

Research on the Practice of Second Classroom in Chinese-foreign Cooperative Universities

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ABSTRACT

The comprehensive impact of the second classroom on talents training under the Sino-foreign cooperative education is a hot issue in higher education research. As an organic part of talents training, its management system and teaching system need to be further improved. This article uses case analysis and data research methods, taking Nanjing Institute of Technology International Education School as the research object, and researching the development of its second classroom, forming a system on student ability training, students' creativity stimulating, and students' cultural literacy promoting. The ecological education system of the university deeply integrates the training of talents in universities and colleges with the second classroom, and cooperates to do a good job in education.

Keywords: *Sino-foreign cooperative education, Talents training, Second class.*

1. INTRODUCTION

The second classroom is an important part of the talents training. The second classroom and the first classroom complement each other and act together on the talents training policy. In China, the second classroom is defined as all activities other than classroom teaching that student participate in [1]. In other countries, there is a lack of relevant definitions and research literature on the second classroom. As a part of the classroom learning system, the second classroom is used to improve the quality training which the first classroom teaching plan does not include. The impact of the classroom on students is development and socialization of personality [2].

In the past ten years, China's economy has steadily increased, which has led to the vigorous development of the education industry. China's domestic education cannot meet the needs of the people, and the demand for the foreign educational resources has gradually become stronger, therefore transnational education projects have received more attention. By introducing high-quality foreign teaching resources, hiring excellent foreign teachers for on-site teaching, and implementing a combination of Chinese and Western education methods, to broaden students' horizons, improve students' English communication level, stimulate students' innovative thinking, and lead students to the international stage [3]. The teaching mode of Sino-foreign cooperation in

running schools is different from other education methods. Unlike the education and training provided by the pure distance model, transnational education and training include teachers from overseas [4]. Compared with general education, it can receive more educational resources and make full use of various resources to serve the construction of talents.

How can colleges and universities use the dual-pronged approach of talents training and second classrooms to play their leading, organizational, and service functions in Sino-foreign cooperatively-run universities. How to do a good job of collaborative education, and to realize the true "locality" of the talents training model in Sino-foreign cooperatively run universities "Transformation" are new challenges for work. At the same time, these activities also enhance students' willingness to learn, make students interested in foreign cultures, shorten the distance between students and foreign teachers, and provide students with a stage to express themselves. Combining the second classroom with Chinese-foreign cooperative education will help improve the educational quality of Chinese-foreign cooperative education projects and enhance the international core competitiveness of college students in Chinese-foreign cooperative education projects.

In this paper, the literature research as the theoretical basis, understands the second class of independent legal schools established in the currently established, and the

Nanjing Institute of Engineering has studied innovative and educational mechanisms, and constructs the second class systematic teaching and Management method. The first part introduces the concept. The second part of the literature reviews the cultivation of the second classroom under the perspective of Chinese and foreign cooperation. In the third part, the Nanjing Institute of Engineering has carried out research on research objects, through data analysis and case analysis, innovation of Chinese and foreign cooperative teaching system. The fourth part is summarized.

2. LITERATURE REVIEW

Compared with the traditional education classroom's theme planning for skill training and education goals, the advantage of the second classroom is that it can use multiple resources and is not restricted by the requirements of traditional assessment standards. Modern educational resources are characterized by both abundance and uneven utilization. Teacher resources are scarce but high in demand, activity resources are abundant but low in student participation, and the second classroom lacks emphasis. Ideally, the second classroom makes full use of design materials and pursues the results of actual activities, thereby breaking the limitations of traditional disciplines [5]. A series of open activities that focus on training students' basic skills and improving students' comprehensive quality, with rich resources and space as the carrier [6]. In China, colleges and universities have introduced software *PU pocket campus* to systematically manage second-class activities. The function of the software is to count the students' participation hours in the second classroom activities-the activity organization publishes activities in the software and provides necessary information for the activities.

