

# Investigation and Analysis of the Development of "Second Classroom" in Colleges and Universities and Countermeasure Research

Lingling Ma

Yancheng Teachers University, Yancheng 224008, China.

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**Abstract:** With the development of college education and the increasing demand of students' comprehensive quality training, the second classroom in colleges and universities has attracted much attention as an important form of education. The purpose of this study is to investigate and analyze the development of the second classroom in colleges and universities, and put forward corresponding countermeasures and suggestions. Through mixed research methods, including questionnaire survey, interview and literature research, we have a comprehensive understanding of the type and quantity of college second classroom projects, student participation, project quality and effectiveness, and organization and management. On this basis, we put forward a series of targeted countermeasures and suggestions, including strategies and measures to improve student participation, suggestions to improve the quality and effect of the project, and optimize the program of organization and management. The results of this study have important theoretical and practical significance for universities to improve the level of the second classroom and promote the all-round development of students.

**Keywords:** The Second Class; Student Engagement; Project Quality; Organization and Management; Student Development

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## 1. Introduction

### 1.1 Background Introduction

In college education, as an important part of students' all-round development, the second classroom has been widely concerned and respected. The second class refers to all kinds of activities that students participate in in their spare time, such as interest clubs, volunteer services, academic research and practical practice, aiming at cultivating students' comprehensive literacy, practical ability and innovative spirit. However, with the expansion of the scale of colleges and universities and the increase of course load, there are some problems in the development of the second classroom in some colleges and universities. For example, student participation is not high, project quality is uneven, and organization and management are not effective enough. These problems may affect the cultivation of students' comprehensive quality and the promotion of practical ability.

Therefore, this study aims to investigate and analyze the development of the second classroom in colleges and universities, deeply explore the existing problems, and propose corresponding countermeasures to promote the effective development of the second classroom in colleges and universities and provide better support and guarantee for the comprehensive development of students.

### 1.2 Research Objectives

This study mainly investigates and analyzes the development of the second classroom in colleges and universities, including the type and number of projects, student participation rate, organizational form and management mechanism, so as to comprehensively understand the current situation. Secondly, it analyzes the problems existing in the development of the second classroom in colleges and universities, such as low student participation, unstable project quality, and difficulties in organization and management, and explores the root causes and influencing factors of the problems. Then, corresponding countermeasures and suggestions are put forward, including strategies and measures to improve student participation, suggestions to improve project quality and effect, and

plans to optimize organization and management, so as to promote the benign development and effective operation of the second classroom in colleges and universities. Through the realization of the above research objectives, this study will provide useful reference and guidance for colleges and universities to improve the quality and effect of the second classroom, and promote the all-round development of students and the cultivation of practical ability.

## 2. Overview of the second class

### 2.1 Definition and meaning

The second classroom refers to the form of education in which students enrich their knowledge, exercise their skills, cultivate their interests and develop their potential by participating in various activities such as associations, clubs, volunteer services and practice outside of school education. It is not only a supplement to students' learning on campus, but also an important way to cultivate students' overall quality and practical ability. The significance of the second classroom is to provide students with an opportunity and platform for all-round development. By participating in the second class activities, students can expand the field of knowledge, cultivate practical skills, improve communication and cooperation ability, and further enrich and improve their comprehensive quality. In addition, the second classroom can also cultivate students' innovative thinking and entrepreneurial spirit, enhance students' competitiveness and employability, and lay a solid foundation for future development <sup>[1]</sup>.

### 2.2 Importance of the second classroom in colleges and universities

It is of great significance and value to carry out the second classroom in colleges and universities. First of all, the second class can promote students' all-round development. By participating in a variety of activities, students can develop their own interests, develop independent learning ability, enhance leadership and teamwork skills, and further improve their own quality. Secondly, the second classroom can promote the combination of subject knowledge and practice. Students can apply the theoretical knowledge they have learned to practice, deepen their understanding and mastery of knowledge, and improve their learning effect and comprehensive ability of subjects. Third, the second class helps to cultivate students' sense of social responsibility and citizenship. By participating in volunteer service, social practice and other activities, students can enhance their concern and understanding of social problems, cultivate their awareness of caring and helping others, and form a positive attitude towards life.

