

Reshaping the New Paradigm of Classroom Culture Construction in Colleges and Universities

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Abstract: The classroom is an important place for “three guarantees” education. Classroom culture refers to a group culture with both teachers and students as the main body, the classroom space as the carrier, and spiritual connotation as the core. The creation of classroom culture with school characteristics, characteristics of the times, and Chinese characteristics can reflect the aesthetic perspective and value orientation of the school, which has far-reaching significance for the growth of students and their future development. This paper takes the construction of classroom culture in colleges and universities as the research subject, obtains real data, and conducts variable analysis through questionnaire survey and structured interview, with the aim of enriching the educational function of the classroom. It involves how the classroom culture pays attention to the current life, needs, and desires of college and university students, along with the problems and functions that should be improved in the traditional construction. This paper also discusses and reshapes the new paradigm of classroom culture construction in colleges and universities based on the combination of student growth, subject areas, school culture, and advanced technology.

Keywords: Universities; Questionnaire; Interview; Educating function; Classroom culture construction; Discussion; Remolding; New mode

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1. Research significance

The author found that the classroom culture proposed in western literature is a reflection of a specific phenomenon or a specific targeted object, which grows in a specific “soil.” However, China has a large population base but limited classroom space. The western experience of classroom culture construction in Chinese universities lacks material foundation. Domestic literature pay more attention to school culture and class culture without much attention to classroom culture in colleges and universities. The traditional Chinese classroom culture is restricted to physical space comprising platforms, tables and chairs, blackboards, slogans, *etc.* Under the general trend of “striving for a new journey and making contributions to a new era,” the connotation of classroom culture construction needs to be repositioned according to the development needs of college and university students as well as that of colleges and universities.

Classroom culture has certain functions, including guidance and radiation, education optimization, molding, cohesion and encouragement, restraint and regulation, as well as debugging and consolation, expressing the characteristics of being contagious, integrated, and penetrating. A good classroom culture can be an important medium for both students and teachers to influence each other. However, there are several problems, including rigid tables and chairs, cold clocks and watches, lonely white walls, monotonous slogans, orderly platforms, conservative blackboards, and other teaching aids. The objective existence of these classrooms that display slogans and plaques, possess limitations, and reflect the serious

lack of fun culture, play culture, characteristic culture, and innovation culture, cannot meet the diversified needs of college and university students. If classroom elements can carry the rich connotation of spiritual culture, material culture, behavioral culture, institutional culture, and ecological culture, they will certainly radiate more positive energy and imperceptibly influence the value orientation and spiritual pursuit of both teachers and students. It is of great practical significance for the growth of both students and teachers, the construction of a green campus, and that of a beautiful China.

2. Problems in classroom culture construction

In the first ten days of September 2022, an online questionnaire survey and structured interview were conducted among undergraduates, postgraduates, and doctoral students. Among the students who participated in the questionnaire, 1,528 were college graduates, 286 were master's degree candidates, and 72 were doctoral students; 1,886 questionnaires were recovered, of which 51 were invalid; the effective recovery rate was 97.30%. The content of this questionnaire concerned the structural level of organizational culture (Figure 1), with 35 questions set, involving seven parts: students' cultural understanding of the classroom, system construction, material construction, management team, cultural and creative activities, incentive mechanism, and digital platform.

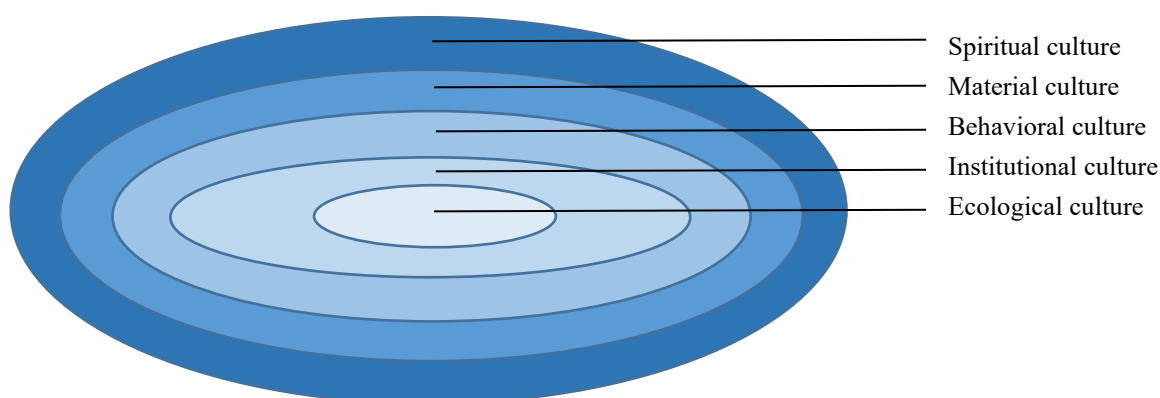


Figure 1. Structural level of organizational culture

In late September 2022, frontline teachers from the School of Earth Science and Resources, the School of Engineering Technology, the School of Geophysics and Information Technology, the School of Water Resources and Environment, the School of Humanities and Economics, the School of Information Engineering, the School of Land Science and Technology, the School of Mathematics and Science, and the School of Marx, as well as 36 teachers from the Discipline Office, the Science and Technology Office, the Academic Affairs Office, the Academic Engineering Office, and the Graduate School were contacted for an online interview to seek their opinions and suggestions on classroom culture construction.