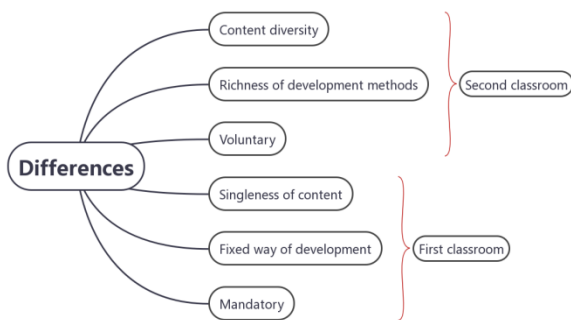


Figure 1 Differences between the first classroom and the second classroom

Innovative talents should include the three basic elements of mastering knowledge and skills, and being open and active [7]. Scholar Liu Qi believes that the first class focuses on the development of students' intelligence, while the second class focuses on the development of students' EQ, sentiment, personality, and innovation ability [8]. The second classroom is the main

method for cultivating students' non-intellectual qualities on campus. The diversification of activities can fully mobilize the individual's abilities and personality characteristics. The autonomy of activities gives students the space to play freely. There is no unified answer to the results of the activities, and the upper limit of the results of the activities depends on the imagination and creativity of students.

Aiming to educating people, the second classroom basically functions as a bridge between resources and students. Through the form of activities, it provides students with teacher guidance and resource supply, organized and planned.

The Second Classroom and Sino-foreign cooperation in running schools promote and complement each other. The relationship between the two is shown in the figure:

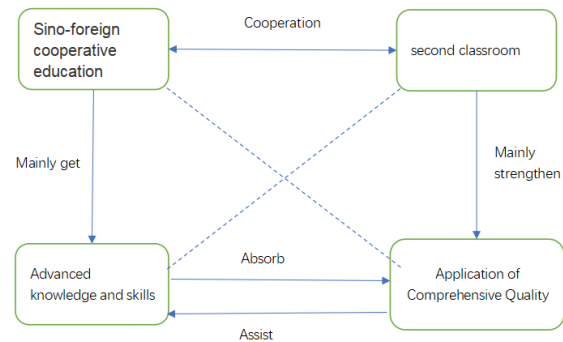


Figure 2 Promotion effect of sino-foreign cooperative second classroom

Facts have proved that our mastery of a certain subject will not become proficient immediately, but the product of concentrated efforts, such as deliberate practice [9]. Cognitive strategies, often referred to as "learning skills", are considered to be the key to success in university [10]. Studies have shown that, compared with students who have not undergone strategic training, the performance of students who have been strategically trained will generally improve by at least 15% [11]. talents training can not only cultivate skills, but human character can also be cultivated. The tenacity in the personality quality, through training, students' usual grade points continue to rise, and the degree of toughness has also been gratifyingly improved [12]. The cognition and perception of things can also be included in the category of change [13].

Under the premise of cultivating the same characteristics, the methods used will also have a better or worse impact on the training results [14]. When we enter social work in the future, we will conduct secondary training for the skills we lack. To avoid wasting time, the best option is to actively learn multiple skills in the university [15]. The diversity and practicality of the second classroom can meet the needs of this direction.

Table 1. Case integration of independent legal person colleges and universities

Sino-foreign cooperation in running schools not only hopes that students can make use of domestic and foreign resources and master subject knowledge, but also hope that they can cultivate diverse comprehensive talents. The combination of the second classroom and Sino-foreign cooperation in running schools can produce the effect of one plus one greater than two. Under the Sino-foreign cooperative teaching model, students who are separated from the comfortable mother tongue environment will inevitably have a mentality of avoidance, boredom, or only learn knowledge but cannot use it well.

