

# The Path Analysis of Integrating Field Investigation into the Second Classroom

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**Abstract:** In the 1930s and 1940s, Fei Xiaotong applied field investigation to the field of humanities, which played a positive role in talent training. In recent years, the rise of interdisciplinary disciplines has put forward new requirements for the history major. How to keep up with the times and cultivate compound talents has become a problem. Based on the development of history in Zhaotong University, this paper discusses the role of field investigation in the second classroom of history personnel training system, so as to provide references and suggestions for the methods and ways of integrating field investigation into history major.

**Keywords:** Field Investigation; the Second Classroom; Historical Accomplishment

## 1. Background Overview

Field investigation refers to the research process in which researchers go deep into the field to dig out the original first-hand data and make reasonable and scientific explanations to the obtained data. Fei Xiaotong introduced this method into China in the 1930s and 1940s, and it was widely used in the fields of sociology and history. Since the 1980s and 1990s, historians, represented by Professor David Koh of the Chinese University of Hong Kong, have advocated returning to the "historical scene" and formed the "South China School", thus making field investigation become an important method of historical research and a new model for the training of historical talents.

With the rapid development of higher education in our country, higher requirements are put forward for discipline construction and personnel training of universities. Due to the characteristics of history major, the traditional teaching methods are adopted mostly - teaching

tasks are completed in the classroom, and the class is teacher centered. In recent years, with the continuous emergence of interdisciplinary disciplines, interdisciplinary research methods have been paid more and more attention. Field investigation, as a unique tool and means, has more important theoretical value and practical significance in practical research, and its role in historical research and talent training has become increasingly prominent.

Zhaotong University is deeply located on the Yunnan-Guizhou Plateau. Most of the history graduates are local primary and secondary school teachers, the analytical ability and the practical application ability formed by field investigation is undoubtedly of great significance to the future historical inheritance. Based on reality, the history major of Zhaotong University carries out the second classroom teaching, leads students to conduct field investigation in the local area, and finally completes the investigation report in the sophomore stage, achieving the coupling of field investigation and the second classroom of history.

## 2. The Practice of Field Investigation

Field investigation is teaching and research based on practice. In the specific process, the history major relies on Zhaotong University, starts from the training mode of the history major in colleges and universities, takes the actual teaching situation as the basis, excavates the excellent traditional culture of the region, analyzes the application value of field investigation in the practical teaching of the history major in the second classroom, so as to better promote the development and construction of the history major in domestic higher education. The practical operation mainly includes the preparatory stage, the implementation stage, the reporting stage, the

summary and reflection stage, etc.

### 2.1 Preparatory Stage

The preparatory stage is the preliminary preparation stage of field investigation. Whether the field investigation is in-depth and whether the data obtained is detailed directly affects the final research report, thus teachers conduct research training and group arrangement for students in this stage.

Firstly, identify the research topic and type. Research can be divided into comprehensive research and directional research. Comprehensive research refers to conduct a comprehensive survey on a group or a region, and then form a survey report; Directional research refers to carry out a special investigation on a certain group and region, and then form a research report. At this stage, teachers generally advise students to conduct a comprehensive investigation, and then in the specific process of investigation, find historical points that they are interested in, and then conduct directional research.

Secondly, make clear the research purpose and outline. The purpose of the investigation plays a guiding role in the overall investigation, so it is necessary to clarify the purpose of the investigation at the beginning of the investigation: to formulate the outline of the investigated area, including the basic situation, ethnic subdivisions, folk culture and religious beliefs.

Finally, the research method and division of labor of the group were clarified. At this stage, students are trained in research methods. Survey methods can be roughly divided into interview method, observation method, sampling method and other methods. In the specific research, it is necessary to make preset preparations and necessary material support, such as personal necessities. At the same time, because the research site was chosen in Zhaotong, where there are many ethnic minorities, the cultural taboos of different ethnic groups were also the focus of the training. The grouping arrangement is based on the origin of students. There are 10 groups in 1 district, 9 counties, and each group has a leader who is responsible for coordinating the research of the group.

After the completion of the above preparatory links, each team will carry out preparatory work according to the specific research area

and content of the group, such as understanding the general situation of the research site in advance and combing the corresponding literature.

### 2.2 Implementation Stage

The practical activities need to be carried out in the implementation stage of field investigation. After the grouping was completed in the preparatory phase, each group was given approximately one and a half years to conduct research and report.

In nearly one and a half years, students have to carry out corresponding research on the claimed area. As some students are faced with the pressure of taking the entrance examination for postgraduate studies in their junior year, the report and summary stage will end in their sophomore year. On the one hand, it does not affect students' entrance examination for postgraduate studies. On the other hand, after systematic learning from the first to the second year, students' knowledge reserve and ability to rake and research documents have been greatly improved, and they have gained certain experience and experience in writing research reports. To a certain extent, it can ensure the scientific and academic nature of the research report.

