

The Second Classroom Construction of Students under the Diversified Assessment Mode

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ABSTRACT. *With the construction of school informationization, the learning environment of students has changed, the learning methods and methods are more flexible, and the traditional assessment methods can not effectively test the true level of students. Therefore, this paper proposes the second classroom construction of students based on the diversified assessment mode, and strives to improve the overall quality of students and elaborates the diversified assessment methods to propose the second classroom.*

KEYWORDS: *Diversified assessment; Second classroom; Comprehensive ability*

1. Introduction

As a useful supplement and extension of the first class, the second class plays an important role in the cultivation of students' comprehensive ability. With the implementation of the diversified assessment method[1], it is required that the second classroom construction should advance with the times and develop in a diversified direction. Therefore, the assessment method for students should conform to the development of the times, change the traditional assessment concept, and develop from a single structure to a diversified direction. In order to carry out diversified assessment methods more effectively, in the teaching process, the traditional first classroom teaching should not be limited. The reform of teaching methods and means should be actively carried out. Based on the introduction of diversified assessment methods and analysis of the second classroom construction. , put forward the construction ideas and measures of the second classroom.

2. Diversity assessment and second class overview

2.1 Overview

Assessment reform should run through the whole process of teaching. This

requires changing the traditional educational concept, updating the teaching content and teaching methods, realizing the diversification of assessment forms[2], assessment content and evaluation system, giving full play to the guiding function of assessment, and guiding students to compound talents. . The second class refers to the activities outside the classroom to carry out activities that are conducive to the growth of students. The second class is a useful supplement and extension of the first class. It complements the first class. In addition to the commonality of the first class, it also has its own particularity. As the curriculum assessment is developing in a diversified direction, the second classroom construction should also be diversified.

3.2 The Status of the Second Classroom Construction

As an important carrier of quality development, the second classroom can enhance students' personality charm, improve students' awareness and ability of self-employment and employment, and improve students' professional skills and professional ethics. At present, the second classroom of some schools is still in the early stage of construction[3], and there are many problems. Some schools have not systematically planned the second class, and they are subjective, blind, random, discontinuous, insufficiently constructed, and weak in hardware and software. The level of some professional instructors is uneven, the content of the activities is not targeted, and the construction is not strong enough. In addition, some of the second class content seriously deviated from the theme of the first class, could not reflect the professional characteristics, and the enthusiasm of students involved in it was not high. Therefore, all colleges and universities should make plans for their own situation and actively and rationally arrange the second class of quality.

3. Diversified Assessment Methods

3.1 Diversity of Assessment Forms

The traditional assessment method is relatively simple, which is not conducive to examining the comprehensive ability of students. Diversified assessment methods not only examine students' knowledge of knowledge, but also examine students' ability to analyze and solve problems creatively. In the form of assessment, according to the characteristics of the course, "paperless" machine test, small papers, physical production, semi-opening or unwinding assessment methods can be used. The types of questions can be divided into fill-in-the-blank questions, judgment questions, correction questions, multiple-choice questions, analysis questions, calculation questions, and comprehensive design applications.

3.2 Assessment Content Diversification

Diversification of assessment content means that the assessment content should basically cover the curriculum focus. The content of the assessment changed from

closed to open, and the answer evolved from singularity to pluralism[4]. Minimize the content of mechanical memory, as much as possible to connect theory with practice, and reflect the problem of students' comprehensive use of knowledge. Arrange for a comprehensive topic that requires students to use their knowledge to analyze and think at multiple levels and angles.

3.3 Evaluation System Diversification

The diversification of the evaluation system refers to the comprehensive consideration of various factors and indicators in the assessment process. The evaluation of comprehensive scores should not only reflect the evaluation of teachers, but also consider the self-evaluation of students. It should consider the quality of student tasks, but also consider innovation and teamwork. The student's grades are composed of the final assessment scores, practical scores and peacetime grades. The weight of the usual grades depends on the characteristics of the course. By reasonably arranging the evaluation indicators, it is beneficial to examine the students' comprehensive ability.