School Name	Activity characteristics		
	Academic	Entertainment	Special Events
XJTLU	<ul style="list-style-type: none"> ·Computer algorithm related lectures ·“Innovation friday” ·ULBA social learning camp ·Department characteristic activities 	<ul style="list-style-type: none"> ·University international festival ·School of film, television, and entrepreneurship technology 	<ul style="list-style-type: none"> ·Museum series of cultural activities
MSU-BIT	<ul style="list-style-type: none"> ·Mendeleev chemistry competition ·Many well-known scholars visited the school 	<ul style="list-style-type: none"> ·Into the world of astronauts ·Tree planting activities in spring ·“Russian tea” 	<ul style="list-style-type: none"> ·Chinese popularization activities ·Russian knowledge contest
WKU	<ul style="list-style-type: none"> ·Intensive English training programs ·national English speaking contest ·Weekly English corner 	<ul style="list-style-type: none"> ·Foreign professors experience traditional Chinese culture ·Club activity 	<ul style="list-style-type: none"> ·Introduce American education
CUHK	<ul style="list-style-type: none"> ·Cooperative innovation Forum ·Google scholarship and culture ·CUHK entrepreneur day 	<ul style="list-style-type: none"> ·Jockey club climate change museum ·Chorus concert ·“We are all CUHK” series 	<ul style="list-style-type: none"> ·Add laboratory
NYUShanghai	<ul style="list-style-type: none"> ·Numerous research centers ·Celebrity graduation speech ·Professor's view series 	<ul style="list-style-type: none"> ·Graduate story ·ICA exhibition series ·Black history month 	<ul style="list-style-type: none"> ·“Lizhong Scholarship” ·Introduce teachers worldwide for academic exchanges
UNNC	<ul style="list-style-type: none"> ·Innovation and entrepreneurial team ·Professional focus ·Project approved by the ministry of science and technology 	<ul style="list-style-type: none"> ·Mini open day ·Minor language microfilm contest ·International education week 	<ul style="list-style-type: none"> ·Build an international innovation and entrepreneurship incubator ·Decompression Park
UIC	<ul style="list-style-type: none"> ·Business English speech contest ·Crowd creation center, student startup team 	<ul style="list-style-type: none"> ·Creative media carnival · Alumni journal ·Principal's luncheon ·Harmony art festival 	<ul style="list-style-type: none"> ·Establish a system for cultivating student cadres ·Phase II campus
DKU	<ul style="list-style-type: none"> ·π Math festival ·Duke China-U.S. summit ·Duke international forum 	<ul style="list-style-type: none"> ·Kunming theater enters campus ·School-local union conference 	<ul style="list-style-type: none"> ·Dii innovation incubator
GTIIT	<ul style="list-style-type: none"> ·Lectures by scientists in prestigious schools ·International lectures 	<ul style="list-style-type: none"> ·Asian youth club 	

resources and master subject knowledge, but also hope that they can cultivate diverse comprehensive talents. The combination of the second classroom and Sino-foreign cooperation in running schools can produce the effect of one plus one greater than two. Under the Sino-foreign cooperative teaching model, students who are

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Xi'an Jiaotong-liverpool University(XJTLU), Shenzhen MSU-BIT University(MSU-BIT), Wenzhou-Kean University(WKU), The Chinese University of

Hong Kong(CUHK), New York University Shanghai(NYUShanghai), The University of Nottingham Ningbo China(UNNC), Beijing Normal University - Hong Kong Baptist University United International College(UIC), Duke Kunshan University(DKU), and Guangdong Technion-Israel Institute of Technology(GTIIT), nine Sino-foreign cooperative independent corporate universities are selected to be studied. With the development of people's thinking and the improvement of talent requirements, the first class cannot meet the individualized learning needs of students. Thus came the concept of "second classroom" outside of the teaching plan. The second classroom is an extension of the first classroom. Although the academic community does not have a clear definition of this, the general concept is extracurricular activities that are outside the teaching plan and can meet the educational goals and have various educational significance for students. This article analyses the second classrooms of nine Chinese-foreign cooperatively-run universities with independent legal persons:

1. Under the common background of Sino-foreign cooperation in running schools, colleges and universities pay great attention to the ability and training of students' foreign language ability in the second classroom to adapt to the teaching of the school's first classroom. There are various types of activities, taking into account the overall quality development of students.

2. Compared with the traditional mode of colleges and universities, the second classroom under Sino-foreign cooperative education has a more advanced teaching mode. Combining the respective advantages of China and the West in running schools, and integrating the educational resources of cooperative Chinese and foreign universities, this is conducive to the realization of the innovation of the second classroom teaching method and the breakthrough of teaching standards.

3. In addition to the imparting of knowledge and the improvement of students' learning skills, the second classroom of Sino-foreign cooperative education also pays attention to the cultivation and integration of culture. Under the blending of different cultural backgrounds, students have a multi-cultural perspective, and they can have a more outstanding performance no matter in the future employment competition or in making contributions to the future of society.

The results of the case integration of the nine universities are shown in Table 1.