In the specific field investigation, sorting and classifying the collected documents is also an essential link, because the analysis of the documents directly determines the quality of the investigation report. After a long period of research, each group sort out and classify the collected data, then coordinate the literature, make a directional analysis of the research theme of the group, discuss and adjust continuously within the group, and exchange feedback with the instructor constantly. At the same time, thematic seminars are often held between teachers and students at this stage. In addition to the targeted guidance of teachers to each group, some common issues need to be discussed between teachers and students. The class meeting is roughly held for 2-4 times, and then the students preliminarily complete the research report on this basis.

### 2.3 Reporting Stage

Students mainly report on research work at this stage. The presentation will be presented by PPT. PPT production shall be agreed within the group, and the group leader shall make overall

arrangements. After the report preparation, PPT will be formally put on the report schedule, and each group will send the research report to the learning communication group at least 3 days in advance for everyone to read and get familiar with.

Before reporting the specific field investigation report, students must also review the academic history of the research objects and results of the group, they can conduct academic review in the university library, CNKI, Wanfang and other databases to improve the scientific and academic nature of the research report again, and then summarize, analyze and compare, finally write a draft.

The reporting stage is important, so the requirements for students will be relatively strict. The report will be carried out in the form of a class meeting. The class committee arrange the scene, and each group sent a representative to discuss and communicate with teachers based on the PPT display effect and the report situation. At the same time, the class meeting also invite other teachers of history to guide and senior students to ask questions. Each group's presentation time should be limited to 10-15 minutes. The teachers and students make comments on the PPT contents such as basic format, sentences and other basic errors, and the contents of the research report such as literature review, academic history review and research topics, pointing out advantages and disadvantages and putting forward relevant suggestions.

After the completion of the above links, each group will revise and improve the research report again according to the research situation and report feedback of the group, and finally submit it to the instructor for review. After that, the research reports of each group will be collected and compiled into a book, which published by the publishing house or published in the internal journal of history, "The historiography of Shushi", as a result of professional teaching and talent training.

### 3. The Effectiveness of Field Investigation

This teaching reform is based on the coupling mechanism of field investigation and the second classroom in colleges and universities, and pays attention to the realistic consideration of college students' feelings of home and country and the consciousness of Chinese nation community in the specific research

process. As local resources can play a good role in cultivating the feelings of home and country, this teaching reform is actually a teaching practice combining teaching content with local characteristics of educational resources.

#### 3.1 Hometown Research Report

As mentioned above, according to the characteristics that the students of history major are mostly local to Zhaotong, the students are evenly divided into 10 groups, that is, 1 district and 9 counties under the jurisdiction of Zhaotong. After about a year of research, students have basically formed a research report about their hometown. It should be pointed out that at the beginning of assigning field investigation tasks to students, the initial intention is to stimulate students' cultural identity of their hometown, and promote students' feelings of home and country by digging deeply into the connotation and value of hometown culture. Therefore, each group submit a research report when completing field investigation.

What is commendable is that in the specific investigation, students showed great interest and hobbies, and the investigation horizon was not limited to the cultural field. As far as the current research results are concerned, the students have basically completed the research report, and are able to find interest points from the field investigation of the group and conduct research. The observation points of each group have religious belief, red culture, folk culture and non-genetic inheritance, which reflects the students' thinking and efforts in field investigation. On June 14, 2022, the research group successfully carried out the "Field and History: Zhaotong Area Field Investigation Mid-term Briefing Meeting", and promoted it with the help of various public accounts. The briefing meeting was carried out by a combination of online and offline methods, and the number of viewers reached more than 400 people, far exceeding the expected effect.

#### 3.2 Off-Campus Exchange Training

In addition to the field investigation of the claimed area required by the teachers, the students also applied what they learned in the investigation to other fields. Two students participated in the essay competition of other universities with the research report of this teaching reform and won the outstanding

Memorial Award. It should be pointed out that among the two articles, one paper was actually not an oral interview in Zhaotong area, but an oral interview with rural teachers around him spontaneously under the influence of this teaching reform, which strongly proves that the feedback of this teaching reform is good and can prompt students to self-examine and research.

In addition, some students participated in the "Go to the Field" digital field research 2023 winter training camp organized by Shanghai Normal University and completed the training course and obtained the completion certificate. At the same time, Student C also participated in the "Theories and Methods of Historical Anthropology Series and Summer College Student Study Camp" jointly organized by Zhejiang University and the Chinese University of Hong Kong in 2022 and obtained the completion certificate.