4. Second Classroom Construction Path

4.1 Construction Ideas

The second class should arrange activities suitable for students based on the learning objectives, learning abilities, and syllabus of different students. The second class should have an open educational concept and an educational atmosphere. The form and content should be rich and colorful, which not only fully takes care of the development of students' personality but also benefits all students. The second class should aim at cultivating college students' innovative consciousness and comprehensive ability, construct a long-term mechanism for inclusive development, and establish an effective evaluation system. Through academic associations, extracurricular scientific and technological activities, academic competitions, academic journals, school-enterprise cooperation, etc[5]. In a way, the first classroom and the second classroom are combined to form a new concept of the student's all-time culture education, and the first classroom and the second classroom are naturally connected and harmoniously interacted.

4.2 Construction Measures

(1) Building a Second Classroom Activity Platform

College student associations are of great significance in cultivating students to become talented. At present, the construction of student associations is splendid, and many associations have clear guiding ideology and create a good academic atmosphere. However, some associations have been established shortly, lacking

historical foundations, and members of the associations are relatively impetuous; some associations have imperfect management systems, the quality of community activities is not high, and members lack trust and utilitarianism; some community infrastructures are backward, which is not conducive to activities. The expansion of the content. Therefore, colleges and universities should recognize the problems existing in the current community, promote the diversification of community activities, and hold more activities such as ideological and political literacy, science and technology academic and comprehensive entrepreneurship, humanities and arts development, and skills training, and explore the development of student associations[6]. The new method, build a quality second classroom activity platform, and better serve the second classroom.

Interest is the best teacher. It is necessary to construct a second classroom activity platform and cultivate students' enthusiasm for the profession. Combine theory with real life. Focus on scientific practice, engineering practice, improve their practical ability and stimulate their professional enthusiasm. In addition, students should also have some basic qualities to adapt to society. In the second classroom activity[7], the emphasis is placed on cultivating students' basic skills, and the second classroom activities are combined with the students' professional knowledge learning. While doing a good job in professional setting, actively carry out vocational guidance for students, do more vocational skills training, take employment and entrepreneurship as an opportunity to help students determine career goals, do a good job in career planning, and cultivate a quality that is compatible with career goals.

(2) Improve the Second Classroom Management Mechanism

The second classroom is an indispensable part of the school education system. Schools should improve their organization, strengthen supervision of the second classroom, incorporate the second classroom activities into the school's teaching plan, establish a long-term operational mechanism, and scientifically and rationally formulate policies such as teaching plans, teacher strength, and school hours. Clarify the tasks of each department, set up special funds, and develop a transparent management system. At the same time, a series of incentive mechanisms will be established to regularly send teachers to further education to improve the quality of teachers. Focus on the construction of a number of distinctive second classrooms, gradually establish and improve the teaching system that suits the characteristics of the school in practice, make full use of the development of network information, optimize equipment, and build a good platform for students.

(3) Establish an Effective Evaluation System

The first class and the second class complement each other, both hands must be grasped, both hands must be hard. The first class focus on the process, respect diversity, focus on reflection and other diversified evaluation methods, which is conducive to the smooth development of the second classroom. Due to the obvious uncertainty of the second classroom, objective and accurate diversified evaluation methods should be adopted as much as possible. The evaluation system adopts a dynamic approach to establish a competitive mechanism for survival of the fittest,

which will be conducive to the development of student strengths or hobbies and improve the overall quality of students. Promote the quality of the second classroom, and propose rectification opinions for the second classroom that is not effective. The evaluation process is as close as possible to the evaluation of subject diversification and evaluation criteria, and the factors such as student participation level, effort level, achievement display, learning effect and final development level are taken as evaluation criteria. By carrying out the diversification of the evaluation system, we can maximize the role of the second classroom.

4. Conclusion

By implementing diversified assessment reform and building a diversified second classroom, and actively guiding students to fully realize their potential in the diversified second classroom learning process, it is of great significance to improve students' comprehensive quality.

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