According to the survey data, 96% of the students had never heard of classroom culture construction, while 4% had little knowledge of classroom culture construction. The data derived from the interview showed that 52% of teachers were indifferent to the construction of classroom culture, 21% lacked comprehensive understanding of classroom culture construction, while 27% of teachers made several suggestions and comments. In short, there are several existing problems in the construction of classroom culture in colleges and universities.

2.1. Lack of spiritual culture

Spiritual culture is the core of classroom culture, and it is the values, life pursuit, and learning attitude of college and university students in their classroom life. The data derived from the questionnaire and interview showed that the classroom's spiritual culture needs to be enriched.

Based on the data, 52.5% of students had a common spiritual pursuit in the classroom. Among them, 280 students pursued to learn from each other in the classroom; 1,090 students pursued tolerance and love in the classroom; 1,530 students pursued a bright and clean classroom; 860 students pursued a classroom with geological characteristics; 1,381 students felt that the classroom should have Chinese characteristics; 1,306 students desired a small space in the classroom to talk about everything under the sun; and 899 students valued healthcare and fitness in the classroom (**Figure 2**).

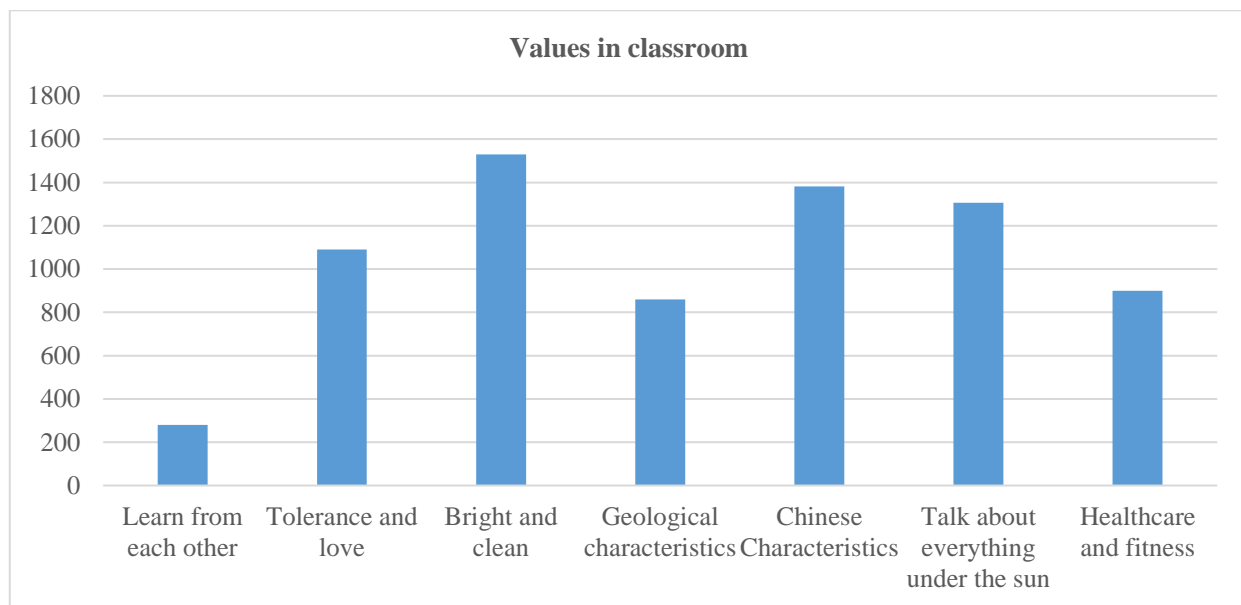


Figure 2. Spiritual pursuit of classroom culture

In the interviews with the students and teachers from various colleges and functional departments, it was found that the convenience brought by the internet has made knowledge acquisition and entertainment more independent, reduced face-to-face communication between teachers and students and among students themselves in the classroom, and even led to poor self-control among students when dealing with entertaining and fragmented information. Students are often in their own realm of “looking at their phones,” leading to the increasingly incidence of depression among students, The spiritual and cultural life of students is deteriorating.

2.2. Single material culture

2.2.1. Insufficient infrastructure

Material culture is the carrier of classroom culture and the material basis of campus culture. With the expansion of college and university enrollment, schools have gradually increased their investments in hardware facilities. As a result, classroom facilities have improved to a certain extent, the green area in campus has increased to a certain extent, and the investment in laboratories has also increased. However, on the whole, the construction speed of hardware facilities and equipment is far from meeting the diversified needs of students.

The data derived from the questionnaire showed that 11.32% of students felt that the classroom infrastructure can meet their needs, 10.91% felt that the classroom infrastructure can basically meet their

needs, 71.26% felt that the classroom infrastructure was not able to meet their needs, and 6.51% were unconcerned about the classroom infrastructure (**Figure 3**). Through comparison, the majority of students who were satisfied and basically satisfied with the classroom infrastructure consisted of graduate students. This finding also reflects that the school prioritizes postgraduates over undergraduates. In addition, more than 70% of students felt that the classroom should be equipped with various functional areas, such as a fitness area, a traditional Chinese culture area, a water dispenser area, and a psychological counseling area, in order to facilitate students' learning, communication, and entertainment. Under this effort, the classroom will not be confined to a single concept of learning.

