Building a learning team: Research on the operational status and improvement paths of university students' "learning groups"——Based on a survey of four colleges on Xueyuan Road

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Abstract: This topic focuses on the status quo of the operation of the "study group" of college students and its improvement path, advances existing research, uses questionnaire surveys, interview surveys and other methods to investigate the social science professional study groups of four universities in the Beijing Xueyuan Road area, analyze the operating mechanism, and put forward perfect suggestions.

In recent years, social science majors in domestic colleges and universities have widely used study groups and produced relevant research. Tian Airui's "Development Status and Improvement Measures of Collegiate Learning Cooperation Discussion Groups" carried out a three-year targeted investigation and tracking of various universities to explore how to build innovative learning cooperation groups, and propose solutions based on the problems that arise in the study and the group countermeasure [2]. Faced with the controversial "free-riding" behavior in the study group, Sun Han took the China Youth University for Political Sciences as an example to study the "free-riding" behavior of small groups of workers in college ideological and political theory courses; and proceeded from the influencing factors of this phenomenon Analyze the three-party solution mechanism and methods of teachers, students, and schools.

1. Research and design

1.1 Research objects

The China University of Mining and Technology (Beijing) where the team is located is located on Xueyuan Road, Beijing, and is one of the eight universities on Xueyuan Road. There are many colleges and universities in the area of Xueyuan Road, which are rich in resources and convenient for research. Taking into account the different development backgrounds of social science majors in different universities, the team finally chose Beijing Normal University, Beijing Sport University, China University of Mining and Technology (Beijing), and Central University of Finance and Economics in four colleges and universities in Xueyuan Road as the target universities.

In a study group, usually the teacher is the initiator and the students are the participants; or the teacher is the coordinator and the students are the participants. In order to fully understand the

situation of the study group, the team uses random sampling, selects some teachers and students to conduct research, uses structured interviews to investigate teachers, and questionnaires to investigate students. In the end, the team collected 188 valid questionnaires and interviewed 2 teachers and 1 student.

1.2 Research methods

The team mainly used questionnaire survey methods and structured interviews to conduct research on samples, released questionnaires through software design, and conducted offline interviews; after collecting the data, they used statistical software for analysis.

2. Operating mechanism

2.1 Usage

First of all: frequency of use. The frequency of using study groups in the daily teaching of social science majors in the four colleges and universities is average, and most of them remain 1-6 times in a school year. There is no obvious difference in frequency of use between grades.

Teachers in colleges and universities will choose whether to use study groups for teaching according to the course conditions. Most students have come into contact with study groups in different courses and are not unfamiliar with this learning mode; however, due to objective conditions, not every course will be involved.

Second: Use scenarios. Study groups are widely used, focusing on classroom theory teaching and in- and out-of-class practice. Combining interviews and observations, it is found that social science courses usually require students to conduct in-depth and detailed discussions on a certain topic and require brainstorming; well-known practical activities and competitions are often conducted in the form of teams, such as subject knowledge competitions.

Third: Output results. The output of the study group conforms to traditional cognition, mostly for group presentations and paper reports. Nearly 80% of the survey respondents' group output results are for group presentations, that is, they represent the group for classroom reports; and nearly 20% of the students' output results are in written forms such as essays and reports.

2.2 Operation mode

There is no unified regulation on the way of grouping in study groups. In most cases, students have the right to choose freely. More than half of the survey subjects' groups are grouped in "both ways". It is possible to form groups freely, or to be arranged by the teacher.

Role division, the study group is usually divided into two types of members, leader and led, namely, group leader and group members. Members' positions correspond to their roles and influence the team from all sides.

2.2.1 Team Leader

There are many ways for the group to choose the leader, and most of them are free selection. The team members will select the team leader in a manner that is unanimously approved internally. He/she may be the most capable person in this group or the person who has the best relationship with everyone. In more than 80% of the groups, the group leader is freely selected by the students. The behavior of the team leader in the team will have a profound impact on the team members and the team. Group leaders usually plan group actions. This situation accounts for about 90% of the sample, which is much higher than the extreme ratios of "doing everything" and "doing nothing".

