

Discussion About the Situations, Causes and Solutions of the “Inefficient Classroom” of Modern University

WANG Suyue^{[a],*}

^[a]College of Teacher Education, China West Normal University, Nanchong, China.

* Corresponding author.

Supported by the Young Teacher’ Teaching Reform Project of China West Normal University “to Explore the Effective Cooperation Teaching of Public Pedagogy in Normal University” (JGXMQN319).

Received 27 July 2016; accepted 18 September 2016
Published online 26 October 2016

Abstract

Because of the Social bad effects, university students themselves and university teachers “inefficient classroom” increasingly becomes a common phenomenon in modern university. Classroom absenteeism rate is rising; university students hardly participate in the classroom teaching; the learning atmosphere of the university classroom is depressing. In order to build efficient classroom, university classroom should return to the student subject, facing the real life of university students, calling for their awakening of life; university teachers should make corresponding changes and the correct guidance of public opinion in society can help build efficient classroom of the modern university.

Key words: University students; University teachers; Inefficient classroom; Efficient classroom

Wang, S. Y. (2016). Discussion about the Situations, Causes and Solutions of the “Inefficient Classroom” of Modern University. *Canadian Social Science*, 12(10), 78-81. Available from: <http://www.cscanada.net/index.php/css/article/view/8853>
DOI: <http://dx.doi.org/10.3968/8853>

INTRODUCTION

This article explores “inefficient classroom” of modern university in China based on the following backgrounds, evaluations of the higher education undergraduate

teaching quality and the public attention to the “efficient classroom” in primary and secondary school. Since 1999 China has started the continuous large-scale enrollment expansion in colleges and universities, and has initiated the process of popularization of higher education, which now has entered into the key phase of the development from the quantitative to qualitative changes. Since 2003 China has started undergraduate teaching evaluation work of common colleges and universities, and by 2011 the Ministry of Education and Ministry of Finance have opened during “twelfth five-year” period “undergraduate teaching quality and teaching reform project of the higher colleges and universities”, developing about one hundred of national standards of the undergraduate teaching quality. In the process of popularization of higher education, higher education quality has become the focus; classroom teaching quality is especially the core of the attention. And since 2001 with new curriculum reform of elementary education the concept of “efficient classroom” have been discussed; along with the implementation of the policy about alleviating burdens of primary and middle school students, “efficient classroom” has become the key. But in the current university classroom, along with the enrollment expansion, class is more and more bigger, the teaching effect is worse and worse, the students’ feeling of disliking classrooms teaching become more and more strong, “inefficient classroom” increasingly becomes a common phenomenon. Therefore, with the implementation of the higher education undergraduate teaching quality engineering, with guidance of the “efficient classroom” concept in the field of basic education this paper tries to solve the following three questions: first, the current situation of modern university “inefficient classroom”; second, why modern university appear “inefficient classroom”; third, how to solve the current situation of modern university “inefficient classroom” to build “efficient classroom” at the university .

1. THE CURRENT SITUATION OF THE MODERN UNIVERSITY “INEFFICIENT CLASSROOM”

Firstly, classroom absenteeism rate is rising. Classroom is the main learning places for students at school; it is the hallowed halls of knowledge for students. But now, the university classroom has gradually lost its spiritual territory status in the eyes of students. Classroom is not only gradually losing its appeal of students, but even becoming a place of feeling sick for students, university classroom is becoming inefficient classroom. Classroom should be comfortable living place, but now, there are some students wanting to escape from it. A survey on the Learning atmosphere of the forestry college students showed that 29.37% of the students without truancy, while 70.63% of students have truancy, 7.85% of the students were often absent (Guan, 2010; Song, 2010; Li, 2010). Another report about college students' study situation after 85 also showed that the students usually getting up at 7 to 8 PM (66%), it can guarantee the first class not to be late. Only occasional absence from school (72%), reasons were always for something, illness (43%) (Zhang, 2010). The investigation about college students' study situation after 90 also showed that 77.8% of students admitted to occasionally skip class, 2.9% of students admitted to often skip classes, only 19.3% of students said they never skipped classes (Huang, 2010; Li, 2010). Nowadays truancy phenomenon in the university is very common.

Secondly, university students hardly participate in the classroom teaching. Through interviews with students, we have found that the university classroom is becoming a depressed place; students are forced to sit in it by external pressures; and they are lack of certain interests in their own university classroom teaching. Classroom learning should be a happy thing, but now for them, it is a painful experience. The survey about study style of one engineering college found that in terms of classroom learning, 8.7% of students chose very attentively, 79% of the students thought sometimes distracted, 11.9% of students thought that it was difficult to hear (Yu, 2010; Wang, 2010). The investigation about students' learning atmosphere initiated by student ministry of the North University of China found in the classroom, 67.57% of the students would occasionally do something which is nothing with the class learning; only 18.92 classmates would listen seriously (Li, 2010). Nowadays in the university classroom, some students are very busy except learning, such as reading novels, listening to music, even eating and drinking (feeling like in the cinema to watch movies), certainly there are some students busy in the sleeping. The attraction of the current university classroom to the students is declining. Although “flipped classroom” is implemented vigorously in the current basic

education field, in the university classroom it is still the forced-feeding education, the cramming teaching, students in the classroom has become a bystander and the recipient, and they couldn't integrated into the university teachers' teaching atmosphere, they are out of the classroom teaching situation.

