

Research on The Effective Classroom Construction Path from The Perspective of College Team Competition

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Abstract

Recent years, collegiate team competitions have proliferated, typically requiring teaching teams composed of 2-4 faculty members. While vocational colleges actively participate in these competitions, how to enhance effective classroom development remains a topic worthy of exploration. This paper examines existing issues in higher vocational education classroom construction from the perspective of collegiate team competitions, and proposes pathways for effective classroom development. These include establishing a "five-in-one" effective classroom system, fostering collaborative innovation, co-creating a dynamic classroom ecosystem with faculty and students, integrating industry-education collaboration, and optimizing evaluation feedback mechanisms.

Keywords

Team Competition; Effective Classroom; Construction Path.

1. Introduction

To comprehensively strengthen the foundation for building a strong education nation, institutions have embraced the guiding principle of "promoting teaching, research, development, and reform through competitions." In recent years, institutional team competitions have proliferated [1]. For instance, teaching competency contests require teams of 2-4 teachers who actually teach classes. With multiple teachers simultaneously teaching multiple parallel classes, participants often face dilemmas balancing competition commitments and regular teaching duties. While many polytechnics have honed their skills through years of such competitions—achieving outstanding results through dedicated team mentors and collaborative class efforts—they still have room for improvement [2]. A key area for exploration is how to effectively enhance classroom effectiveness while actively participating in these institutional team competitions [3].

2. Problems in The Construction of Higher Vocational Classroom from The Perspective of Team Competition

2.1. Teaching Design is Not in Line with Competition Needs

Teaching design constitutes a systematic framework centered on student needs, educational objectives, and societal demands. However, its disconnect with competition requirements stems from inadequate integration of contest standards, failure to reflect emerging industry trends, and insufficient focus on cultivating students' competencies. The lengthy revision cycles of textbooks and syllabi often lag behind technological advancements. While curriculum standards emphasize systematic knowledge delivery and foundational skill development, with teaching evaluations prioritizing process assessment and subpar practical training facilities, competitions fundamentally integrate competition and classroom instruction through industry

outcome-oriented approaches. These competitions involve cutting-edge technologies and comprehensive capabilities, requiring continuous communication and coordination among faculty members when teaching multiple parallel classes to maintain instructional consistency. This approach diverges from traditional classroom design. Currently, college instructors leading team competitions must maintain constant communication with industry mentors to adjust teaching designs, incorporating competition technical standards into classroom instruction [4].

2.2. Insufficient Matching of Teaching Resources

The shortage of teaching resources stems from both hardware/software infrastructure gaps and faculty shortages. Many vocational colleges face deficiencies in technical facilities, with classroom training often limited to trial versions or simulation software. Students participating in competitions may only encounter competition equipment during pre-competition software access periods. The core issue of faculty shortages lies in structural mismatches, with a noticeable generational gap. Senior teachers, constrained by age and energy, often fail to stay at the forefront of industry development, lacking proficiency in applying new technologies and emerging business models. This makes it challenging for them to guide competitions that require cutting-edge industry expertise. While younger teachers demonstrate clear advantages in mastering new technologies, their lack of industry experience hinders their ability to address practical challenges during competitions. To balance classroom teaching and competition guidance, teaching teams must overcome numerous difficulties and resolve the shortage of teaching resources.

2.3. Lack of Teamwork and Innovation Mechanism

Teaching teams for competitions typically consist of 2-4 faculty members. Team leaders must demonstrate strong leadership and motivational skills to ensure effective communication and collaboration among members, enabling the team to successfully complete all competition tasks. In practice, while team leaders strive to allocate tasks based on members' teaching resources and experience, and leverage modern technology to integrate and share resources, there remains room for improvement in fostering teamwork and innovation.

In collegiate team competitions, insufficient teaching resources and inadequate technical support often trap instructors in rigid pedagogical approaches and mental inertia. This results in underdeveloped personalized instruction, diminished student motivation for competition participation, and suboptimal classroom development outcomes. During team competition organization, challenges may arise from resource shortages or the application of cutting-edge technologies in classrooms. The teams' problem-solving approaches lack innovation and strategic depth, while their cohesion and stability require urgent reinforcement.

2.4. The Student Participation Mechanism is Not Sound

The essence of delivering quality education lies in effective classroom management. The core of building an impactful learning environment is student-centered pedagogy that emphasizes both instructional outcomes and practical student development. Vocational college teams strive to bridge theory and practice through competitions that combine challenge and collaboration. While competition achievements serve as valuable credentials for job applications and networking opportunities, many teams face resource constraints that limit participation mechanisms. The competition roster often features top students, while average performers are excluded due to lack of standout performance, resulting in uneven representation. Instructors integrate competition techniques, industry standards, and resources into daily teaching, striving to maintain consistent educational quality. However, true inclusive education for all students remains elusive.