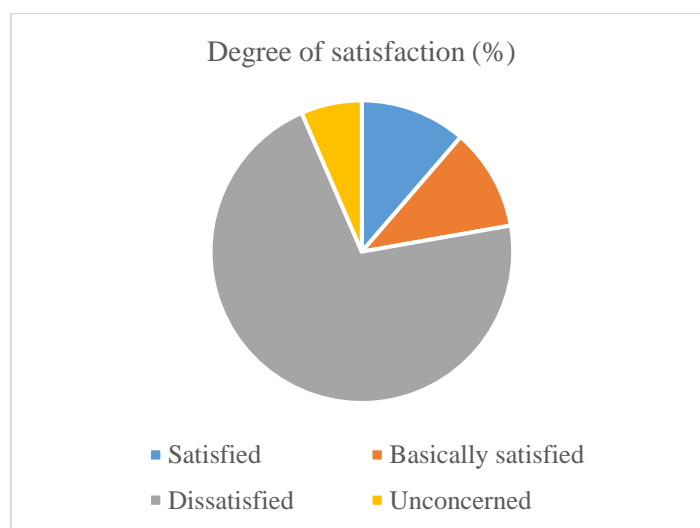


Figure 3. Analysis of classroom infrastructure satisfaction

The data also indicated that the reasons for the poor sense of experience are the narrow classroom space and the old facilities. More than 80% of teachers and students expressed their eagerness to set up a functional area for physical activity in the teaching building. The main reasons include the drop in temperature outdoors during winter, the overcrowded gymnasium, and the absence of a separate fitness area for teachers and students. It is inconvenient and unsightly for teachers and students to take off their tops to exercise together. Therefore, it is necessary to set up more functional areas in the public areas of the classroom or teaching building so as to integrate the spiritual culture and material culture in classroom culture construction, while taking cultural and sports activities, leisure, and entertainment as the carrier.

At the same time, some students reported the lack of maintenance of existing infrastructure. Even after reporting about the damaged tables and chairs, the school did not provide any timely feedback. This problem remained unresolved even after a long time, taking up to about a semester. The low maintenance efficiency and poor maintenance effect are evident problems. In addition, several students also brought up the issues of unreasonable setting of classroom infrastructure and narrow desks in some study rooms, which cannot meet the normal demand for self-learning. The existence of these problems is extremely unfavorable to students' confidence in building classroom culture, and it is also difficult for both teachers and students to develop a sense of belonging and pride in the construction of classroom culture.

2.2.2. Absence of a management platform

Among the students who participated in the questionnaire survey, 75.93% of them claimed that the school did not have a special classroom management platform, and more than 86.25% of them felt that it was necessary to build a classroom management platform to facilitate communication among students, classroom administrators, and counselors, so as to achieve efficient use of classroom resources.

Through the interviews with the students, it was found that building a classroom management platform is an urgent need in the context of the pandemic. The students asserted that since they were not allowed to return to school during the pandemic, establishing a platform to complete online procedures, such as ensuring bookmarks, would indeed be beneficial. There are times when they need help to mail things, but the series of processes as required by the school is a major hindrance. With such a platform, electronic files can be retained, and the relevant platform management personnel or classroom administrators can help the students to mail them directly. In that way, they do not need to be physically present at their college or university to apply for seals, *etc.* The establishment of a management platform will not only promote communication among students, counselors, and classroom administrators, but also minimize the tedious processes, thus improving efficiency. At present, the classroom management platform has yet to be established.

2.2.3. Lack of behavioral culture

Behavioral culture is the means and embodiment of governance in colleges and universities as well as the dynamic embodiment and specific refraction of the spiritual core on those in colleges and universities. Classroom behavioral culture is a specific form of classroom culture construction, which can fully demonstrate the comprehensive quality of students. However, according to the survey, the formalization and simplification of classroom culture construction activities in colleges and universities are still a “norm,” and effective “classroom culture” activities have yet to be designed.

The construction of behavioral culture cannot be separated from specific practice and promotion ^[1]. The dimension of cultural input in cultural identity advocates that individuals should actively participate in cultural activities and absorb relevant cultural information. Behavioral organizational cultural identity also emphasizes the implementation of specific behavior activities ^[2]. However, according to the survey results, 95% of students affirmed that the school had never held any cultural or creative activities in the classroom (**Figure 4**); 74.8% of students claimed that they would actively participate in similar activities held by the school. In the overall evaluation of classroom culture construction, 4.9% of students were satisfied, whereas more than 95% of students were not.

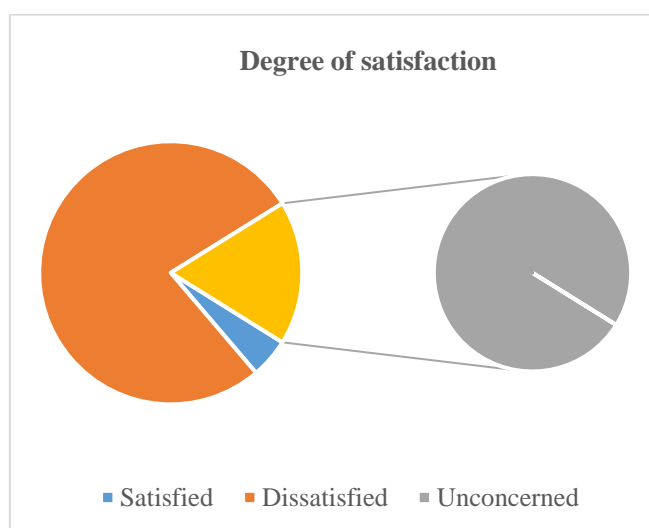


Figure 4. Analysis of activities held in the classroom

Through later interviews, it was found that at present, the school pays more attention to students’ achievements, scientific research, employment, and other aspects, while neglecting students’ spiritual pursuit in their learning and daily life as well as the comprehensive cultivation of all-staff education and

all-round development. There is also a lack of investment in classroom culture construction and the contradiction with the all-round demand for diversified classroom functions expected by college students. In particular, the teachers put forward the idea that classroom culture is not a matter for one department or a group of staff, but rather a major event involving the whole school and all staff. In reality, the attribution and representation of classroom culture construction have seriously weakened the participation of all staff and the internal vitality of classroom culture.