2.2.2 Group members

Group members are the main force for completing group tasks and are usually divided into the following roles. The role of "salted fish" who has no idea and low ability but obediently does the assigned things accounts for up to 60% in the study group, which shows that this is a common state of large learning when participating in cooperative learning. The "helmsmen" who play a leading role in the group and are responsible for the overall leadership work account for 22%. If there are too many helmsmen in the group, conflicts may arise due to the inability to persuade the other party, or the group's goals may become confusing.

Assignment of tasks. The learning group is a task-oriented team, and the purpose of the establishment is to complete tasks together by team members. A task involves multiple links, and the handling methods of different groups are also different. Half of the sample groups are in a way of brainstorming, thinking and assigning tasks together, while the group leader is only a minority. The group leader assigns, that is, the group leader divides the tasks for each person, and the group members can start working after receiving them.

2.2.3 Incentive constraints

Reward and punishment mechanism. Reward and punishment mechanism is a kind of rules. Team members are rewarded or punished based on their performance. Most groups do not have a reward and punishment mechanism, accounting for 70%; in groups that have a mechanism, the internal decision, that is, the proportion of group members and group leaders discussing a reward and punishment mechanism is higher than that of an external unified setting, such as the teacher's regulations. The ratio of the two is 20% and 10% respectively.

During the interview, the teachers had different attitudes towards the reward and punishment mechanism. A teacher believes that this is a manifestation of fairness within the group. Through mutual encouragement and supervision, everyone has a chance to improve. Another teacher believes that the establishment of a reward and punishment mechanism is of little significance. The scores obtained when the group study is completed are equivalent to rewards and punishments for the group.

Evaluation and supervision. Study group evaluation methods are divided into internal evaluation and external evaluation. The data shows that the response rate for the internal assessment of the learning group is 18.26%, and the response rate for the external assessment of the learning group is 81.74%, which is much higher than that of the internal assessment. In the external evaluation of study groups, the response rate and penetration rate of the achievement evaluation are the highest, followed by teacher evaluation, and finally intergroup mutual evaluation.

2.2.4 Satisfaction

Ask the students' satisfaction with the study group through the Likert scale. More than half of the students are satisfied with the study group (52.13%), and nearly 30% think the study group is average. The average value is 3.69, and the satisfaction is above average. Teachers are generally satisfied with the use of study groups. The study group enhances the learning ability of students and makes up for the shortcomings of traditional education. Some excellent groups allow teachers to familiarize themselves with classmates and improve their teaching ability.

2.3 Factors affecting satisfaction

Satisfaction reasons. The team divides the reasons for satisfaction into teacher participation, group formation, division of labor, quality of team leader and team members, and team atmosphere. Among them, the reasonable division of labor, the harmonious team, the quality of the team

members, and the appropriate rate of group formation are relatively high, which are the four most selected items in the sample.

Reasons for dissatisfaction. The distribution rate of dissatisfaction reasons is relatively even. The five higher ones are, in order, lack of reward and punishment mechanism, teacher guidance, unreasonable division of labor, inappropriate grouping, and failure of external supervision. The lack of reward and punishment mechanism and the failure of external supervision symbolize that the "fairness" within the group has not been established. The oversight mechanism fails to work, and free-riding is prone to occur, which makes members feel unfair. Dissatisfaction with the division of labor and grouping shows that the group structure is not good enough. It is related to fairness and may not be able to form an atmosphere conducive to learning in the group. Lack of teacher guidance may make students feel confused, and the quality of group work will also be affected.

Student subjectivity. A small number of samples have a positive attitude towards the study group and believe that it should be promoted vigorously. The study group helps cultivate team spirit, enhance communication skills, and increase learning motivation. It is an innovative learning form. Another sample believes that there are still some problems in the group. Combine them with the above viewpoints and organize them into the following aspects: organizational form. Free grouping will reduce free-riding and formality, but it also reduces the probability of teacher guidance. Supervision mechanism. The monitoring mechanism is very important and is the key to eliminating free-riding. It can be an external unified regulation, or team leader and team members can be determined internally by the members. The team leader should be responsible and control the running status of the whole team; team members can not be lazy, and must actively complete the task.

3. Discussion

"Teacher-student co-creation" enhances the sense of participation and operation effect of the study group, which should be explored more. Teachers can act as instructors to give students constructive opinions; and mediate as a third party when conflicts occur in the group. In this way, strengthening the co-creation attributes of students and teachers will not only enable the operation of the study group to achieve better results, but also enhance the relationship between teachers and students, and enable the group to play a greater role.

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