



Research Article

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## Teaching mode discussion of seminar in university-system oriented style both inside and outside

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### ABSTRACT

*As a basic teaching method in modern high education, seminar is popular among universities and colleges all over the world. Combined with the three modes of seminar in current stage, which are “let things drift” style, “strict extra-curricular and loose curricular” style and “loose extra-curricular and strict curricular” style, their strengths as well as weaknesses were estimated. In the research of seminars and results of famous universities in the world as well as attempt and practice in teaching revolution, new mode of seminar was raised. The new mode integrated preparation, teachers’ roles and study group organically. Finally, the teaching mode of system oriented style both inside and outside was raised.*

**Keywords:** Seminar, both inside and outside, system oriented

### INTRODUCTION

The original meaning of “Discussion” is the truth revealed in the game in Chinese and western.<sup>[1]</sup> The founder of quantum mechanics, laureate of Nobel in physics, Heisenberg once said: "science is rooted in the conversation. Under the cooperation of different people, it may breed extremely important scientific achievements."<sup>[2]</sup> Therefore, the discussion can make problems more and brighter, the mind inspiring new spark, generate new knowledge and methods. Because of this, seminar, as a kind of teaching method is used by many universities in the world, such as Harvard University, Cambridge University, Tsinghua University and other high-class institution in the world. With such an important position in the teaching process, that how to present situation of our college seminar and how to make seminar teaching more effective will be our focus.

#### 1. Implementation method evaluation and analysis of college seminar in Chinese colleges and universities in present stage

According to the process description of a college seminar existing on literatures and the actual situation of seminar in most colleges and universities, in Chinese colleges and universities, seminar generally consists of four steps: arranging discussion questions, preparing speech outline, classroom discussion, the discussion and summary of teachers. With the same four links, different teacher's role in the process and the division of organization form of the student, could eventually lead to the different results of the discussion. Finally, three discussion modes are common as follows.

##### 1.1 “Let things drift” style seminar

This way, the biggest characteristic is to give students sufficient freedom and trust. In general, teachers will tell students the discussion topics before the class. Thus students use their spare time to look up, comb and summarize relevant materials as required by the title. Then translate materials into one's own view; before discussion teachers didn't check the process, so whether students are well prepared or not remains unknown; In class discussion, students are free to speech, phenomena such as noise, personal stage will appear. Even if there are discussions on questions, the discussions are usually superficial.

### **1.2 “Strict extra-curricular and loose curricular” style seminar**

Teachers arrange discussion topics before the class, and students must be fully prepared. Before or after class, speech outlines that students prepared are collected, as the basis of evaluation grades. Here, teacher's role is to be a host, only for timing of excessive and suspended. Discussion is mainly composed of students expressing views or giving speeches. Under the pressure of usual learning results Students seems eager to speak, but the reflection of student is boring and dull, because the students in the process of thinking collision, whether their views in question and/or opposition from others and why what is harder to know.

### **1.3 “Loose extra-curricular and strict curricular” style seminar**

This type is commonly like that teachers arranged discussion topics before class. Students are required to do preparation in extra-curricular time. However, the discussion topics arranged previously will be discussed directly without checking preparation conditions of students. Students can participate in the discussion in the process of improvisation without any preparations. The classroom speak will be the basis of grades, which makes some students do preparation actively. But some students also dissociate from the topic.

For the above three kinds of theory class teaching mode, they have three things in common: first, the classroom discussion is the basis of grades assessment. Second, the teacher will involve in from beginning to end. Third, harvest of students is little in the seminar. At the same time, these three kinds of mode have strengths as well as weaknesses. For “let things drift” style, the discussion won't make students get better understanding of problems or form organized and systematic thinking habits., but it can release students' imagination in maximum play to, to speak freely;". For “strict extra-curricular and loose curricular” style, though it is possible to make some classmates have relatively comprehensive system to express their views, they cannot get better understanding of problems because of lacking real discussion. For “loose extra-curricular and strict curricular” style, discussion can fully arouse the enthusiasm of students to speak, but the discussion is often limited to that students without any preparation comment and query other students. Thus substantive issues are often can't be reached.