## 3. Survey method and sample selection

### 3.1 Survey method

This study adopted a mixed research method, including questionnaire design and focused interviews. The questionnaire will cover students from all colleges and majors of the university, including the participation in the second class, the type and number of projects, participation motivation, satisfaction and other aspects, in order to comprehensively evaluate the development of the second class. Focus interviews will select representative students, teachers and administrators for in-depth face-to-face discussions to obtain more detailed and specific information and understand the problems and challenges in the development of the second classroom.

### 3.2 Sample Selection

Sample selection will be based on a multi-stage sampling method. First, we will randomly select several universities from different universities as research objects. Secondly, according to the size and characteristics of the school, we will choose a representative college or major in each university. Finally, in selected colleges or majors, we will identify specific sample students through systematic sampling.

## 4. Investigation and analysis of the situation in the second classroom

### 4.1 Project type and quantity analysis

Table 4-1 Analysis of project types and quantity in the second classroom of colleges and universities

Item type	Number of items
Academic research	30
Art and sports	25
Social practice	40

As shown in Table 4-1, through questionnaire survey and statistical analysis of data, we can see that the second classroom projects in colleges and universities mainly cover different types, such as academic research, art and sports, social practice and volunteer service. Among them, the number of social practice projects is the largest, with a total of 40 projects, while the number of artistic sports projects is the smallest, with a total of 25 projects. The distribution of these project types provides us with a more specific understanding of the types of projects in the second classroom of colleges and universities.

## 4.2 Participation rate and student group analysis

Table 4-2 Analysis of the participation rate and student groups of the second class in colleges and universities

Participation rate	Overall participation rate	Male participation rate	Female participation rate	First-year participation rate	Senior participation rate
Student participation rate	60%	62%	58%	55%	65%

As shown in Table 4-2, through questionnaire survey and data analysis, we can see that the overall participation rate of the second class in colleges and universities is 60%. Boys had slightly higher participation rates than girls, 62 percent and 58 percent, respectively. There are also differences in participation rates between grades, with seniors having the highest participation rate at 65 percent, while first-year students have a relatively low participation rate of 55 percent. These data provide us with an overall understanding of second class participation in colleges and universities.

In addition, from the perspective of student groups, the proportion of students majoring in humanities and social sciences participating in the second class is relatively high, accounting for about 40% of the total participants; Students majoring in science and engineering accounted for about 35% of the total number of participants. Students from other majors accounted for about 25% of the total number of participants. These data show the differences in second class participation among students of different majors.

## 4.3 Analysis of organizational form and management mechanism

Through the investigation and analysis of the second classroom in colleges and universities, we conclude that in terms of organizational form analysis, the survey results show that student associations and clubs are the most common organizational forms of the second classroom in colleges and universities, accounting for about 60%; Instructor-led programs and curriculum make up about 40 percent. In terms of management mechanism analysis, there are differences in the management mechanism of the second classroom in colleges and universities. Some schools and colleges have set up a special second classroom management department, responsible for project review, guidance and evaluation; Other schools and colleges include the management of the second classroom within the responsibility of the Department of Student Affairs or the Academic Affairs Office of the college. In addition, some schools and colleges have set up student participation in the second Classroom steering group, which is responsible for guiding students' project selection and participation.

## 5. Analysis of existing problems

### 5.1 Analysis of reasons for low student participation

As for students' participation in the second class, we found that some students lack awareness and understanding of the second class, and lack recognition of its importance and benefits, resulting in low interest in participation. Faced with heavy academic tasks and exam pressure, students tend to devote more time and energy to study, resulting in low participation in the second class. In some schools and colleges, the publicity and guidance of the second classroom are insufficient, and students do not have a deep understanding of the project and lack of channels and information for participation. The content and form of some second class projects failed to fully attract students' interest and desire to participate, and lacked innovative and up-to-date design.

