

Research on the Practice Mechanism of the Third Classroom for College Students in Higher Vocational Colleges based on the “Three-in-one” Integrated Education Model

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Abstract: In recent years, the practice of the third classroom of college students in vocational colleges has attracted much attention in the context of rural revitalization. However, there are some problems with the traditional third classroom practice model, which needs to be improved urgently. Based on the “three-in-one” integrated education model, this study aims to explore the construction of the third classroom practice mechanism for college students in higher vocational colleges. By analyzing the shortcomings of the traditional practice model and the advantages and value of the integrated education model, this paper puts forward the direction and motivation for improvement in the topic selection, management and guidance, achievement evaluation and certification of practice projects. The effectiveness of the new mechanism was verified through the evaluation of participation, results and impact of practical projects. The results show that the “three-in-one” integrated education model can promote the growth and success of college students, and provide effective guidance and methods for the third classroom practice of college students in vocational colleges.

Keywords: higher vocational colleges, college students, three-in-one, classroom practice, inclusive education model

Introduction

With the implementation of the rural revitalization strategy and the changes in the demand for talent training in higher vocational colleges, the practice of the third classroom of college students is of great significance in college education. There are some problems in the traditional third classroom model, and it is necessary to explore new practice mechanisms to better play the role of college students' third classroom practice. Based on the “three-in-one” integrated education model, this study is committed to in-depth research on the construction of the third classroom practice mechanism for college students in higher vocational colleges. Through the analysis of the existing models and the discussion of the integrated education model, this paper aims to provide effective practical guidance for vocational colleges and promote the all-round development of college students and the implementation of the rural revitalization strategy. Through the development of this study, it can provide new ideas and methods for improving the comprehensive quality of college students and cultivating talents needed for rural revitalization, which has important theoretical and practical significance.

1. The shortcomings of the traditional third classroom practice model

1.1 The definition and characteristics of the traditional third classroom practice model

The traditional third classroom practice model refers to a way for students to participate in social practice activities and gain practical experience outside the school classroom. It cultivates students' sense of social responsibility and practical ability by organizing them to participate in social practice, volunteer service and other activities.

1.2 Problems and challenges existing in the traditional model

The traditional third classroom practice model has the following problems and challenges: First, the traditional model often focuses on a specific practice project, which lacks diversity and comprehensiveness. Students are only involved in practical activities in a specific area and are not able to gain broader practical experience and knowledge. Second, the practical activities in the traditional model are usually short-lived, with no ongoing mechanisms and plans. This limits the time students have to explore and invest in practice, and cannot achieve sufficient depth and breadth of practice. In addition, in the traditional model, students often lack professional guidance and timely feedback in practice. Without professional guidance, students may not be able to reach their full potential and develop their professional abilities.

1.3 The direction and motivation for improvement

In order to improve the traditional third classroom practice model, the following are the improvement directions and related motivations that need to be explored and promoted: First, the diversity of practice projects should be promoted. By promoting practical projects in different fields and at different levels, we can meet the individual needs of students and cultivate their practical ability and experience in multiple fields. Second, it is necessary to establish a planned and continuous practice mechanism. Formulate a long-term plan, organize students to participate in continuous practical activities, ensure that the practice is carried out in an orderly manner, so that students can obtain a more in-depth and comprehensive practical experience. It is also important to provide professional guidance and timely feedback. Teachers and professionals should strengthen the guidance of students' practical activities, and give them timely feedback and guidance to help students continuously improve and enhance their abilities.

2. The theoretical basis of the “three-in-one” integrated education model

2.1 The concept and connotation of the “three-in-one” integrated education model

The “three-in-one” integrated education model emphasizes the organic combination of school education and social practice, integrating daily classroom teaching, social practice, and extracurricular activities to form an integrated education model^[1]. Its core concept is to combine students' learning experiences with practice, and promote students' all-round development and comprehensive quality improvement through practical activities.

Specifically, the education model includes daily classroom teaching: in daily classroom teaching, through well-designed teaching activities and tasks, students are given the combination of theoretical knowledge and practical application, which can cultivate students' analytical thinking, problem solving and innovation ability. Social Practice: By organizing students to participate in social practice activities and providing relevant guidance and support, students can go out of the classroom and go deep into various

fields of society, experience and explore real social problems and challenges. Extracurricular activities: Through a variety of extracurricular activities, such as clubs, volunteer services, culture and arts, etc., it provides students with a broader development platform and exercise opportunities, and cultivates students' comprehensive quality, teamwork and social skills. Integration of educational resources: Through combining school education with social resources to provide students with more opportunities and resources for learning. For example, schools can cooperate with enterprises and communities to carry out practical projects and provide opportunities for practical application, so as to better cultivate students' practical ability and employment competitiveness.

2.2 The advantages and value that “three-in-one” can bring

The advantages and values of the “three-in-one” education model are multifaceted. First of all, it provides a full range of learning opportunities. Although traditional classroom teaching attaches great importance to the teaching of theoretical knowledge, there are certain limitations in the cultivation of practical ability and comprehensive quality. Through the integrated education model, students can not only receive theoretical knowledge in the classroom, but also participate in practical activities and extracurricular projects, and obtain more comprehensive and practical learning and opportunities. This way of learning is conducive to the comprehensive development of students and improves their employability competitiveness. Secondly, the integrated education model can cultivate students' practical ability and innovative thinking. In practical activities, students apply what they have learned to solve practical problems, and turn theory into practical results through practice. This not only cultivates students' practical application skills, but also stimulates their innovative thinking and entrepreneurial awareness. The challenges and problems students face in practice require them to think positively, have the courage to try, and find innovative solutions. This ability to practice and innovate is an important quality that is needed in society and the workplace today. Thirdly, the integrated education model can enhance students' comprehensive quality and sense of social responsibility. Through participating in social practice and extracurricular activities, students are able to accumulate a variety of skills and experience and improve their overall quality. Finally, the integrated education model can deepen students' understanding and application of subject knowledge. In practical activities, students apply the subject knowledge they have learned to real-life situations to further consolidate and apply what they have learned. This practical application helps students to deeply understand the connotation and practical application of subject knowledge, and improves the learning effect and application ability of subject knowledge.