## **2. New model: system oriented style both inside and outside**

Based on teasing of teaching method in colleges and induction of its advantages and disadvantages in the present stage, the author attempts to put forward a more effective system of classroom discussion teaching mode – “system oriented style both inside and outside”. The mode lays emphasis on degree and quality of discussion participation, which will be the basics of class degree. the diversification of teachers' role orientation, cohesion of the cooperative learning group and high efficiency, preparation of adequacy, classroom discussion important role in leading a few elements such as the rules of organic integration, the greatest degree to achieve the purpose of the seminar opening - Ming contend and innovation. The new model can be summarized as the following respects

### **2.1 Quantification of discussion grade**

First of all, the proportion of the discussion result is told in the final result clearly. Due to the special case of China, general each class size is large, discussion sessions can't ensure that everyone has chance to speak. Therefore, the discussion results should be divided into two parts: - preparation condition before class and enthusiasm and quality of class participation, the proportion should be set reasonably. In general, it can be set for 50% to 50%. Preparing materials should be submitted in time before class, which mainly refers to Harvard seminar homework.

Secondly, give students fair and reasonable grades who have actively participated in class discussions. In order to mobilize everybody's enthusiasm, randomly assigned five or six students as markers, and they have the right to participate in discussions and self-evaluation. Finally, the scores were using general method to give accurate scores. Scores will be released in time for the next class. This mode is used in graduate seminar in Carleton University.

In the end, if there are many discussions in seminar, the scores can be added together and then divided by the time of the discussion.

### **2.2 Discussion roles**

“Discussion is a game to reveal the truth.” There must be corresponding rules of the game, or the game will become a farce. In order to discuss the problem clearly, you must have in-depth exploration, to discuss existing questions and try to find the answer in the discussion. Therefore, the first rule is “the students who have different or opposite opinions with the previous one have the priority to speak”. Everyone can stand up directly to express his opinion after any students' speech. Secondly, each student's speech must be controlled within the limited time. Each presentation can be repeatedly interval to speak. Finally, when a certain discussion is mature or unable to precede teachers should stand up and lead students to the next discussion. By raising their hand actively, Participants can get priority to speak. In this way, a smooth process of the discussion can be ensured. Furthermore, to deep excavation will be dug on a subject. The seminar should be prevented to become platform to express personal views.

### **2.3 Transformation of teacher's dual role**

The instructor has the dual identity in the seminar, which is crucial to the success of the seminar. Firstly, host and critics. As host and critics, teacher should have the coordination control to the whole class and to guide students actively around an issue from beginning to end. Let every class can have several orgasms, enable students to through your guidance and comments on a particular question has a more comprehensive and deeper understanding. Secondly, student. The teacher plays as a student to participate in seminar and question on the performance of the other. He should lose no time to transfer to guide students thinking's point of view. But in reality, teachers guide identity in the seminar (host and comments) is much more than other characters. This is mainly because the teacher's academic authoritative status has already formed in students mind at ordinary times. Teachers' comment in the discussion section actually plays a role of control and guiding discussion direction. Therefore, the teacher should give review on the seminar carefully. Give no review or give no thorough comment. In this way, students will be sincerely convinced.

### **2.4 Establishment of study group**

Preparation of topics is actually a scientific research on a particular question. It needs to look up a large number of existing resources. Sometimes they need to carry out a large number of investigation and interview on street or in companies. Only in this way, an intuitive and rigorous logic analysis of a certain problem will be obtained. This would require the teamwork. Study group members have clear study target. They contribute their strength voluntarily; cooperate with each other, with extremely high efficiency team project, the team focused to find satisfaction in the process of learning, the sense of belonging and the pride of success. At the same time, it also provides the framework of wisdom for in-depth analysis and discussion of problems. So, class discussion should be prepared in the form of study group in early stage.

