

# High Frequency Teaching Pain Point for College Teachers

—Thinking on the Teaching Practice of “Vitality Class” in Tianhua College

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**Abstract**—Focusing on some of the teaching high frequency pain points in the teaching of college teachers, combined with the teaching practice of “vitality class” in Tianhua college, this paper puts forward the concept of the origin of the “vitality” in the classroom. In view of “how to grasp the cognitive law of the students”, “how to seek the best way for each learner” and “how to promote students’ participation by asking questions”, their solutions are given. And the key words such as “insight”, “educational equity” and “participation degree” are discussed as the main clues. Finally, it summarizes and explains the “1644” model of “business statistics” in vitality classroom and the shortcomings of this article.

**Keywords**—Vitality Classroom; Insight; Educational Equity; Participation Degree

## I. INTRODUCTION

After reading the *Note of Learning*, we know that “teachers teach people by inspiring and inducing, they enlighten students but not pull them, they encourage students but not force them, guide them in learning but not tell them the answer directly.” That is to say, excellent teachers are good at inducing students, guiding students rather than leading them, encouraging the students instead of pushing them, and inspiring students to draw conclusions instead of making decisions for them. In other words, if the conversation between teachers and students (i.e. question and answer) is only to blindly deal with the questions raised by the teacher one by one, and the result is implied or imposed by teachers, which is pulling. If the teacher's conversation can arouse the students' enthusiasm for knowledge and get the results of thinking through their own reasoning, that is guiding. As the college teachers, we all know this truth, and want to leave relaxed classroom environment and the right of independent inquiry for students. However, due to the individual differences and complexity of students in the practical teaching, some of us are lost in the “pulling” and “guiding”, some are working hard, some are hesitating and some are moving forward.

In the first semester of academic year 2016-2017, I joined the course construction team of “vitality classroom” of Tianhua College. Now I will share the teaching pain points that we often encounter in the practical teaching and reflection of the whole semester, such as “what should we do if students are not active in class?”, “what should we do if the learning level and

learning ability of each student are different?”, “what should we do if few students participate class activity?”. It will be my honor that all teacher colleagues can discuss and correct them, and I will take this as another milestone in the curriculum construction of my “vitality classroom”.

## II. WHAT IS THE SOURCE OF “VITALITY” IN CLASSROOM?

The explanation of “vitality” in “Baidu Encyclopedia” is that vitality refers to vigorous vitality, vividness in action, thought or expression. So, the question is what we see whether a classroom is full of vitality or not. Some teachers have good classroom organization and novel assessment forms, some teachers organize student files well and students do well in classroom activities, and some teachers advocate experiential teaching, and students are full of experiences in the whole process, all of which are beyond reproach. I quite approve of these teachers’ efforts to create vitality classroom forms, but I can’t help reflecting that is “vitality” only limited to the form? What are the higher-level things that these teachers did not mention formally? When you start to pay attention to these topics, many words will come to your mind. Personality, quality and ability training? Innovative thinking and critical thinking? Humanistic spirit? In my opinion, the source of “vitality” in classroom should be an “operating system” with the purpose of cultivating students’ innovative thinking, critical thinking and humanistic spirit, the guidance of personality, quality and ability training, and the grasp of heart, brain, mouth, hand and foot. The mouth moves to express, the hands move to operate, the feet move to investigate, the brain moves to innovate, and the heart moves then the humanistic spirit is established.

## III. HOW DO TEACHERS “ANIMATE CLASSROOM” AND DEAL WITH THE HIGH FREQUENCY PAIN POINTS IN TEACHING

### A. How to Grasp the Law of Students’ Cognition

#### 1) Start with a case in *The Montessori Method*

A vivid case that a child was joyful and excited after recognizing three colors is recorded in *the Montessori Method*. Ms. Montessori completed all the training of color recognition with the child by using Sequin’s three-stage method. After the training, the child mastered the three colors and could say their names. This achievement made the child so happy, when Ms.

Montessori smiled and asked the child, “could you recognize the color?” “Yes! Yes!” replied the child, bouncing up and down. The child danced happily around Ms. Montessori, expecting her to ask the question, “could you recognize the color?” so that she can answer “Yes! Yes!” again.