3. RESEARCH DESIGN

The specific research methods used in this research combine the case analysis method and the data analysis method:

The Nanjing Institute of Technology International Education College talents training and the second classroom collaborative education practice has been selected for further specific research. Although this international education college has been established not long ago, its activities have outstanding characteristics and a good foundation for student participation, making it suitable for analysis. Combining with the current nine Chinese-foreign cooperative independent legal person colleges and universities, this paper analyses the characteristics of classic cases and summarizes the commonalities of the nine schools, which provides an effective reference for the establishment of modular teaching methods.

Retrieve the background data of the PU pocket campus software of the International Education College of Nanjing Institute of Technology to understand the number of subjects and gender distribution. Count the number of activities and participation, and infer the type of activities that students like most. Provide an effective reference for the design of follow-up activities.

This article studies the characteristics of Chinese-foreign cooperative education institutions (including Chinese-foreign cooperative education institutions and Chinese-foreign cooperative education projects). To describe the characteristics of students in the cooperative education project, deconstruct the relationship between the talents training and the second classroom in Chinese-foreign cooperatively-run universities, dig deep into the connotation, and try to propose a cooperative education mechanism and guarantee measures for the second classroom in Chinese-foreign cooperatively-run universities.

4. CASE STUDY

Collect and sort out relevant documents and materials to understand the current situation of the second classroom in Chinese-foreign cooperatively-run universities. Through online inviting relevant experts to conduct thematic seminars on a number of Chinese-foreign cooperatively-run universities in Jiangsu Province (including Chinese-foreign cooperatively-run schools and Chinese-foreign cooperatively-run schools), collect background data, and analyze the development of the second classroom. Through the preliminary online research, I understand that the International Education College of Nanjing Institute of Technology closely integrates the concept of "community with a shared future for mankind" with higher education, puts the close integration of morality and talents training in the first place of fostering virtue through education, and advocates teachers to integrate talents training theme education activities, theoretical education with practical guidance, organically integrate traditional talents training with the second classroom. Combining actual reasons such as the epidemic situation. In the end, this topic

selected the second classroom brand building practice of Nanjing Institute of Technology International Education School as an example to explore the cooperative education mechanism of talents training and second classroom in Sino-foreign cooperatively run universities.

4.1. Analysis on the Influencing Factors of the Second Classroom Development Effect

The effective collaboration between the talents training of the International Education College of Nanjing Institute of Technology and the second classroom is based on the fundamental goal of “cultivating international talents” and the fundamental task of training international talents. Relying on the second classroom to do a good job of leading thoughts while building Sino-foreign exchanges platform, improve the cross-cultural communication skills of all students, and make students more international and modern. Diversify the forms of talents training, and actively extend Chinese and foreign courses to help students overcome cultural barriers, broaden their international horizons, and cultivate transnational communication skills. This series of measures also endows the international cultural connotation of the second classroom activity “Foster Virtue through Education”. Through the exploration of this case, the project members came to the overall structure of the cooperative education mechanism of talents training and the second classroom in Chinese-foreign cooperatively-run universities, namely: taking students as the main body, integrating teaching resources to cultivate students’ ability, promote cultural literacy, and stimulate innovation. Ecological education system.

For education Environment For Students to Become Talented. The School of International Education, Nanjing Institute of Technology, through the close integration of talents training and the second classroom, collaborative education. While cultivating students’ excellent qualities, they have comprehensively and improved their English proficiency and international vision, cultivated their collaboration, communication, and organization skills, strengthened their team awareness and service awareness, and promoted advanced thinking in me. Disseminate among school youth, subtly guide them to cultivate their sentiments, improve student personality, and cultivate high-quality application-oriented innovative talents that develop in various aspects; continue to promote the construction of campus culture, enrich the educational carrier of the fundamental mission of “Foster Virtue through Education”, and cultivate the Nanjing Project The college has cultural characteristics, develops a strong cultural brand, and strives to create a good education environment for students to grow and become talents.

Then it comes to Integrate the Resources. The education work is based on the national education. In

order to better cultivate international talents, the Chinese and foreign teachers of the college gather their efforts and use the second classroom brand activities as the carrier to jointly build a student international training, education, and cultural platform, and fully demonstrate the first classroom. The second classroom has the function of educating people in Chinese-foreign cooperatively-run universities.