2.5. The Incentive Mechanism of The Evaluation System Fails

Traditional evaluation systems prioritize disciplinary knowledge and curriculum syllabi, focusing excessively on textbook knowledge assessment while neglecting practical skills and workplace adaptability. Standardized evaluations stifle individual growth, leading to low teacher engagement in team competitions. For instance, in teaching competency contests where job, course, competition, and certification requirements are integrated, institutional teams must dynamically adapt classroom construction to evolving competition rules. Teachers expend significant effort to address resource allocation challenges, yet their teaching workload remains undercounted. The additional responsibilities teachers undertake while coordinating team competitions with regular teaching duties are not factored into their official workloads. This discourages instructors who initially volunteer for competitions from participating again. Moreover, educational apps can effectively implement formative assessments, and AI technology has been naturally adopted by students in assignments. Traditional paper-based exams clearly lag behind modern developments. Students from exemplary classes often join institutional team competitions with a sense of representing their school's honor. Therefore, effective classroom development requires addressing the incentive failure in evaluation systems [5].

3. The Effective Classroom Construction Path from the Perspective of College Team Competition

3.1. Building an Effective Classroom System of "Five-in-One" in Accordance with The Requirements of New Productivity

The rise of new-type productive forces and sustainable development hinge on innovative, versatile talents. Vocational colleges must adapt their talent cultivation models to contemporary trends. Establishing a "five-in-one" effective classroom system (including talent development plans, curriculum standards, teaching content, classroom management, and teaching evaluation) that aligns with new-type productive forces represents a viable approach for building effective classrooms under the institutional team competition framework.

The core of the new talent cultivation program lies in establishing an industry-education integration system with real-time feedback. Vocational colleges maintain three-year validity periods for their training programs, requiring forward-looking assessments of future technological iterations to be embedded in these plans. Curriculum standards and teaching content can be dynamically updated. As designers of effective classrooms, teachers should adopt project-based teaching models, closely integrating teaching content with instructional design. By incorporating AI into classrooms and implementing innovative classroom management and evaluation systems, educators can collaborate with students raised in the digital age to explore and validate new classroom development approaches.

3.2. Teamwork and Innovation to Stimulate Cohesion in Class

Whether it's teaching competencies, innovation and entrepreneurship competitions, or simulation practice contests and other skill competitions, teamwork and technical expertise are essential. The advent of the AI era has made it inevitable to redefine the teacher's role. Team leaders must assign competition tasks based on members' expertise, collaboratively discuss and analyze effective classroom practices. Team members should share insights, collect case studies on effective classrooms, tap into creativity, and innovatively address resource sharing challenges and shortages of cutting-edge technologies. Collaborative efforts are crucial to resolve issues encountered during competitions.

3.3. Stimulate Learners' Enthusiasm and Build A Good Classroom Ecology

In traditional classrooms, teachers and students function as separate entities in a one-way knowledge transmission. However, in the AI era, students are no longer passive recipients but active participants and co-creators. Their knowledge sources have diversified, learning spaces expanded, and they now shape the classroom atmosphere. Teachers, with profound understanding of contemporary trends and industry depth, provide guidance that blends technical expertise with emotional engagement. They explore and apply innovative teaching methods and tools to ignite learners' passion. Students trust their teachers, willingly collaborate in a two-way dynamic, exercise critical thinking, actively participate in class, and collectively build a thriving classroom ecosystem.

3.4. Integration of Production and Education, Effective Classroom Through Details

The guiding principle of the college team competition is to fulfill the fundamental mission of fostering virtue and talent, while establishing a comprehensive education system. Industry-education integration serves as a strategic approach to "holistic ideological and political education." This integration transcends the simplistic combination of ideological education and academic disciplines; instead, it cultivates a "virtue-technical cultivation" framework through scenario-based craftsmanship, immersive learning processes, and digital platforms. By addressing the limitations of theoretical discussions, it strengthens the unity of knowledge and practice while innovating teaching methodologies. For instance, through industry research and practical applications, professionals can apply their expertise to solve rural revitalization challenges. The incorporation of ideological elements into curricula ignites social responsibility, ultimately achieving the educational effect of "salt dissolving in water" —a metaphor for seamless integration.

3.5. Optimizing evaluation feedback is the key link of effective classroom construction in the perspective of college team competition

Optimizing evaluation feedback is a pivotal element in advancing sustainable classroom development. To establish an effective evaluation framework for classroom improvement, we must move beyond traditional exam-oriented approaches and develop a new system characterized by "diversified collaboration, dynamic monitoring, and data-driven insights." This multifaceted evaluation system should encompass multiple dimensions, including the achievement of teaching objectives, student engagement, classroom interaction, resource utilization, and teachers' professional competencies. Evaluation methods may include student evaluations, peer reviews, expert supervision, and self-assessment by teachers. When constructing the feedback mechanism, avoid ambiguous judgments like "good" or "poor." Emphasize both process evaluation and outcome-oriented assessments, prioritizing developmental feedback over criticism.

4. Conclusion

Teachers should implement a closed-loop process of evaluation-reflection-action, transforming feedback into actionable plans and dynamically adjusting teaching pacing. Evaluation methods can monitor learning progress through classroom observations, portfolio tracking, or digital tools in real time. Interactive questionnaires and automated learning analytics from educational apps can also pinpoint weak areas. Only by equipping students with cutting-edge technologies and showcasing their strengths in competitions can we maximize their participation enthusiasm. Effective classroom development forms the foundation for competitive success, represents the relentless pursuit of competition coaches, and ultimately achieves the core goal of "evaluation-driven teaching and learning."

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