Thirdly, the learning atmosphere of the university classroom is depressing. Some university teachers' classroom teaching are oriented by their own academic research with no caring about students' interests and life experiences, so university teachers lack of interaction with students and passion cannot build well relationship with students in their classroom teaching, and students have no interests in the classroom learning. The learning atmosphere is very depressing. In order to ensure the form of classroom interaction, some teachers adopt the way of questions forced to answer, because of the problem out of students' interest or difficult for them to answer, as a result the interaction has been formal and even has inspired the students feeling of disliking. In order to ensure the number of students in the class, most of the teachers have to force students go to the class in the form of name, which have also caused much dissatisfaction of students, causing awkward situation.

2. THE REASONS OF THE “INEFFICIENT CLASSROOM” OF THE MODERN UNIVERSITY

Social bad effects are one of the reasons for the modern university “inefficient classroom”. First of all, the current questioning of public opinion “knowledge changing destiny” leads to the decline of the learning power for some students. The negative public idea “reading useless” has impacted the worst influence on the university students. Even more comments are comparing university students with migrant workers have put forward that rural students should not go to university. Secondly, in recent years, university students' employment rate has gradually been reduced; university graduate students' salaries have gradually been declining and professional mismatching phenomenon has been increasing, which corresponding lead to the loss of learning power and interests for the university students. Finally, with the process of popularization of higher education, the number of the university students is increasing; the social status of the university students is in decline, and the color of the “proud university students” is already becoming dim, thus resulting in lower and lower self-expectations of university students.

University students themselves are one of the reasons for the modern university “inefficient classroom”. First of all, university students are lack of consciousness of

learning. Now because in the phase of basic education students have suffered from much academic burdens and various of pressures, many parents and high school teachers in order to urge students to study hard have instilled the wrong idea: "Studying hard now is for a better life later and once you enter into the university you can relax as your will", which is followed seriously by the university students and seriously distorting the university students' learning attitudes. Many university students who think the university is the place to relax have no definite university learning goals, and have no learning consciousness. Secondly, university students are lack of subject learning consciousness. Because they are accustomed to learning under the external pressures and supervisions, when they entered into the university living in the free environment without enough self-control, they cannot learn by themselves and the truancy phenomenon for them is easy to occur. Most university students don't realize they are learning subjects, and they cannot set their own learning plans. Most university students haven't learned how to learn; they couldn't have learned without the external helps.

University teachers are one of the reasons for the modern university "inefficient classroom". All the time in the university requirements for the university teachers are most of the master or PhD degree with relevant disciplines; requirements for university teachers' professional knowledge is higher, but lower requirements for the university teachers' education theory knowledge, even no especially requirements for the college teachers' teaching practical skills. At present, new curriculum reform has been implemented vigorously in the basic education in China, one important aim of which is to cultivate students' subjective status in learning. But we haven't paid enough attention to the university students, and university teachers haven't improved their teaching methods. The traditional teacher-centralized classroom teaching is very common in university. According to the large scale of investigation of the undergraduates classroom teaching initiated by the Beijing teaching reform commission, for many university teachers they were used to the traditional teaching methods that were boring; they were used to instill knowledge but not give students any thinking room or time; they were lack of guidance and the cultivation of creativity of the university students (He et al., 2006). The investigation about students' learning atmosphere initiated by student ministry of the North University of China showed that reasons leading to the distraction in the classroom learning were more focused on the following three causes: teachers' poor level of teaching, no interest in the courses and the interferences of the classmates (Li, 2010). As a result university teachers' classroom teaching quality has affected the quality of university education, which has been an important factor of building efficient classroom of modern university.

3. THE STRATEGIES OF BUILDING THE EFFICIENT CLASSROOM OF THE MODERN UNIVERSITY

University classroom should return to the student subject, facing the real life of university students, calling for their awakening of life. University students as independent social members with strong self-consciousness, university stage are a critical period of their development, which is also the key of their self-awakening of the life. First of all, in classroom teaching in university we should make sure the students' subjective status in learning, give them the stage and opportunity to show themselves to help them realize their own development directions and achieve their life goals. At the same time, in university classroom teaching we also should focus on the formation of the key competence of university students. The essence of the key competence as a kind of advanced ability and human nature is a "moral creativity" (Zhan, 2016). University classroom should not be only the place of knowledge, but more to be the cradle of university students' spiritual growth. In the classroom teaching we should help university students to face the current embarrassed status to challenge the reality of social development with courage; motivate their gradually dying elite consciousness; monitor them with high standards to be strict with them to ensure that they have strong power and potential for the future study.