This case left a deep impression on me, and the picture of the happily jumping and dancing child was constantly constructed in my mind. It happens to the children like this, what if it happens to the college students and to us? That is to say, when we succeeded in doing something, when we learned a new skill, when we confidently said “I can do it! I can do it!”, are we joyful and excited from the bottom of our heart like the child in the case? Since it is so, why the phenomena that “college students are not active in class”, “college students are not keen on learning” frequently appear. It is they who have forgotten the joy and sense of accomplishment brought by the learning achievements, and the sense of achievement and satisfaction after has disappeared completely after the “insight”.

## 2) How to realize the “insight” in learning

I have seen a case that a fourth-grade math teacher taught the students how to work out the area of graphs, starting with simple graphics familiar to students, then calculating the area, the class atmosphere is very active since they are familiar with them. Then asking the students to take out their own polygon teaching aids and discuss in groups to work out different graphics and computing their areas, and most of them can calculate as well. After that, the teacher showed figures to computing the area of the shadow parts through the multimedia, one fifth students can do that. The teacher tips the students who cannot do it, then they immediately discuss fiercely and work out the shadow area. Right after that, the teacher shows another example and asked the students to calculate again. This case shows that teachers organize the teaching content starting from the familiar ones to the new simple ones, then to the harder ones, and consolidating with new examples. Looking back at our teaching, what can we do?

One is to create situations by using problems and mistakes. In actual teaching, teachers always find that students have lots of mistakes in their homework and tests. To deal with these mistakes, we should start from a new perspective, regard it as a teaching resource, carry out new exploration and practice on them, guide students to reflect on the learning and solving process, and analyze and improve them to help them “enlighten” and correct mistakes. As for the students’ mistakes resource, teachers can also prepare “a notebook for recording students’ frequent mistakes” to collect and accumulate the knowledge points and typical mistakes that students often make mistakes, mark where the mistakes are, and let students do them again at the general review, so that mistakes can make maximum effect and promote the students who have not mastered them to get insight. Another way to create situations is teaching by cases. Case teaching is a teaching method that that simulates or reproduces some scenes in real life, which enables students to bring themselves into the case scene and study through study and discussion.

In the 48 teaching hours of “Business Statistics”, I took 1/3 of class hours to practice practical operation. In the laboratory, students carry out practical operation through Excel, SPSS

software, R language, etc. What I want to achieve is that under the guidance of teachers, students can use certain equipment and software and through different case analysis and operation exercises, to observe, analyze and understand the specific situations of these cases, so as to acquire new knowledge or verify knowledge. Then they give directions to students, discuss and promote the students’ achievement according to their accomplishment situation. It is often found that students are full of doubts and interests in the process.

## B. How to Find the Best Approach for Every Learner

In traditional classes, we often encounter questions like “what should we do if the learning level and learning ability of each student are different?”, “what should we do if we cannot take care of all students in a big class?”. It is the second pain point of high-frequency teaching.

“Fairness” is a normative concept with value judgment. It is not equal to equality, nor equal to average. Equality and average attach more importance to the consistency in quantitative evaluation of quantity and degree. Fairness is more abstract, moral, ethical and historical than equality and average. The teaching object is people with individual differences, and each individual inevitably has differences in endowment, ability, character, ambition and other aspects. From this point of view, our problem category should be the fair education—based on individual differences.

It is the fair education that teachers should treat students differently in class and find the right education according their individual differences. In classroom teaching, students differ in their talent, ability, character and family background. When designing teaching tasks, teachers should implement differentiated teaching based on students’ different learning styles, knowledge reserves, interests and hobbies. Firstly, teachers should pay attention to students’ different learning styles. Paying attention to students’ learning style is the need of implementing new curriculum reform and improving teaching quality. Secondly, teachers should know students’ preparation level before the class. Preparation level refers to the students’ original knowledge base. Teachers implement differentiated teaching under different knowledge preparation conditions, so as to make students develop and progress. Finally, teachers should focus and understand students’ interests. They should fully understand the students’ interests and implement different teaching according to their interests.