2.2.4. Old system culture

2.2.4.1. Lacking integration of culture and education

In classroom management, openness and communication should be taken as the basic principles to implement “democratic management” [3], while paying attention to the democratic openness and educational function of management. College students are not only the beneficiaries of the Chinese culture, but also the active participants and promoters of the Chinese culture [4]. However, the data showed that about half of the students felt that their classmates or they themselves have issues complying with the rules and regulations. Among them, 66.3% of students felt that they had poor awareness of complying with the rules and regulations, while 33.5% felt that the rules and regulations were incomplete. In terms of the existing classroom management mode adopted by the school, 82.5% of the students believed that the school is dominated by management and has too many constraints; 16.1% believed that it is the combination of discipline and education, with different proportions; 1.4% believed that the school emphasizes on self-management and guides the cultivation of self-discipline among students (Figure 5).

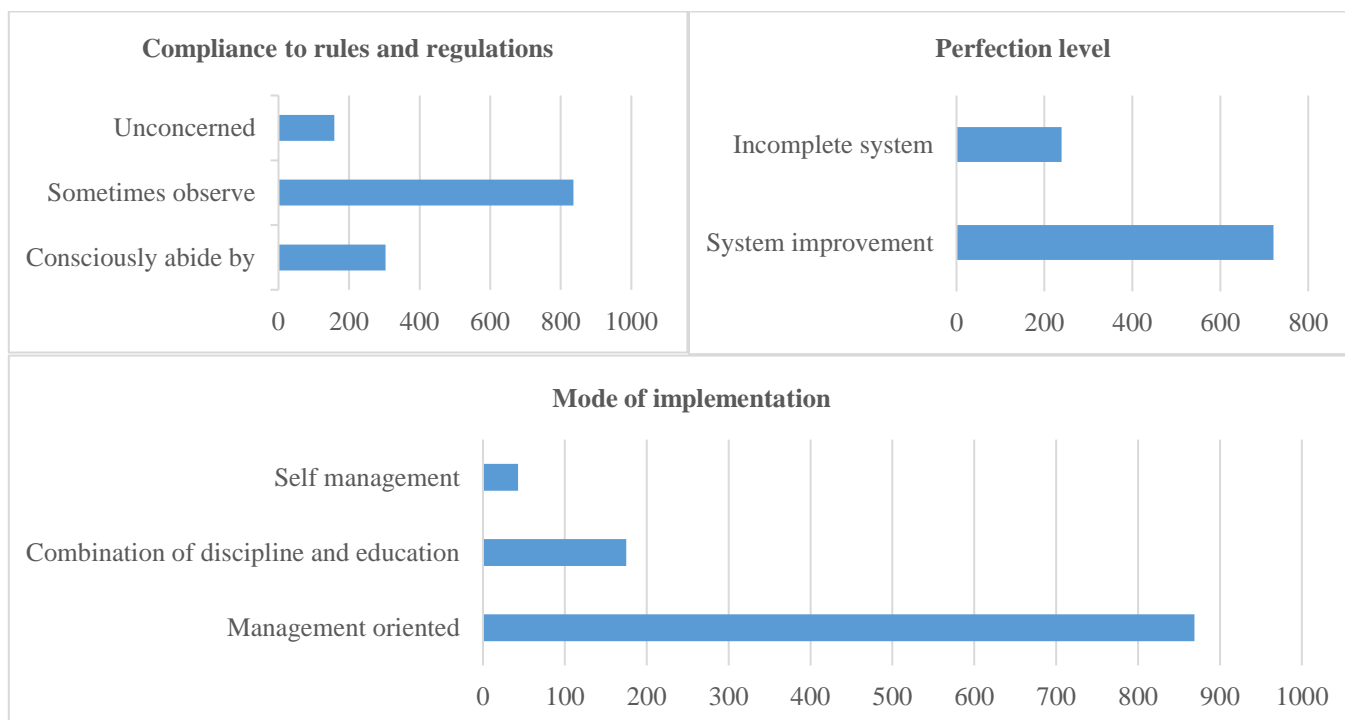


Figure 5. Investigation and analysis of school management attitude

The results from the interview also showed that as far as China University of Geosciences (Beijing) is concerned, the management of student classroom is still dominated by rigid constraints, such as “Article 39: In order to strengthen the construction of spiritual civilization in student classrooms and correct various uncivilized behaviors and bad habits, once violations are found, they will be reported to the Student Work Office and the Security Office at the same time, and the investigation and punishment of students’ violations

will be strengthened.” It can be seen that in classroom management, colleges and universities are used to reporting in accordance with the rules and regulations, dealing with them seriously and enforcing them.

Therefore, there is a certain gap in the construction of classroom culture in colleges and universities. The management mode is mainly management-orientated, neglecting the combination of discipline and education. It does not truly reflect the humanistic education management concept and has not been integrated into the classroom management of college and university students.