Gradually, teaching Resources. The first step of the International Education College of Nanjing Institute of Technology in the process of collaborative education of talents training and second classroom is to build a team of excellent teachers. And build two teams of Chinese and foreign education management personnel and Chinese and foreign professional teachers. In the process of building teaching resources, two main lines mentioned above need to be grasped. In addition to maintaining advanced ideology, it is also particularly important to improve the status of education skills in Sino-foreign cooperative education in talents training and second classroom collaborative education.

Next, capacity development. Innovate teaching concepts, follow the teaching rules, put students in the main position, and improve students’ sense of participation. Taking into account the particularities of different student groups, corresponding training programs are designed according to the characteristics they need to improve. Pay attention to teaching evaluation feedback, and teachers can check it in time. Cross the cultural gap, continue to integrate deeply, constantly absorb the strengths of each other’s teaching concepts, strive to break traditional thinking and inherent boundaries, and try to establish new education, teaching concepts, content and methods. The International Education College of Nanjing Institute of Technology regularly sends teachers to each other Visits and mutual learning, regular language workshops and Sino-Finnish education and teaching forums provide a platform for Chinese and foreign education management personnel and professional teachers to continuously improve themselves.

Innovative ideas is also a crucial part. In line with the principle of “distinct, high-level, high-impact, and sustainable”, the International Education College actively introduces and integrates Finnish high-quality educational resources in accordance with the construction goal of “refined, refined, stronger, and better”. In the establishment of the second classroom, teachers from China and foreign countries are required to cooperate and achieve unity. The Chinese education management personnel, full-time team leaders, multi-level and all-round meticulous organization from

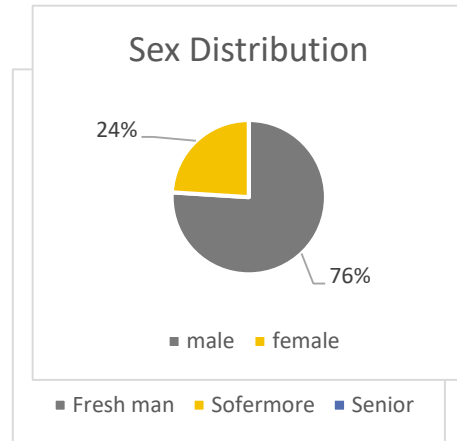
schools, colleges, classes, etc., ensure the quality of the classroom, and jointly create Rich cultural atmosphere, give full play to the function of cultural education. In the specific implementation process, foreign teachers formulated detailed plans for the development of a specific course or activity in accordance with the characteristics of international schooling, and participated in the whole process of preparation for the activity. For example: English Word Contest, the test questions of the competition are prepared by foreign teachers of the International Education Institute and teachers with overseas education background, so that all students in the school can have the opportunity to access international learning resources in the process of preparing for the competition and the competition. Immerse yourself in a diverse learning atmosphere.

Eventually, collaborative education. Since its establishment in 2018, the achievements that have been achieved are as follows: The International Education Institute currently coordinates the specific methods of co-education in the second classroom. Through continuous attempts, it has formed outstanding collaborative education practices such as: Zhan Yuyun speech During the epidemic, the “Reading Pavilion in the Cloud” held an online elite training camp for student leaders, a cloud sharing session of anti-epidemic stories, etc. The activities strengthened the effectiveness of cloud education and highlighted the superiority and importance of the second classroom cloud classroom in special times

4.2. Data Analysis

The subjects of the study are freshmen to juniors of the International Education College of Nanjing Institute of Technology, with a total of 283 students in six classes. We use the PU Pocket Campus APP mentioned in the previous article. The chart data is retrieved from the APP backstage, and the statistics of activity participation as of May 1, 2021.

The quantitative assessment is mainly based on the concept of practical hours, so as to count the different levels of participation in the second classroom activities of the students during the four years of university study.



4.2.1. Distribution of Research Objects

Figure 3 Pie chart of the basic situation of the research object

The number of people in the three grades is evenly distributed. In contrast, the sex ratio is relatively unbalanced.

