

Research on the Construction of the "Second Classroom Transcript" System in Universities

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Abstract

With the development of higher education and the emphasis on students' comprehensive qualities, the position of second classroom activities in students' development is becoming increasingly prominent. However, there are currently many problems in the management and evaluation of second classroom activities in universities, such as deviation in student behavior tendencies, lack of a reasonable evaluation system and regulatory mechanism, etc. Therefore, this article aims to establish the "second classroom transcript" system in universities and explore effective paths, such as strengthening publicity and training, rational use of network data, and collaborative development among multiple departments, in order to cultivate more comprehensive and outstanding talents.

Keywords

Second classroom transcript; Realistic Dilemma; Institutional construction.

1. Introduction

In 2016, Xi Jinping emphasized at the National Conference on Ideological and Political Work in Higher Education Institutions that we should focus on educating people through culture and culture, carry out diverse, healthy, and elegant campus cultural activities, and widely carry out various social practices [1]. As an extension of the first classroom, the second classroom in universities can better achieve comprehensive education on the basis of the first classroom. In 2018, in order to better play the important role of the Communist Youth League in serving the tasks of moral education and talent cultivation in universities, the Central Committee of the Communist Youth League and the Ministry of Education jointly issued the "Opinions on Implementing the Second Classroom Transcript System of the Communist Youth League in Universities", deepening the reform of the Communist Youth League in universities and innovating talent cultivation models. Subsequently, various universities actively implemented the second classroom transcript system, based on the actual and unique characteristics of each university's education, improved the second classroom transcript system, and improved the effectiveness of second classroom education.

2. The Value Orientation of Constructing the "Second Classroom Transcript" System in Universities

The transcript system in the second classroom of universities is an innovation in China's higher education model, a strong proof and scientific evaluation of college students' participation in the second classroom [2]. It can strengthen the two-way interaction between society and students, cultivate excellent talents for the Party and the country, and promote the comprehensive development of college students.

2.1. Social level: cultivating talents through two-way interaction

In recent years, with the continuous popularization of higher education in China, the number of graduates has been increasing year by year, and graduates are entering the most "rolling" job search era. Society has increasingly high requirements for talent quality, and various enterprises and institutions not only pay attention to students' academic performance in the first classroom, but also attach importance to their comprehensive qualities, including moral quality, practical ability, innovation ability, communication ability, etc. When universities carry out "second classroom" activities, they build bridges with various sectors of society, strengthen communication and exchange between universities, society, and students. Through objective and scientific evaluations from multiple perspectives, it is beneficial for students to develop their independent innovation and team consciousness. There are many activity carriers in the second classroom, such as university innovation and entrepreneurship training projects, university level scientific research projects, and college student challenge cup competitions. Based on this, establishing a "second classroom transcript" system can increase students' attention to the second classroom, stimulate their internal motivation, strengthen their teamwork ability, and lay the foundation for future feedback to society.

2.2. Individual level: comprehensive development in scientific evaluation

Universities should adhere to the development path of socialist education with Chinese characteristics, cultivate qualified socialist builders and reliable successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor. The content of the second classroom in universities covers moral education, intellectual education, physical education, aesthetic education, and labor education, with a combination of five aspects to comprehensively improve students' overall quality. Students can choose projects that are suitable for their interests and strengths in the second classroom activities. By participating in them, they can cultivate and develop their personal characteristics and potential. Building a "second classroom transcript" system can provide students with basis and proof in the process of personalized development, and also provide them with opportunities to showcase themselves. At the same time, the second classroom activities in universities can provide students with broader development space, and the construction of the "second classroom transcript system in universities" can provide rich reference materials for students in the job search process. Employers can have a more comprehensive understanding of students' comprehensive abilities and increase their core competitiveness in employment. Reasonably utilize the "second classroom transcript" system, scientifically evaluate the comprehensive quality of college students, and ultimately promote their comprehensive development.

3. The Realistic Dilemma of Constructing the "Second Classroom Transcript" System in Universities

At present, the development of the second classroom in universities is very mature. The second classroom activities in various universities have both similarities and personalization, but the construction of the "second classroom transcript" system is not yet perfect, and there are still students

3.1. Deviation in student behavior tendencies

There are various activities in the second classroom, and students' choices have increased. However, different students have different perceptions of the second classroom activities, resulting in some students having behavioral bias. Some students do not attach importance to the second classroom and believe that the first classroom is the main battlefield for college students. The most important thing in university is to learn professional knowledge well, refuse

to participate in any practical activities, and the scores in the second classroom are low or even zero, which affects graduation and employment. There are also some students who blindly pursue high scores in the second classroom, overly participating in second classroom activities, neglecting their own interests and potential, and unable to balance time and energy, which affects academic development.

3.2. Lack of a scientific evaluation system

The evaluation system of the second classroom is significantly different from that of the first classroom. In the first classroom, teachers can fully understand students' learning status based on their performance in class, homework in class, and after class exams, and provide objective evaluations to students. However, the second classroom has diverse forms, and different schools, departments, and activities may adopt different evaluation indicators and scoring methods, resulting in low comparability of evaluation results and difficulty in conducting objective and fair evaluations. In addition, the current transcripts of the second classroom in various universities mainly rely on relevant software and platforms, and can only grasp the activities and final results of students' participation, and cannot evaluate the process of students' participation. For example, when the platform releases volunteer registration information, students apply to become volunteers in the system, but there are no relevant records during the volunteer process. Finally, the activity ends and credits are settled uniformly. As a result, a comprehensive evaluation system has not been established, making it difficult to quantitatively assess the training objectives.