2.2.4.2. A need to enrich the construction team

When team members interact, participate in activities, and form common values, the team is said to be building norms [5]. Classroom administrators, counselors, and frontline teachers should be leaders and correctors in the process of establishing norms and forming culture. According to the questionnaire data on the role of classroom administrators, 25.6% of students said that they had sought the help of classroom administrators, while 74.4% of students claimed that they had never sought help from classroom administrators. The data on the importance of counselors in classroom functions showed that only 4.3% of students believed that counselors care a lot about the setting of classroom functions, 56.4% believed that counselors have a very general understanding of their classroom conditions, and 39.3% of students believed that counselors do not care about classroom related issues (Figure 6). As individuals who are directly related to problems and have relevant ways of understanding, thinking, and feeling, student leaders can inherit and innovate organizational culture through positive attitudes [6]. However, according to the survey, in terms of student participation in management, more than 90% of students believed that the school has yet to achieve the role of student backbone assistance and guidance.

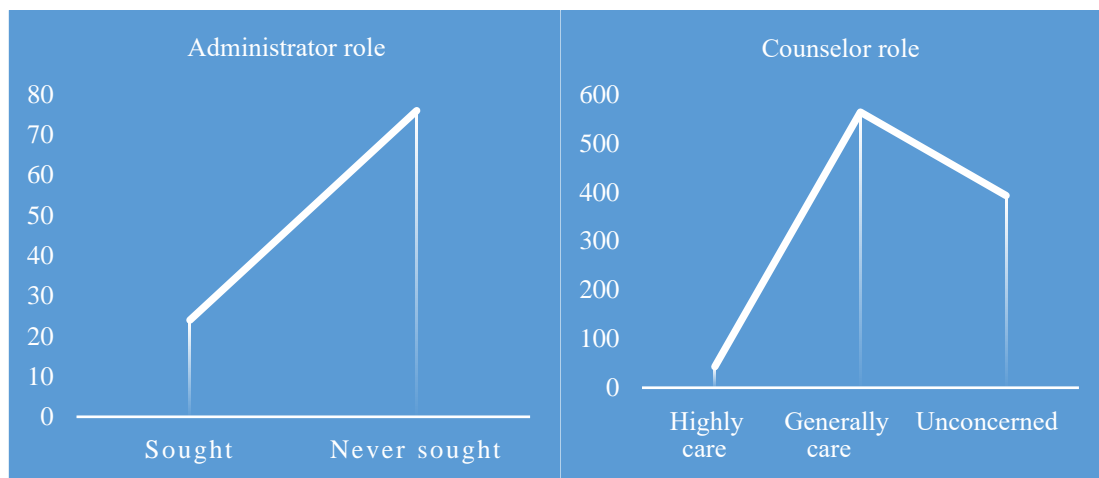


Figure 6. Attention of administrators and counselors to classroom orientation

Through the interview, it was found that although colleges and universities have requested student counselors to participate in the guidance of students’ life, mental health, and other aspects, compared with full-time counselors, their comprehensive qualities in terms of their sense of responsibility, experience, ability level, foresight, and other aspects still require improvement. At the same time, due to the incompatibility between counselors and students, and the complexity of students’ daily management, the investment of counselors in student classroom management is quite limited. In this regard, some interviewees mentioned that it was rare for counselors to come to the classroom to learn about it in person.

2.2.4.3. A need to update the system construction

Classroom management is complex, systematic, and comprehensive. Although many colleges and

universities will set relevant rules and regulations for the construction of classroom culture, including mandatory rules such as laboratory management regulations and moral rules established by convention in the classroom, they often lack publicity for rules and regulations in the construction of classroom culture, thus making it difficult to play the educational and guiding roles of classroom management system culture. In addition, the institutional culture of colleges and universities usually begins from the order of prohibition and explicitly prohibits relevant classroom behaviors, such as forbidding to leave personal belongings in the study room after leaving. Most students are used to keeping books and electronic facilities on their desks in the classroom or study room before meals or when leaving the study room at night, instead of taking them with them. Schools often have disputes with students. For most students, these bottom-line rules cannot be the founders and guides of classroom culture construction. In contrast, it was found through the survey that some students use laptops in the classroom. However, the classroom is not equipped with enough charging sockets, so many students are required to bring their own plugs. However, the behavior of “bringing their own” is not encouraged by the construction of classroom culture.

To sum up, some mandatory provisions do not meet the students’ self-learning and research needs, thus lacking the feasibility and reality of classroom culture construction. It is difficult for teachers and students to reach a point of acceptance in the process of promoting specific rules and regulations.

2.2.4.4. Incentives remain vacant

The incentive mechanism is of great significance to promoting the growth of college and university students [7]. Almost every student had suggested that the school should establish an incentive system for the cultural construction of excellent classrooms. However, the survey results showed that almost all schools did not have an incentive system for classroom cultural construction. More than 85% of students believed that incentive measures could not promote the classroom and individuals. Exploring the reasons, we found that most schools do not recognize the importance of classroom culture construction requiring incentives. Very few schools had too narrow incentives, accounting for 75.9%. The proportion of those who were not well-motivated was 11.2%, while the proportion of those who were uninterested in classroom culture construction was 9.7% (**Figure 7**). In terms of the relationship between the incentives for classroom culture construction and individual awards, more than 95% of students believed that the school offered no incentives for classroom culture construction and individual awards.