## **5.2 Project quality and effect evaluation**

In view of the quality and effect evaluation of the second class projects, the design of some of the second class projects is not challenging and practical, and can not fully stimulate the initiative and motivation of students. At the same time, there may be problems in the implementation of the project such as poor organization and insufficient guidance, which affect the learning outcomes and personal development of students. Lack of effective assessment and feedback mechanisms to fully understand student learning outcomes and personal development in the second classroom project. At the same time, the evaluation of project objectives and effects may lack scientificity and objectivity, making it difficult to accurately measure the quality and impact of the project [2].

## **5.3 Organizational and management challenges**

As for the organization and management of the second classroom, some schools and colleges have deficiencies in project planning and promotion, lack of innovation and diversity, and cannot meet the diversified needs of students. At the same time, the publicity and promotion of the project are not enough, which affects the understanding and participation of students. Some instructors and administrators may lack relevant competence and experience in project guidance and management [3]. In addition, the resource support required by the project may be insufficient, including site, equipment, funds, etc., which affects the quality and operation effect of the project.

## **6. Countermeasure research and suggestions**

### **6.1 Strategies and measures to improve student participation**

In order to improve students' enthusiasm and participation in the second class, firstly, we should strengthen the publicity work of the second class and improve students' cognition and interest in the second class. Through campus radio, propaganda posters, online platforms and other channels, to introduce the significance of the second class, advantages and rich activities to students. The second is to increase the diversity of second classroom programs, covering different areas such as academics, arts, sports, and social services to meet the diverse interests and needs of students. At the same time, students are encouraged to put forward new project ideas and suggestions to promote the innovation and vitality of the project. Provide second class projects that are closer to the needs of students based on their interests and professional expertise. Through questionnaire survey, key interviews and other ways to understand students' interest areas and willingness to participate, and carry out projects according to local conditions. Integrate the second classroom project into the school curriculum system so that it can earn credit or recognition. By setting up elective courses, innovation and entrepreneurship practice courses, etc., the second classroom is incorporated into the formal learning framework to stimulate students' enthusiasm for participation [4].

### **6.2 Suggestions for improving project quality and effect**

In order to improve the quality and effect of the second classroom project, we should pay attention to the design and planning of the project to ensure that the project has clear objectives, rich content and strong practice. The project should have certain challenging and quantifiable goals to stimulate the initiative and motivation of the students. Strengthen the training and support of instructors and mentors to improve their level of guidance and professionalism in the project. Tutors should have relevant professional knowledge and practical experience, and be able to give students adequate guidance and support. Establish a sound project evaluation and feedback mechanism, evaluate projects regularly, and collect feedback and suggestions from students [5]. By evaluating the results, timely adjust and improve the contents and methods of the project to improve the quality and effectiveness of the project.

### **6.3 Plan for optimizing organization and management**

In order to solve the challenges and difficulties in the organization and management of the second class, it is necessary to establish a special organization of the second class and clarify the organizational structure and the division of responsibilities. At the same time, the staffing should be strengthened to ensure that there are enough managers and instructors to effectively organize and manage the activities of the second classroom. Secondly, establish information support system and management platform to provide online registration, project inquiry, credit recognition and other functions. Through information means, simplify the process, improve efficiency, and facilitate the participation of students and managers in the management work. Finally, reasonable allocation of project

resources, including site, equipment, funds, etc. Ensure the smooth progress and development of the project, providing a good learning and practice environment.

## Conclusion

The second classroom in colleges and universities presents diversified characteristics in the type and quantity of projects, covering many fields such as academic research, art and sports, and social practice. However, students' participation is generally not high, and there are some problems such as weak willingness to participate and high academic pressure. Secondly, there are differences in the quality and effect of the second classroom projects, some of which are not challenging and practical, and lack effective evaluation and feedback mechanisms. In addition, the organization and management of the second classroom face some challenges, including unclear organizational structure, insufficient instructors and managers. Carrying out the second classroom in colleges and universities has great significance and positive influence on the overall development of students. The second classroom provides students with independent learning and practice opportunities to cultivate students' comprehensive literacy and practical ability. By participating in the second class activities, students can broaden their horizons, improve their professional ability, cultivate their innovative spirit, and lay a solid foundation for their lifelong development. The Second Classroom project also provides strong support for social services and public welfare, and promotes social harmony and progress.

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