

Four Dimensions of College Students' Effective Participation in the Political Education Class

Based on the Perspective of Constructivism Theory*

Zhanlu Xu

Zhejiang University

Hangzhou, China 310028

Hangzhou Normal University Qianjiang College

Hangzhou, China 310032

Abstract—The improvement of the teaching effectiveness of education in ideological and political courses must be based on the active and effective "learning" of college students. The education theory of constructivism starts from the whole education process, and makes a comprehensive and in-depth exploration of enhancing students' subject participation through the subject dimension, content dimension, situation dimension and technical dimension. The quadruple dimensions interweave and influence each other. Content dimension is the premise and foundation of subject dimension, situation dimension and technical dimension. The situational dimension is the representation and embodiment of the subject dimension and the content dimension, the technical dimension is the intermediary and guarantee of the content dimension, the main dimension, the students' effective participation in the classroom is the orientation and final foothold.

Keywords—*effective participation; constructivism; quadruple dimensions; ideological and political theory course*

I. INTRODUCTION

In the new era, the ideological and political theory course in colleges and universities in China has made many attempts on "how to teach" and set off a wave of teaching reform. However, we analyzed more from the perspective of "how to learn", but less on the "psychological structure of knowledge representation and meaning, the process of acceptance within learners", and the phenomenon of students' "partial participation" and "passive participation" was common.[1] The improvement of education teaching effectiveness must be based on students' active and effective "learning". The core of students' effective participation in class is to mobilize students' enthusiasm and initiative in class, which is the core of constructivism theory. It provides a new way for the students to "learn" in the course of ideological and political theory teaching, which will take theoretical and practical significance to further enhance

students' cognitive depth and breadth, enrich social emotional experience, and form mainstream values.

From the perspective of theoretical generation process, the research on effective participation of students first appeared in the field of psychology. In the 1930s, Ralph Tyler proposed that "learning time was proportional to learning tasks". [2]

Suchomlinsky first systematically expounded the theory of "student participation", who believed that "students' participation meant to bring students' subjectivity into full play in education teaching. [3] Astin made further study about students' effective participation. Astin proposed that effective classroom participation refers to the physical and intellectual input, including both external and visual participation and internal participation. [4] Fredricks summarized students' participation in classroom as emotional, behavioral, and cognitive engagement. [5] From the perspective of human sociality and practicality, Wang Shifan put forward that "students' participation was practice" and learning knowledge should be acquired through students' own practice. [6] Kong Qiping pointed out that students' input was an active and individualized course experience, which was a psychological activity with student behavior input as the carrier. [7] On the basis of referring to the related research of foreign scholars, Wang Yongfeng put forward the "six dimensions of students' effective participation". [8] To sum up, foreign scholars' research on students' effective participation in the classroom is deepened with the education tradition and philosophical trend in foreign countries, and many researches are based on empirical investigation. [9] From the research of domestic and foreign scholars, students' effective participation in the classroom refers to that students actively participate in the teaching process in the classroom, including cognitive participation, behavioral participation and emotional participation. Effective participation is mainly based on the degree of student participation, which is affected by the subject relationship between teachers and students, teaching content, education situation and teaching method.

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II. FOUR DIMENSIONS OF COLLEGE STUDENTS' EFFECTIVE PARTICIPATION IN THE POLITICAL EDUCATION CLASS

A. The New Thought About Students' Effectively Participate in the Ideological and Political Classroom Based on the Four Dimensions of Constructivism

Based on the constructivism theory, scholars at home and abroad have conducted a variety of studies on how to improve students' classroom subjectivity, and gradually formed the basic context and elements of the effective participation of constructivism students in the classroom. The integrative constructivism theory elaborates on student's subjectivity, and the elements of students' effective participation in class can be defined from two aspects. Based on the analysis, effective participation of students in the classroom is centered on the educators making full use of various methods to mobilize students' enthusiasm and promote their behavioral, cognitive, emotional and psychological inputs, so as to maximize the education teaching effect. Based on the constructivism theory, scholars have conducted a variety of studies on how to improve students' classroom subjectivity, and gradually formed the basic context and elements of the effective participation of constructivism.