This kind of seminar combining many elements and rules is proved to be successful in practice. However, there are some points need to be reflected on.

## **3. Advices for the application of new mode**

Any kind of discussion method has its limitations. The discussion of different subject or discussion topics should have a proper discussion method. Every industry or platform is looking for more appropriate ways to own discussion. As a college teacher, teaching platform decided that each teacher should have his own method of discussion. "System oriented style both inside and outside" mode raised in this article has its matters too.

### **3.1 Selection and design of topics**

Selection and design of topics will be able to expand the width and depth. it will play a decisive influence, therefore discussed in a clear direction and scope of theory should be selected carefully. When determining the direction of the thesis and design, generally follow the following 2 principles:

On one hand, the subject must be on the emphases and difficulties in teaching. In the process of teaching, theoretical basis of each chapter, the teacher wants to teach the knowledge is the emphases and difficulties in this chapter.so these places should be explained in detail. Then with the existing theory, students go on discussion of the topics in the seminar.

On the other hand, the thesis must be controversial and meaningful, namely deserve to discuss. To do this, generally has the following several ways: firstly, all-around discussion without limitation; For example, talk about your views on collection of personal income tax. Secondly, the subject view itself is extreme or radical; For example, talk about your opinion of "reading useless". Third, the reverse causality; for example Marxism need to "advance with the times", is that means Marxism is out of date? Fourthly, the whole and part of the corresponding; For example, does the collapse of the Soviet Union means the failure of the socialist system? Fifthly, social hot issues; For example, corruption, social ethics, environmental pollution, the problem of "agriculture, rural areas and farmers", etc. in the end, students interested in topics etc. If aspects above can be taken into consideration, the selected topic is successful.

### **3.2 Teachers should have good comprehensive quality**

As college teachers, to truly manage, organize and conduct a good discussion section are not very easy things. Because of the inherent characteristics of the seminar, teachers should have more extensive professional knowledge and relevant knowledge accomplishment, strong strain capacity, broad mind and perfect personality. Therefore, the teacher must learn from books, the society and others (including students). The ancients said, "learning and then you know your knowledge is not enough; teaching and know its difficulty. After knowing your insufficiency, then you can reflexive. Knowing difficulties, then know self-improvement. At the same time, to keep pace with the times. In the knowledge structure, thinking and competence, character accomplishment and will quality, etc. constantly enrich,

revisions, perfect oneself, in this way, we may become more confident. our field of vision and mind also might be more open, high, and magnanimous.

### 3.3 Teachers should have strong sense of mission and sense of crisis.

The three seminar modes above are widespread in classroom discussions of current teaching process. Seeking for its reasons, it may be as follows: first, the teacher's teaching method has problems. They cannot make their roles to transform in the classroom, which make themselves into a passive situation. Secondly, teachers' attitudes towards teaching. For this condition, it tends to be teachers of their own responsibilities and the enthusiasm of the curriculum is not enough. They are often in a negative attitude to their own business. Thirdly, in some schools, students have no rights to choose teachers, the existence of this system makes the enthusiasm of teacher lack of teaching reform, take the student as the more impossible. Fourth, the teachers' evaluation rewards and punishment system is not complete and the implementation is not thorough, which will cause the negative attitude. these reasons could make seminar cannot achieve the desired result. In some domestic colleges and universities, students are granted right to select courses and teachers. Online evaluation of teachers will carry on by the students, which will be teaching appraisal standards for a teacher. At the same time, increase the degree of rewards and punishments. For teachers that hadn't been selected or with low assessment, they should be punished in the way of warning, learning or being failed. These measures will motivate teachers to improve their teaching method actively. the big trends decides the university teachers should have strong sense of mission and deep sense of crisis.

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