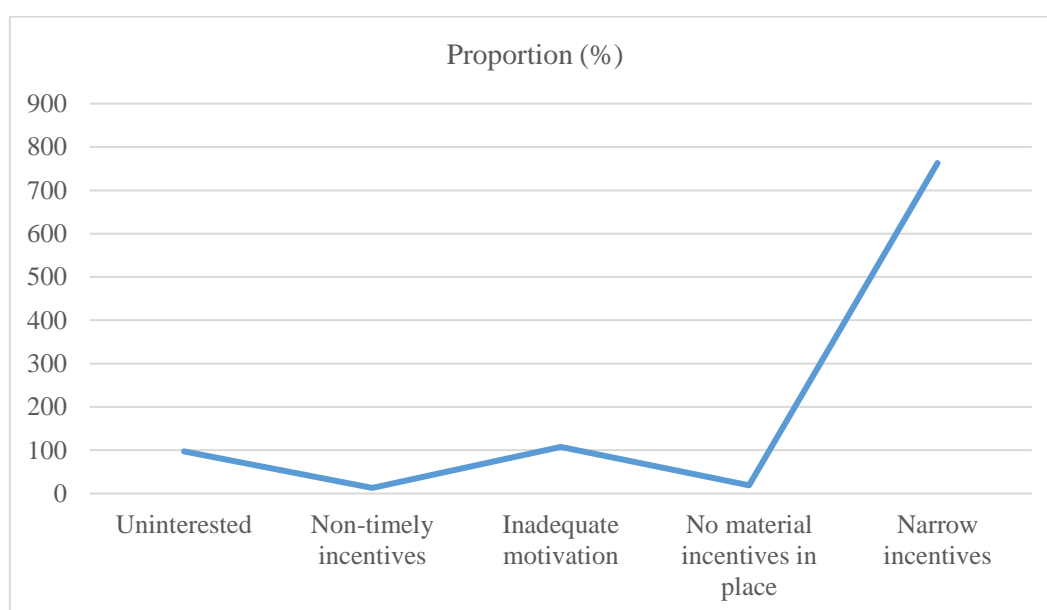


Figure 7. Cause analysis of incentive measures failure

According to the interviews with undergraduate students, the use of illegal electrical appliances in the classroom, for example, would affect the personal research guarantee or the award and evaluation within a year, but the performance of individuals in the classroom would not contribute to their academic achievements. According to some interviewees, “Although some students have good grades, they really need to improve their manners.” It is evident that the school has always failed when evaluating the incentives for the various performances of students in the classroom. This is just the full embodiment of personal ideology and morality, political literacy, and one of the important conditions for measuring personal comprehensive quality.

2.2.4.5. Punishments are difficult to implement

Corresponding to the vacancy of incentive measures is the lack of punishment measures. In the interview, it was found that in addition to normal learning needs, students also showed certain behaviors unrelated to learning in the classroom, such as eating snacks, chatting, playing online games, and listening to music. These behaviors can be divided into “non-harassing” and “harassing.” The former includes behaviors that do not interfere with other people’s normal learning needs, such as surfing the internet, listening to music, and watching videos, whereas the latter includes chatting, eating snacks, and other behaviors that interfere with other people’s normal learning needs to a certain extent. No matter what kind of behavior, since students are vulnerable to the impact of the surrounding environment, students who expend the aforementioned behaviors will often play a “demonstration role,” causing interference to other students to varying degrees. This state is attributed to the lack of supervision and punishment of uncivilized behavior in the classroom. The “strict and loose regulation” in colleges and universities often only takes into account the comprehensiveness of constraints, while neglecting the feasibility of implementation, which directly leads to certain phenomena that undermine the construction of classroom culture from time to time. For example, a place with leftover snacks is unlikely to be a choice for students to study.

2.2.5. Lack of ecological culture

In ecology, the classroom is one of the places where teachers and students are able to experience the vibrancy of life together. The ecological culture of the classroom primarily focuses on the interaction between individuals and the environment. Development is a process in which a person constantly becomes aware of and responds to his or her environment and continues to change. Both the teachers and the students are the subjects of the ecosystem, while the environment is the object. The environment includes both physical and psychological environment. The vigor of the ecosystem comes from the interaction between teachers and students, the subjects and the environment, as well as the functional areas outside of teaching and learning. The classroom ecosystem is an integrated system based on teaching activities, comprising teachers, students, and the classroom environment. Among them, teachers and students play certain roles in restricting, promoting, coordinating, and optimizing the classroom environment. Teachers should pay attention to students’ physiological, psychological, age, behavior, and other characteristics.

Based on the particularity of the classroom ecosystem in colleges and universities, it is necessary to first create a suitable physical environment in the construction of the classroom ecosystem so as to ensure that the classroom space and teaching materials are safe and healthy, highlighting the characteristics of the subjects as well as carrying the connotation of school characteristics and Chinese characteristics. “Safe” means to be free from air pollution, water pollution, bacterial infection, hazards, *etc.* “Health” mainly refers to appropriate temperature, humidity, noise reduction, and natural light. Discipline characteristics mainly refer to different classroom environments in different disciplines, such as music classroom, physics classroom, sports classroom, literature classroom, painting and calligraphy classroom, all of which have distinctive characteristics, with the aim of combining the characteristics of discipline development and the

needs of students' growth. School characteristics mainly refer to the enrichment and inheritance of geosciences. Chinese characteristics mainly refer to the socialist core values as the basis and the leading role of one's core values to display and transmit the essence of Chinese culture to both teachers and students as well as to consolidate the foundation of love and patriotism.

The data derived from the questionnaire showed that almost all students hoped that the school will build the ecological culture of the classroom in a planned way to help them grow and become talents. In the interview, a teacher mentioned that the ecological culture of the classroom is an intangible component and has not received much attention at present. The ecological culture of the classroom should be incorporated into the function of the classroom, beginning from the static culture such as the design and facilities of the classroom, followed by the dynamic culture, which includes the interaction between teachers and students, emotions, and activity rules.