First, from the vertical perspective of "students' real and effective participation", that is, from the respective roles of teachers, students and students in the whole learning process to explain "students' real and effective participation". According to constructivism theory, if the role of teacher's guidance, discovery, help, inspiration, support, promotion and evaluation can be fully played, that is, the leading role of teacher can be fully played. If students make full use of their time and actively participate in the course, they can discover problems, actively explore, reflect on themselves and boldly create, that is, fully reflect students' subjective status. In the process of learning, students' thoughts blend, mutual aid and sharing, cooperation and competition, and mutual inspiration form a "learning community" among students to realize wisdom sharing.

Second, it defines from the horizontal perspective of "students' real and effective participation", that is, it comprehensively defines from the conditions or dimensions required by the learning process. The students should participate at the right time, with their own initiative, and with effective and reasonable strategies; Effective interaction between students and the environment, community interaction and wisdom sharing among students. The whole learning pattern of students in the classroom realizes the construction orientation of "problem-oriented, constructed by genuine knowledge, enhanced interaction by community, experienced in context, and practiced by theoretical reflection", and such student participation is truly effective. If the students respond positively, actively and creatively to all aspects of the learning and teaching process, their participation will be fully effective. Different perspective by above knowable, constructivism raise the dimension elements of effective participation of college students to education effectiveness as the goal, from education content,

the subject as the core, the students into full play to build education situation, with the aid of education technology, let the student become the active construction of knowledge, its effective to participate in the classroom. Therefore, based on the theory of constructivism education and according to the characteristics of ideological and political theory courses and college students in China, efforts on four dimensions can provide new ideas for improving the effective participation of college students in ideological and political theory courses.

1) Subject dimension: Constructivist learning theory emphasizes the accumulation of experience in the process of learning and believes that learning is a process of active construction by the assimilation and adaptation of new and old experiences, rather than simply passive acceptance of knowledge. [10] The most important thing for teachers in class is to guide students to actively construct, including the construction of knowledge, the construction of methods and skills, and the experience of emotional attitude. First of all, in ideological and political theory courses in colleges and universities, teachers should pay attention to students' needs and improve their learning interest. Second, build the classroom learning community between teachers and students. Thirdly, teachers should observe and evaluate their own teaching behaviors, reflect on the whole process of teaching, and make the implicit personal beliefs or knowledge explicit, so that education concept and teaching practice can achieve harmony and unity.

2) Content dimension: Constructivism scholars discovered through the study of students' participation in the course content: in relevant courses, educators give students decision-making power on learning goals, learning contents, learning methods and learning evaluation, so that students become the real subject of the course content learning and achieve better teaching results. [11] Taking this as the direction, students can deeply participate in the course goal, course content, course implementation and course evaluation of ideological and political theory course, improve students' interest in the course, give play to the specialties of students of different majors, and at the same time realize their own development, promote the optimization of ideological and political course development.

3) Situation dimension: Constructivist learning theory attaches great importance to the role of scene in learning. Situational and social learning originated from Vygotsky's social culture view, social constructivism. [12] As an important part of classroom teaching, situational factors can enhance students' emotional experience of knowledge learning and enhance their initiative in knowledge learning. Nanjappa and Grant pointed out that "constructivism and technology both focus on the creation of the learning environment". [13] Educators should create situations which based on education content and students' professional characteristics, that arouse students' emotional resonance, or use peer role models and apprenticeship

theories to encourage students to participate in situations and experience the learning process in situations.

4) *Technical dimension*: Constructivism emphasizes that students learn how to thinking and share their wisdom in the interaction with teachers, peers, materials and computer tools.

Therefore, teachers should make full use of modern education technology to achieve the connection between education subject and education content, education subject and education context, education context and education content, and achieve the purpose of promoting students' effective participation. In the ideological and political theory course, based on the teaching content, according to the characteristics of the course and the specific conditions of education contents and education objects, and according to the changes of social times, the course actively absorbs new carriers and new ways to serve education activities.