4.2.2. PU Scores

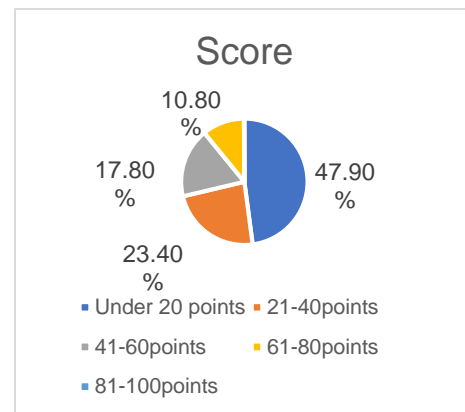


Figure 4 PU score pie chart

The results of the survey on PU scores are as follows: The credit design is a hundred-point system. The proportion of students scoring less than 20 points is 47.9%, which is close to half of the surveyed number. The proportion of people with higher scores is extremely low, and the other three intervals are more evenly distributed.

4.2.3. Preferences in Student Project Types

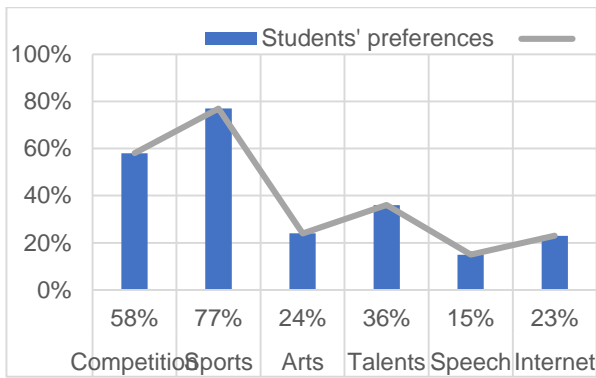


Figure 5 Activity type tendency survey histogram

Students prefer sports and competitions, and have low interest in literary and online submissions. The results may be affected by the gender ratio.

4.2.4. Proportion of Different Types of Activities Carried Out

Count the number of activities carried out since 2020, and calculate the proportion of various types of activities in the overall activity.

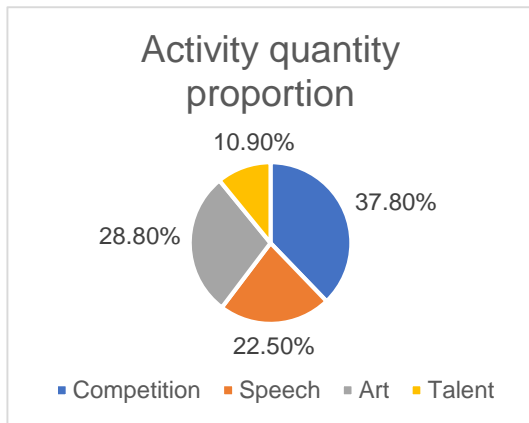


Figure 6 Pie chart of the number of activities carried out

The number of activities that have been carried out is relatively large in competition and entertainment categories, and the sum of the two accounts for 66.6%. Compared with the technical training category, there is less attention to technical training in the event design.

4.3. Data Analysis and Summary

Due to the characteristics of uniform age distribution and uneven gender ratio, some statistical data will be greatly affected, such as activity preference. Through the proportion of the activities carried out and the proportion of the types of activities expected by students, we can clearly see the gap between expectations and reality. Students are looking forward to recreational sports

activities. The number of activities in this area cannot match the proportion of their expectations.

In order to enhance the participation of the second classroom and the effect of the second classroom, the starting point of improvement measures can generally be implemented from the three main subjects of students, teachers, and activities. From the teacher-guiding-angle, at the initial stage, students need to absorb and explore when they first come into contact, and the teacher undertakes the teaching. In the mid-stage, the teacher assumes a guiding role and mobilizes the enthusiasm of students. When students master the rules of activity, the initiative is given to students. From the student participation perspective, in the initial stage, the teacher adapts to the model. In the middle stage, it gradually tries to lead the activity as the main body, and the students really dominate the latter stage. From the activity design perspective, activities are divided into two situations: students spontaneously and guided by instructors. The content of the activity should be directional, clear and enforceable. Taking into account the limited channels for students to study and explore, balance the relationship between academic training requirements and resource allocation, make full use of teaching resources, and teach students in accordance with their aptitude, starting from the shallower to the deeper, in stages. Compared with other majors, Chinese-foreign cooperative education has more educational resources. Foreign teachers, foreign resources, foreign system construction and foreign culture can all provide effective materials for the planning of second classroom activities. The key is how to make effective use of existing resources to enrich the content of second classroom activities. The current insufficient utilization of resources does not better reflect the rich resources of the second classroom under Sino-foreign cooperation.