It is believed that the ecological culture of the classroom bears a special mission, and the connotation and pursuit of education should be infiltrated into the ecological culture of the classroom to improve the effect of green campus construction under the guidance of socialist core values.

3. A new exploration of classroom culture construction

In order to integrate classroom management into "campus culture" and innovate classroom culture construction, this paper constructs a classroom culture construction system, as shown in **Figure 8**. Based on the classroom digital platform and focusing on the material construction, system construction, and incentive mechanism of classroom culture, this paper focuses on the development of a series of classroom culture construction activities as well as the allocation of classroom culture construction personnel, so as to boost the construction speed, the development system, and the degree of management practice as well as vigorously promote the construction of classroom culture in colleges and universities.

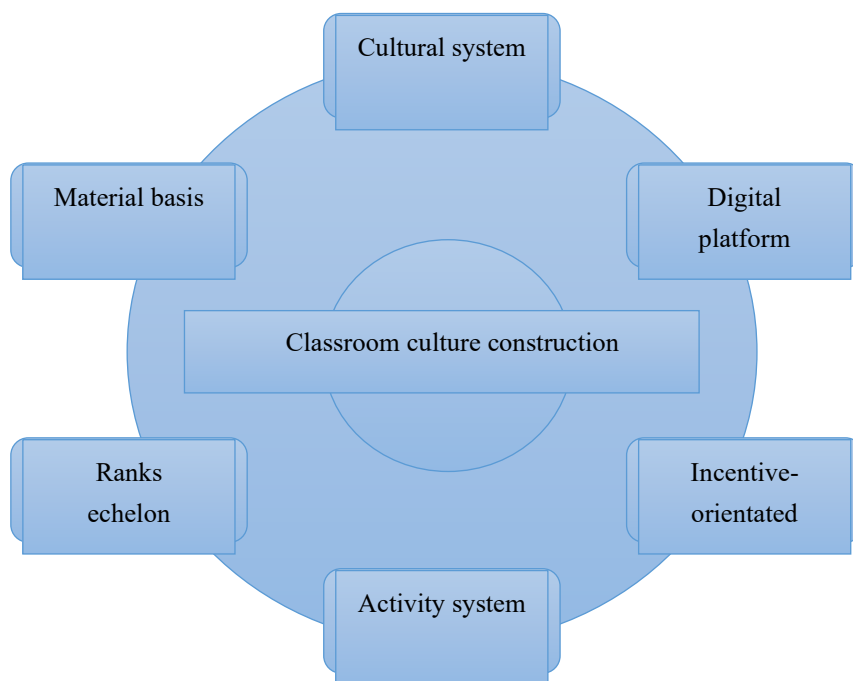


Figure 8. Classroom culture construction system

3.1. Improve the cultural system

Combining the characteristics of the times, school characteristics, and Chinese characteristics, as well as analyzing the survey of more than 1,800 people, schools should attach importance to classroom culture and

give full play to the guiding role of classroom culture. This should be one of the key tasks of schools. At the same time, it is imperative to improve and standardize the initiative of the subjects and pay attention to the mutual promotion and influence among students and between society and schools, counselors and students, as well as teachers and students.

Classrooms should establish a systematic management system and improve the hard and soft systems and standards to make up for and improve the defects of the existing classroom management system. It is necessary for the system construction to keep pace with the times, take students' personal development as the basic starting point and foothold, focus on strengthening the construction of students' classroom culture, integrate classroom culture into the overall planning and construction of college and university culture, as well as fully reflect the diverse needs of students. College and university students are not only the most advanced, thoughtful, and innovative subjects of the times, but also the practitioners, defenders, and promoters of the system. They are highly aware of the gaps and shortcomings of the system. Therefore, they should be encouraged to participate in the system construction, improve the interaction of the system creation, and further combine the "restraint" of heteronomy and the "initiative" of self-discipline ^[8].

The constructors of classroom culture should make it clear that the construction of the classroom culture system should be a long-term, sustainable development process that combines static and dynamic activities. Cultural institutions generally do not change immediately after being determined and promoted; instead, they adapt, supervise, constrain, and respond to themselves in possible situations in order to have certain institutional stability. However, as the teaching environment, teaching philosophy, and management model continue to change, the effectiveness of the culture system may decline. At this point of time, we should look at the construction of the classroom culture system from the perspective of sustainable development based on the characteristics of the times and teaching characteristics prior to making dynamic adjustments in line with the times.

The management process should be combined with education, not mechanically copying the system and rules, nor blindly punishing, but rather taking the classroom as a special site to carry out ideological and political education, strengthen the code of conduct, and inherit the essence of Chinese culture, thus highlighting the all-round educational value of the system. By implementing the system, students' initiative and enthusiasm can be improved through counseling, psychological guidance, one-on-one conversation, and other relevant measures.