University teachers should make corresponding changes to build efficient classroom of the modern university. Firstly, university teachers should strive to improve their scholarship of teaching. Ernest L. Boyer, the former chairman of the American Carnegie Foundation for the Advancement of Teaching has proposed the concept of "scholarship of teaching" (SOT) in his report *The Scholarship Reconsidered: Priorities for the Professoriate*. He thinks that scholarship should be divided into four categories: scholarship of inquiry, scholarship of integration, scholarship of application and scholarship of teaching. In addition to with the scholarship of inquiry, university teachers should pay attention to the scholarship of teaching, construct their own classroom teaching art to draw the students' attention in the classroom teaching. Secondly, university teachers should change their roles in the classroom. University teachers should shift from the authority of knowledge to the guider of the students' learning; should shift from the judge of the students' learning to the tour conductor of the students' life development. University teachers should build the "I-You" relationship between teachers and students. They should be able to communicate with students in democracy, equality environment to establish a kind of good and harmonious relationship between teachers and students; they in the classroom teaching should make students' subjective status in the classroom learning,

giving students more time and space to think and study together so the inquiry based learning and team based learning should be the common instruction models; they should have the courage to let go, and focus on teaching students how to learn and how to study in corresponding discipline to cultivate students' good learning habits and learning to learn. Finally, teachers should create a good psychological atmosphere in the classroom teaching, encouraging students positively to communicate with classmates and teachers and try best to make students learning in the classroom happily and easily.

The correct guidance of public opinion in society can help build efficient classroom of the modern university. Education is a social activity to promote people' development, it is more important for an accompanied activity of the human being' existence. Dewey put forward very early that "education is life rather than preparation for the life. Education is an important part of our life. It takes ten years to grow trees, but a hundred to cultivate people. Educating function of education is unavoidably delayed. Therefore, we should not only focus on the short utilitarian side of the education, not only in the present period of the school education. We should not compare university students with the migrant workers, because they are in different fields and this comparison for college students or the rural migrant workers that is misleading is a kind of discrimination; we should not only focus on the awkward employment situation when they just graduated, we should also focus on the ones when they do something through the accumulation of the school, social honing after a few years. Rural children should go to school, but even should go to university where is not only a place of knowledge but also the foundation for ideal life. Our society should give students a loose social atmosphere, so that they can soar freely in the university rather than confined to cruel social vortex, which makes them lose beautiful hope for life. Our society has the responsibility and duty to build a happy external environment for the efficient classroom teaching and learning of the modern university.

CONCLUSION

Classroom is opening and it is facing there worlds at the same time: the world of knowledge, the world of

life, and the world of spirit (Liu, 2007). Especially is it the university classroom. So our university classroom should not only face the world of knowledge, but also stretch into university students' life and care for their world of spirit. University classroom is open to the students' life world, and also helps them stick to their ideals. Only adhering to the ideal, they will not be covered by the secular life; only insisting on openness, they may ultimately go towards reality, into reality. The aim of the university classroom is eventually pointing to the richness and expansion of the university students' spiritual world, to their constantly awakening life. Only with this aim we can build really efficient classroom of the modern university.

REFERENCES

- Guan, L. X., Song, J. H., & Li, J. (2010). Diagnosis on the Learning atmosphere of the forestry college students. *Chinese Electric Power Education*, (21), 178-179.
- He, J. Z., Hu, Q., & Hu, P. F. (2006). *Teachers colleges'reform and teachers' development* (p.18). Beijing: Social Sciences in China Publishing Press.
- Huang, H. Y., & Li, J. J. (2010). Investigation and pondering on the present learning situation of the university students after 1990. *Journal of the Hubei Radio and Television University*, (9), 54-55.
- Li, L. X. (2010). Investigation and analysis on the Learning atmosphere of the students of the North University of China. *Journal of the Changchun University of Science and Technology (Higher Education Version)*, (3), 10-11.
- Liu, T. F. (2007). The classroom is really good. *Fujian Forum (Society Branch Education Version)*, (3), 89-90.
- Yu, C., & Wang, J. (2010). Investigation and analysis on the Learning atmosphere of the students of one Engineering college. *Journal of the Anhui Industrial University (Social Sciences Version)*, (3), 141-142.
- Zhang, L. H. (2010). Diagnosis on the learning situation of the university students after 1985. *Journal of the Tonghua Normal College*, (1), 70-72.
- Zhang, H. (2016). On the connotations of a key competence. *Global Education*, (4), 22.