Improve the effective record of activities, so as to improve the follow-up evaluation of the second classroom and the survey of student participation in the second classroom, so as to optimize the activity design plan based on the activity feedback.

Establish an effect evaluation system. "Talents training" has established a relevant appraisal and reward mechanism, and the second classroom evaluation system and assessment standards need to be continuously improved. At the same time, there are still gaps in the assessment and evaluation system of the collaborative education model between talents training and the second classroom, which is worth thinking about and follow-up research. Synergy lacks inheritance and continuity. The specific performance of the current collaborative education of talents training and the second classroom only stays in a single, independent course and activity, it is difficult to form a system, lack of continuity, and it is difficult to make further breakthroughs.

5. CONCLUSION

The research on this subject, which combined with the actual and organizational characteristics of Chinese-foreign cooperatively-run universities, can initially be refined to form a four-dimensional collaborative education mechanism supported by solid thinking, student-oriented, excellent teachers, and innovative methods, and truly make colleges and universities an important carrier for serving youth groups. Which further strengthens the organization's unique role in talents training and educating people in Sino-foreign cooperatively-run universities. With the continuous strengthening of the status and role of international education in overall education, the issues of international talents training and education will become more prominent. Giving full play to talents training and second classroom co-education play a vital role in cultivating talents. Sino-foreign cooperative education institutions (including Sino-foreign cooperative education institutions and Sino-foreign cooperative education projects) need to learn from advanced concepts, explore suitable methods, and further integrate talents training and second classrooms in Sino-foreign cooperative education institutions, and coordinate the work of educating people.

Comprehensive research content, formulate countermeasures and suggestions for second classroom development are listed as follows:

1. The project manager shall establish an evaluation system and include it in the assessment category. Establish relevant evaluation and reward methods for the effectiveness of collaborative education between talents training and the second classroom. The evaluation is incorporated into the assessment system of teachers' professional ethics, and the results of the evaluation are used as one of the indicators for the completion of grassroots work. The evaluation indicators for awards, evaluation and promotion of professional titles need to be discussed in depth.

2. The event designer ought to improve the collaborative education system and build a collaborative education brand. In-depth analysis of the audience students in Chinese-foreign cooperatively-run schools (including Chinese-foreign cooperatively-run schools and Chinese-foreign cooperatively-run schools), and further explore ideological and educational resources that meet the characteristics of students. Fully integrate current economic and international hot issues to guide students' thinking style. Fully integrate faculty resources, curriculum resources, as well as the resources of the Sino-Finnish Cultural Institute, Sino-Finnish Cultural Month series of activities, college students' academic planning platform, relying on the second classroom, and

practice the four-dimensional support of the collaborative education mechanism through optimizing the structural system and multi-dimensional perspectives. Multiple guarantees increase the conditions for carrying out the second classroom activities and ensure the quality. Create and develop a series of general education content that not only has distinct ideological attributes and education functions, but also has the characteristics of the times and meets the needs of college students in the new era, and strives to form a brand and continue the characteristics.

3. The teachers should associate with students and strengthen cooperation with surrounding schools. Systematically sorting out the activities carried out by the nine Chinese-foreign cooperatively-run independent legal person colleges and universities, it can be found that there are good and bad effects of the activities. Considering the development situation, activity design, student preferences, and school requirements, the inevitable elements of successful activity are inseparable from student support and good planning of the activity. Starting from the needs of students, combining the elements of educating people, taking into account the policy of cultivating quality and ability, strictly control the quality of activities, strive for more refinement, improve brand reputation, and produce high-quality activities. Strengthen cooperation with surrounding schools, use resources together, and expand students' horizons.

AUTHORS' CONTRIBUTIONS

Yaoyue Zhang, Yu Liu designed research, performed research, analysed recent data, Jia Zhang, Junyi Zhang find cases and organize cases, Yaoyue Zhang, Yu Liu, Ke Xu wrote the paper.

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