B. The Internal Logic of Factor Dimension of Students' Effectively Participation

In classroom teaching, the above four elements are interrelated, mutual influence and mutual restriction. The meaning of effective participation of students in ideological and political theory courses in colleges and universities: it refers to the process of ensuring students' participation in ideological and political courses in the classroom with certain mechanisms and measures, giving full play to students' active initiative, inspiring students to explore themselves, innovating and developing in cognition, emotion and behavior, and forming independent judgment. It is the requirement of the development of the new situation and the inevitable choice of ideological and political work in colleges and universities.

1) *Subject dimension is the core*: From the purpose of students' effective participation in the classroom, it is clear that the subject dimension is the core. First, from the perspective of content dimension, the content of ideological and political theory course is based on the ideological characteristics and development laws of college students, and the content serves the subject. Second, from the perspective of situation dimension, the creation of various situations in ideological and political theory course teaching serves for the content and the subject. The selection of situations is based on the subject's perception and experience, and is jointly created by educators and education objects. Thirdly, from the perspective of technology, the technical means used in ideological and political theory courses are all mastered and accepted by education subjects. In conclusion, education technology is used by education subjects, and serves education content and education context. It must meet education subjects' needs, can arouse the interest of education subjects and be mastered by education subjects, and can connect and promote education process.

2) *Content dimension is the foundation*: From the perspective of subject dimension, the basis of course is the

teaching content, while the core of education subject learning is the teaching content which is taken as an important measure of course effectiveness of students' mastery of the teaching content. From the perspective of situation dimension, it can arouse students' emotional changes or resonance, so that students can truly participate in it. The situations that can arouse students' emotional reflection must be based on the teaching content. From the perspective of education technology, education technology is also based on education content, without education content, and education technology itself is "lifeless".

3) *The situational dimension and technical dimension are mediations*: In the constructivist theory, contextual elements are the necessary elements and conditions for education subject to learn education content, as well as the intermediary between education subject and education content. Through various situations, students' emotional resonance is aroused, which makes them form unconscious psychological tendency. They are reluctant to participate in education teaching activities and respond positively, forming the transfer and internalization of new knowledge learning. The course of ideological and political theory cannot be taught without education tools and media, which is education technology. On the basis of education situation, people constantly improve the modern information technology that supports the classroom teaching situation, and build a bridge between the theoretical "classroom knowledge" and the practical "real world". [14]

III. CONCLUSION

In short, the four theoretical dimensions of students' effective participation in ideological and political courses are interwoven with each other and influence each other. Content dimension is the premise and foundation of subject dimension, situation dimension and technology dimension, situation dimension is the representation and embodiment of subject dimension and content dimension, technology dimension is the medium and guarantee of content dimension and thematic degree, effective participation of students in classroom is the orientation and final goal. To sum up, from the perspective of constructivism, the effective participation of students in ideological and political courses is to stimulate students' interest and motivation in learning and promote the harmonious coexistence between education content and education subject, and finally achieves the "assimilation" and "adaptation" of education objects to education content or knowledge. By using modern education technology and media as organizational tools, students can participate in the course process and decision-making, discover the needs of students, and establish a learning community of teacher-student interaction and collaboration. For ideological and political education in colleges and universities, to establish the concept of "student participation" is to enable students to actively participate in the whole process of effective promotion and final completion of the course as subjects, so that students can learn self-education and self-management.

Teachers should be good at using situations, tools or platforms to stimulate students' interest in learning and desire for knowledge, promote students' self-exploration by means of motivation and learning groups, and strive to create a strong atmosphere of students' active exploration and self-learning through goal guidance. Accurately grasp the opportunity for students to participate in the course, guide students to define their exploration goals, and give guidance on method selection; Pay attention to students' emotion in learning cognition and encourage them to explore independently. While ensuring the independent exploration of students, encourage cooperative exploration and make full use of the thinking conflict between learning communities to deepen students' learning and mastery of knowledge through discussion and debate. The classroom teaching reform of ideological and political theory course is flourishing, and various teaching methods emerge one after another. No matter what kind of methods, they are all aimed at improving students' effective participation, so as to enhance the teaching effect. This classroom teaching process is the result of the joint action of each link. To promote the effective participation of college students, it needs to start from each link, and take into account the actual needs of students in combination with the social development reality.

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