Whether it is the investigation of hometown culture or off-campus exchange training, students can have a new understanding of the historical research of hometown from the perspective of field investigation. Some of the students' insights are summarized as follows:

"Fundamentally, we feel that every site has a history and must have a history that is fascinating and emotionally resonant to researchers." But we have to understand that no matter how much, relative to the history that has happened, we are asking questions about the extremely limited remains, we are exploring the past with the extremely limited data. In this way, the field's greatest inspiration and help may not only be the acquisition of data, but also the establishment of an academic sensitivity and local emotional connection between us and research objects to the historical site."

#### **4. Summary and Reflection**

As a unique tool and means, field investigation has important theoretical value and practical significance in the practical research level, and plays an important role in the training of professional talents and the reform of the second classroom in colleges and universities.

##### **4.1 Innovation Points**

Field investigation has been used as a research method for learning for a long time, and there are precedents to apply it to the classroom, but

there is no regulation at present. This teaching reform integrates field investigation with the second classroom in colleges and universities, and there are roughly three innovative points.

First, concept innovation: advocating the concept of education practice of national feelings. The cultivation of the feelings of family and country can not be completed by teachers alone, but requires the participation and education of all staffs. To build a perfect education system and integrate the feelings of family and country into the teaching practice, whether it is the top-level design of the school or the implementation of the history program; Whether it is classroom teaching or field investigation in the second classroom, we always adhere to the socialist direction of running a school and reflect the concept and design of cultivating family and national feelings.

Second, subject innovation: exert the subject consciousness of college students' learning. The second classroom, with field investigation as the main form, is student-centered and guided by teachers. In practice, teachers should improve students' participation and sense of ownership, "return" the classroom to students, exert students' main role, and subtly improve students' own ability and historical accomplishment.

Third, form innovation: make full use of social practice activities. Classroom teaching is the main channel for the training of history majors, but it will also make full use of the second classroom outside the school. Zhaotong is rich in cultural resources, and has established close cooperative relations with off-campus research institutions such as Zhaotong Party History Research Office, museums and other institutions and groups to achieve resource sharing. Students can effectively make use of local advantages, carry out research on regional characteristic culture, and create a unique practical teaching of history major of Zhaotong University.

##### **4.2 Experience and Summary**

The main body of field investigation is college students, the object of investigation is historical field, and the investigation methods can be varied. No matter what kind of investigation form and investigation report, the positioning principle of "the second classroom" must be firmly grasped.

First, adhere to the unity of field investigation and classroom teaching. Field investigation, as a second classroom, derives its report and summary from outdoor research, but classroom teaching is the main link of history major training, which leads to the contradiction between field investigation and classroom teaching. Therefore, teachers need to train students before field investigation. Through rich academic activities and thematic activities, the interest and academicity of field investigation are explored, the training role of field investigation is strengthened, and the coordination and complementary role of field investigation in classroom teaching is promoted.

Second, adhere to the unity of subjectivity and dominance. Before college, the learning of history class was mainly led by teachers, but field investigation should be student-centered and guided by teachers. The students' subjective consciousness has not been exerted, and they lack the corresponding autonomous consciousness and the concept of spontaneity and consciousness. The change of "subject" identity requires a certain amount of time and growth, which is easy to cause the problem of ignoring the individual value and psychological needs of college students in the practice of field investigation in history classroom teaching.

Third, adhere to the unity of theory and practice. The cultivation of field investigation requires long-term practice. In the field investigation of history major, on the one hand, the property of value of the classroom should be grasped firmly, we should teach the professional knowledge and theoretical logic of history, on the other hand, the participation and enthusiasm of students should be enhanced gradually. Through the classroom theory to promote the practice of field investigation, through the social practice in turn to promote the training of history professionals.

#### 4.3 Reflection and Suggestions

Admittedly, field research has many good effects, but the problems exposed in the process of research also need to be addressed.

First, research funding. Field investigation has necessary expenses, such as transportation expenses, printing expenses, etc., which need financial support, but there is no corresponding budget, which makes the field investigation often fall into a passive situation. Most of the

students in Zhaotong University are registered in rural areas, and the poverty registration students account for a relatively large proportion. The family economy is relatively difficult, and the lack of money leads to the slow progress of research. Therefore, it is suggested that the funding budget can be allocated from the discipline construction funds to support the promotion of the corresponding teaching reform.

Second, project reform. The second classroom and the first classroom in colleges and universities complement each other. The first classroom is the main teaching ground, but the second classroom is equally important. At present, the reform and innovation of the second classroom are relatively lacking in colleges and universities. Therefore, it is suggested that the top-level design of schools should do a good job in the planning and training of the second classroom to mobilize the enthusiasm of teachers and students, so that all departments can cooperate and educate people jointly.

Third, the teaching team. The purpose of field investigation is to educate students, to improve students' professional knowledge and historical accomplishment. This requires the instructor to follow up the students' research work, answer and give feedback to the problems encountered in the research process. Based on this, the corresponding teaching team needs to be built up, in addition to the educational structure and title structure, the age structure and gender structure of the teaching team are places to pay attention to.

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