## IV. CONCLUSION

For the course of “Business Statistics” in the vitality classroom of Tianhua College, after a semester of exploration and practice, and subsequent discussions and revisions, I finally proposed the “one six four four” model, as shown in Fig.1. One guiding principle: guided by the “market situation” to make the classroom vital. Six teaching strategies: task guides learning, classroom leads learning, experiment tests learning, micro-course assists learning, cooperation mutual learning and evaluation promotes learning. Four teaching procedures: independent preview -- inquiry study -- experimental practice - - application and extension. Four implementing platforms: WeChat official account, traditional classroom, laboratory, case

discussion room. Certainly, now that Tianhua College has well-equipped hardware and facilities, teachers can use the Tianhua online education platform and smart classrooms to make better preparation and teaching.

The deficiencies of this paper are mainly as follows: 1. In terms of how to realize the “sudden insight” of students’ learning, I only put forward three methods that I have tried to

create situation, practice operation and accumulate experience. 2. In terms of understanding students’ different learning styles, I pay more attention to theoretical research. 3. In terms of promoting students’ participation, I just made some attempts from the perspective of using questions and questioning skills. It is hoped that the teachers of Tianhua College who are interested in these aspects can communicate with each other, promote teaching and make progress together.

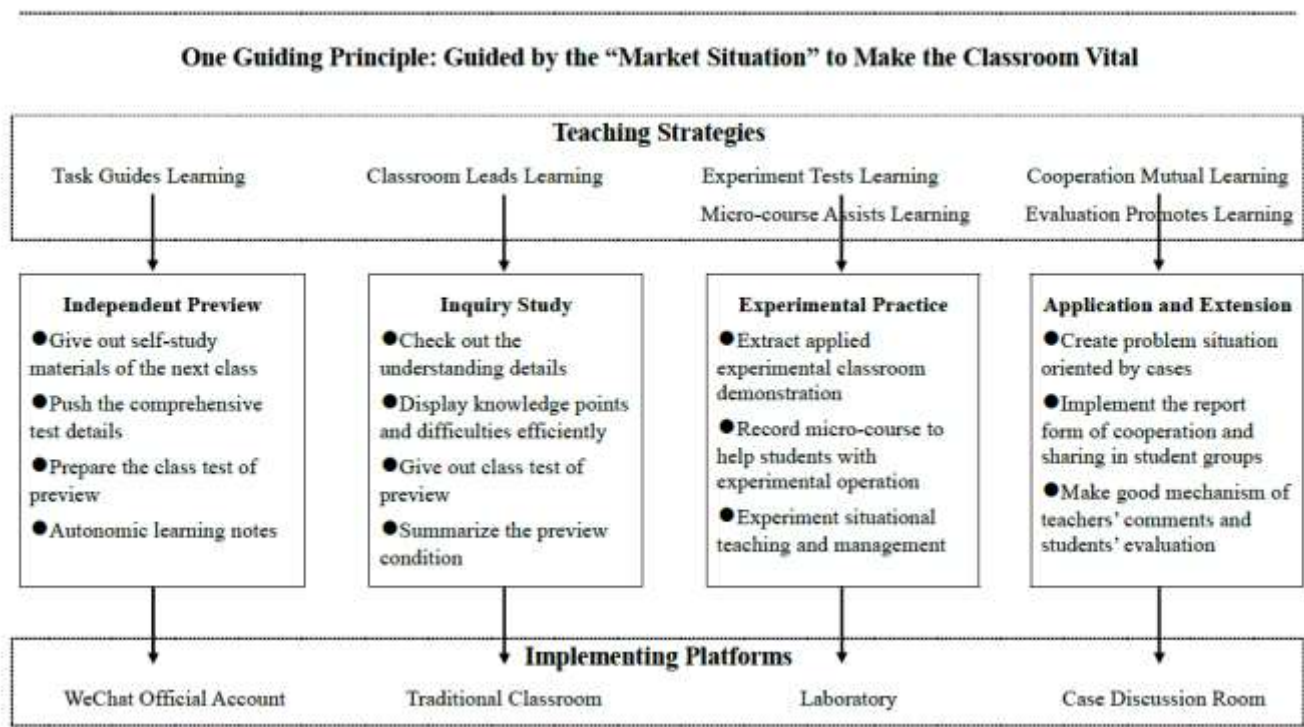


Fig. 1. “One Six Four Four” Model in vitality classroom of “Business Statistics”

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