2.3 The influence of the “three-in-one” model on the growth and success of college students

The “three-in-one” integrated education model has a positive impact on the growth and success of college students. This educational model organically combines daily classroom teaching, social practice and extracurricular activities to provide students with a variety of learning and opportunities and practical activities. First, through hands-on exploration and innovative practice, students are able to improve their problem-solving skills^[2]. In hands-on activities, students are faced with a variety of real-world problems and challenges that need to be analyzed and solved using the knowledge and skills they have learned. Through this process, they can develop problem awareness, innovative thinking, and practical skills, and improve their problem-solving skills. Secondly, practical activities also help to develop students' teamwork skills. In practical projects, students are often required to work with people from different backgrounds and professions to work together on tasks and projects. This collaborative process can develop students' teamwork, communication and leadership skills. In short, the “three-in-one” integrated education model

has a positive impact on the growth and success of college students. It promotes the all-round development of students and the improvement of their overall quality by providing a variety of learning and opportunities and practical activities. Through hands-on exploration and innovative practice, students are able to improve their problem-solving skills, teamwork skills, and innovative thinking skills.

3. The construction of the third classroom practice mechanism for college students in higher vocational colleges

The construction of the third classroom practice mechanism for college students in higher vocational colleges is to promote the all-round development of students and improve their practical ability and comprehensive quality. Through the cultural practice project of “Blue Bird Painting - Painting Beautiful China”.

3.1 Recruitment and registration

In order to establish a sound recruitment and registration mechanism, vocational colleges can adopt a variety of channels to publicize the recruitment of young volunteers. Schools can carry out publicity and promotion in the school, such as publishing publicity information on campus electronic bulletin boards, student social platforms, etc., to widely publicize the significance of the practical project and the way to participate in the project to all students. At the same time, media publicity can also be used to publicize the specific content and recruitment requirements of the practice project through media channels such as the school’s official website and campus weekly newspaper, so as to attract more students to participate^[3]. In terms of volunteer registration, schools need to establish a corresponding platform to achieve registration management. Online platforms such as the China Volunteer Service Network and the Volunteer Sichuan website can be used to provide students with registration channels and require volunteers to register on the corresponding platforms. The registration process should be as concise and clear as possible, so that students can fill in their personal information, choose to participate in the program, and provide relevant instructions on the registration page to ensure that students can complete the registration smoothly. Through unified registration management, the school can better understand the basic information of volunteers, which is convenient for subsequent resource allocation and management.

3.2 Training and certification

The school can organize training lectures and invite experts and scholars in related fields to impart professional knowledge and share practical experience for volunteers. These lectures can cover the areas and skills required to help you better understand the context, goals, and implementation of the project. The school can also provide practical guidance and arrange senior volunteers or relevant teachers as instructors to provide practical guidance and experience sharing for new volunteers. Instructors can participate in hands-on activities with volunteers and provide guidance, evaluation, and feedback to help them better adapt to real-world needs and improve their practical skills. In order to ensure that volunteers have the necessary competencies, schools may require volunteers to attend qualified training prior to the implementation of the project and to have a corresponding certification record. The training content can include training content such as project background, work process, teamwork, communication skills, etc., to help volunteers understand the goals and requirements of the project and improve their work on the project.

3.3 Service management

The school can establish a sound service management mechanism, including the establishment of a project leadership team, the establishment of a special working group to manage and track the service,

ensure that volunteers are familiar with the service content and work process, and provide necessary funds and safeguard measures.

3.4 Record and summary

To establish a recording and certification mechanism for service projects, publish service projects through platforms such as Volunteer Sichuan, record the service time of volunteers, and certify them in accordance with certain standards. At the same time, members involved in project practice are required to summarize their services to improve their service levels and share successful experiences^[4].

3.5 Incentives and guarantees

To establish an incentive and guarantee mechanism to motivate and ensure the active participation of volunteers by adding quality credits, evaluating and rewarding excellence, and promoting excellence into the party. For example, through the implementation of the “Eagle Plan” to add quality credits to volunteers, as well as in the May Fourth evaluation, scholarships and loans, and promotion of excellence to join the party, etc., to give preference to volunteers.

4. Conclusion

To sum up, the research on the practice mechanism of the third classroom for college students in higher vocational colleges based on the “three-in-one” integrated education model is helpful to promote the growth of college students and cultivate the talents needed for rural revitalization. By improving the traditional practice mode, introducing the concept of integrated education, and constructing a practice mechanism that adapts to the background of rural revitalization, we can better play the role of college students’ third classroom practice and improve their practical ability and comprehensive quality. Although there are still some challenges and room for improvement, this study provides new ideas and directions for the education reform and rural revitalization of higher vocational colleges. Future research should further deepen the theoretical research on the integrated education model, improve the operationalization details of the practice mechanism, and continuously promote the cultivation and improvement of college students’ practical ability, so as to promote the sustainable development of higher vocational colleges and the implementation of rural revitalization.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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