3.3. Lack of effective regulatory mechanisms

Currently, the recognition and evaluation of second classroom activities in universities are mainly carried out independently by various schools or units, lacking an authoritative certification and regulatory mechanism. This may lead to an unfair and unreliable evaluation system, making it difficult for employers, society, and students themselves to generate high recognition of the credibility of the transcript. Firstly, due to the lack of supervision mechanisms, students often face gray zone judgments in second classroom activities. Although some students actively participate in various activities, they lack real learning significance and achievements, but can achieve high scores. This phenomenon goes against the original intention of establishing the "second classroom transcript" system. Secondly, some students or organizations may obtain more credits, certificates, and transcripts through fraud, backdoor methods, etc. This not only damages the fair competition environment for students, but also harms the normal conduct of second classroom activities and the credibility of transcripts.

4. Exploring the Path of Building the "Second Classroom Transcript" System in Universities

The second classroom in universities is an important way to cultivate students' comprehensive development, and the "transcript of the second classroom" is an important evaluation standard for quality education of college students, which is of great significance for promoting their comprehensive development. Therefore, each university should establish and improve a "second classroom transcript" system based on its own reality and characteristics, and evaluate students' comprehensive qualities reasonably, scientifically, and objectively.

4.1. Strengthen publicity and training to enhance the awareness of teachers and students

The second classroom activities in universities are crucial for the comprehensive development of students. In order to enhance students' understanding of the second classroom transcript system, universities can use diversified promotional methods to increase students'

participation in activities, improve their understanding of the system, and promote the goal of comprehensive personal development of students.

In order to improve students' understanding of the second classroom transcript system, it is necessary to diversify the means of publicity. In addition to traditional methods such as promotional posters and brochures, modern technological means such as campus websites and mobile applications can be utilized for online promotion. At the same time, outstanding second classroom student representatives can be invited to share their experiences, organize symposiums, seminars, and other forms, and personally participate in experiencing the benefits of the second classroom and the importance of transcripts.

In addition, professional training should be provided to university teachers, full-time and part-time counselors, Communist Youth League cadres, and other personnel to enhance their understanding of the "Second Classroom Transcript", improve their skills in using the "Second Classroom Transcript", and guide them to become the main force and propagandists for the construction of the "Second Classroom Transcript" system. Efforts should be made from multiple parties to have a correct understanding.

4.2. Utilize network management to improve the evaluation system

Online means are an important means of implementing the second classroom transcript evaluation system. By using online means, students' participation in the second classroom is monitored and assessed to ensure the quality of their participation in the second classroom [3]. However, universities have problems such as strong student mobility and lack of process in activity development. Without a detailed and sound data management and evaluation system, it is impossible to conduct a comprehensive, objective, and scientific evaluation of students' participation in second classroom activities.

Firstly, universities need to determine evaluation indicators and standards. Schools can organize experts, teachers, and students to participate and develop unified evaluation indicators and standards to ensure the fairness and consistency of the evaluation. Evaluation indicators can include multiple aspects such as activity participation, activity quality, self-development, teamwork ability, and social influence, and these indicators can be entered into the system to grasp the operation status through big data analysis. Secondly, universities should strengthen the process evaluation of "second classroom transcripts". By utilizing information technology, electronic devices such as mobile phones, computers, and bracelets can be used to timely record the process of students participating in second classroom activities, and various methods such as class hours, credits, and points can be used to record evaluations. Finally, feedback the evaluation results to students in a timely manner to help them understand their excellent performance and shortcomings, and provide corresponding improvement suggestions and guidance. At the same time, establish student files to record each student's performance and achievements in the second classroom activities, providing reference and proof for their future development.

4.3. Collaborate with relevant departments to improve regulatory mechanisms

The second classroom in universities is an important way to cultivate students' comprehensive qualities, and as an evaluation of students' participation in activities, transcripts need to strengthen effective regulatory mechanisms to ensure their accuracy, impartiality, and reliability.

On the one hand, universities need to strengthen supervision and review mechanisms. Schools should establish specialized regulatory departments or committees responsible for supervising and reviewing the implementation of second classroom activities and performance evaluation. The supervisory agency should regularly conduct spot checks on students' participation and supervise and review the evaluation process to ensure the fairness and transparency of the

process. On the other hand, establish a risk prevention and violation handling mechanism. Establish strict disciplinary regulations and punishment measures, and seriously deal with and punish false achievements, improper cheating, and other violations. This can effectively reduce the occurrence of violations and maintain the authenticity and fairness of the second classroom transcript.

It is urgent to improve the system of "second classroom transcripts" in universities. Universities should pay attention to the application of network management methods, establish strict information protection mechanisms, and develop clear evaluation standards and procedures to ensure that the evaluation results are objective and credible. By continuously improving and optimizing the "second classroom transcript" system, universities can cultivate more outstanding talents with comprehensive development, making positive contributions to students' personal growth and social development.

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