance of science and technology, innovation and entrepreneurship activities for the improvements of the evaluation system. Based on this assessment system, objectives and reasonable evaluations were made for the achievements of students participating in science and technology & innovation and entrepreneurship activities, so as to promote the simultaneous development of students' professional knowledge, skills, scientific research ability and creative thinking. With the help of the assessment system, students' academic research based on professional courses was systematically evaluated on the basis of students' complete combination of theoretical knowledge and professional skills. In addition, it is also necessary to evaluate the achievements of students participating in various scientific research competitions and professional scientific research and activities organized by associations and educational structures, so as to strengthen their sense of innovation. Second, the establishment of an evaluation system for moral literacy activities. Higher vocational colleges can take social hot events as an entry point, organizing students to regularly carry out theoretical learning activities or series of theme activities while making reasonable evaluations on students' activity performance, attitude, etc., and gradually guiding students to establish correct attitudes and concept.

### **4.3 Establish a benign interaction mechanism between the first classroom and the second classroom**

After the construction and optimization of the first classroom and the second classroom, in order to effectively play the role of the first classroom and the second classroom interactive integration and educate people, it is necessary to establish a benign interaction mechanism between the two classroom types. The education administrative department need to start from the top-level design and on the premise of formulating a medium or long-term development plan for quality education that meeting the current development needs of education, formulating guidelines for the construction of the first classroom and the second classroom for higher vocational colleges. On the basis of clarifying the importance of the first classroom and the second classroom with their respective responsibilities, urging schools to effectively establish an interactive and integrating education mechanism between the two classroom types, which requires human and material resources to provide support and

also timely guidance by establishing good models. Helping higher vocational colleges to effectively establish the integrated education mechanism model of the first classroom and the second classroom, which means a lot for the bright future of the education.

## **5. Conclusion**

The collaborative education of the first classroom and the second classroom in higher vocational colleges was the key to cultivate high-quality comprehensive talents. Although both of the two classes have their own characteristics and advantages, the first class and the second class shared the same goal of educating people. Vocational college personnel training also played an important role and have the great of significance on curriculum development in a long run.

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