3.2. Improve infrastructure

The construction of classroom culture relies on certain infrastructure. Only classroom hardware facilities that meet the basic learning and living needs of students can support the needs of classroom culture construction. According to the survey, students who were satisfied with the existing facilities were more interested in constructing the classroom environment. This situation also reflects that the construction of classroom culture, as a spiritual construction activity, must rely on certain material basis. Improving the infrastructure of the classroom has become one of the prerequisites for the construction of classroom culture. At this stage, the classroom infrastructure is generally superior to old buildings, and high buildings are superior to low buildings. Based on the consideration of future development, classroom culture depends on the support and capital investment of colleges and universities for the construction of sustainable classroom facilities, which form the bases for the cultivation of classroom culture construction by continuously improving the hardware conditions of classrooms. Colleges and universities must plan the internal space of the classroom in a reasonable manner from the perspective of students and provide a comfortable classroom environment, so that students do not have to waste energy due to issues with the latter. Secondly, it is necessary to improve the public areas of the classroom; build a "cultural and sports corner" according to students' needs; optimize resource allocation; maximize students' initiative; achieve co-governance, co-

management, and sharing; promote communication between students; and broaden the platform for spiritual and cultural activities.

3.3. Optimize the echelon team

The construction of classroom culture in colleges and universities requires the establishment of a high-quality team. The logistics management personnel, counselors, student backbones, and classroom teachers should be taken as the strong support; a good hierarchical echelon should be built; the team construction should be improved; and the overall vitality should be stimulated.

It would also be beneficial to strengthen business training and carry out classroom culture construction, implement the classroom culture management of counselors, cultivate student backbone and mobilize students' initiative, enrich their knowledge and multiply their talents, carry out activities that meet students' interests, and encourage students to play a dynamic role in self-education, self-management, self-service, and self-design, while advancing with the times and innovation in the process of cultural construction ^[9].

3.4. Develop a classroom cultural activity system

It is necessary to realize the value infiltration and practice implementation of classroom culture construction, define the content and purpose of classroom culture activities, vigorously carry out classroom culture construction practice activities, give full play to the role of classroom culture construction, enable students to understand the spiritual connotation contained in it during the process of active participation, as well as improve the harmony and inclusiveness of classroom culture. Through training, it is possible to transform internalized values into behavioral practice, improve the cohesion among members of the classroom, and lay a solid subject foundation for the construction of classroom culture.

Carrying out innovative and interesting activities, such as sports games, would encourage the participation of classroom logistics management personnel, counselors, and teachers; enhance the communication and interaction between students and management personnel, counselors, and school management; reduce estrangement; eliminate strangeness; and cultivate the spirit of mutual help, solidarity, and progress among college students. Carrying out activities such as special classroom fellowship and talking about various issues freely would help improve the understanding of students in and between classrooms as well as promote a healthy relational growth among staff.

Through "classroom culture," the classroom is endowed with the "home concept," and characteristic activities are carried out. It may be beneficial to organize classroom culture design competitions, classroom culture festivals, and other activities; introduce the connotation and characteristics of "Classroom Home" through classroom names, classroom slogans, *etc.*, such as a learning classroom with excellent learning environment, a talented art classroom, *etc.*; and enhance the recognition of classroom values and behavioral norms. Other than that, we can also establish a classroom art party, assume the classroom as a unit and participate in the party in any form, promote the culture of "classroom family," promote mutual understanding and appreciation between teachers and students in the classroom and among students themselves, as well as strengthen the group identity and cohesion of the members in the classroom.

3.5. Give play to the role of external guidance and incentive

The positive external guidance incentive mechanism is a value guidance and a booster of classroom culture construction. It is conducive to the establishment of a virtuous circle as it stimulates students' awareness for active participation, competition, and maintenance as well as promotes the all-round development of college and university students.

At present, many colleges and universities exert formalism in classroom star rating and other activities. This culture evaluates but not awards, without highlighting the importance of excellent classrooms, leading

to the minimal attention paid by college students to excellent classrooms. Several colleges and universities have realized material rewards for excellent classrooms. Although the rewards are high, the number of evaluations and scope of incentive are small and narrow, respectively, thus increasing the difficulty and dampening the enthusiasm of students.

Therefore, we should, first of all, realize the dual incentive of spirit and material to excellent classrooms and promote self-optimization and self-promotion. Secondly, a reasonable grading selection mechanism should be established, and the selection content should be derived from different aspects, such as “beautiful classroom,” “healthy classroom,” *etc.* This would encourage students to tap the characteristics of geosciences and build a characteristic civilized classroom with different styles.

3.6. Establish a classroom digital management platform

Classroom culture construction should be based on the digital platform to achieve timely and effective tripartite communication among administrators, counselors, and students. First of all, classroom administrators would be able to have a better understanding of the classroom information and students’ whereabouts in a timely manner through digital construction; moreover, they would be able to release various information, such as activity information, merit list, *etc.*, in a timely manner through the platform. As a result, this will significantly shorten the time used in communication between students and administrators with regard to classroom management measures, thus achieving benign interaction between administrators and students. Secondly, by paying attention to the interaction and communication of students through the platform, counselors would be able to grasp the psychological state and dynamics of the students, resolve conflicts, and support the value orientation of the classroom. Furthermore, classroom archives can be established in a timely manner through the digital platform. This provides an opportunity to administrators, teachers, and students to view and access students’ classroom archives information easily, thus promoting the construction of classroom archives culture.

4. Conclusion

There are several problems in the construction of classroom culture in colleges and universities in terms of diversified educational functions. However, with the promotion of campus culture and green campus construction, there is a lot of room for improvement and development in classroom culture construction. Hoping that in the diversified development of the times, this research may serve not only to build a three-dimensional educational environment for the growth and personality development of students around the core quality of college and university students in the 21st century as well as the development of colleges and universities, but also to provide scientific guidance and contribute to the construction of innovative campus culture in colleges and universities that are building green campuses.

Disclosure statement

The authors declare no conflict of interest.

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