Community Cooperation Mechanism of Teaching Team of Teachers in Logistics Management

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Abstract: With the new curriculum reform, teachers of logistics management(LM) take the new curriculum reform as the educational guideline, based on interpersonal relationship, equal and democratic communication, and interactive teaching evaluation, so as to improve their own educational and teaching ability, and finally implement to promote the overall development of students. The construction of teaching team community(TTC) CM has a very important role for LM teaching. Therefore, this paper mainly discusses the construction of cooperation mechanism(CM) of teachers' team learning community from the perspective of LM teachers in colleges and universities, based on teaching practice and action research, making full use of excellent teachers' resources and experiences, helping, cooperating, negotiating and learning from each other in teaching and research activities, so that individuals and teams can grow together.

1. Introduction

The new education policy points out that the importance of teachers is increasing, and more attention is paid to the social status and treatment of teachers, as well as to the improvement of teachers' professional ability. The emergence of the TTC CM promotes extensive communication and cooperation among teachers. In this community, teachers speak freely, think what they think and learn what they learn, which can ultimately promote the improvement of teachers' professional knowledge, professional skills and professional level and make the overall quality of teachers improve effectively.

The emergence of the TTC, TTC has followed the development of the research boom, and the research on the mechanism of community cooperation has also shown the first signs. Cooperative teaching used to be studied more from the level of psychology, believing that teaching individuals can obtain cognitive and emotional improvement through the cooperative mechanism. In contrast, teacher teaching team communities focus more on the growth of individuals from a sociocultural perspective and pay more attention to the process of constructing members' identities [1-2]. Under the wave of teacher professionalization, in order to make the construction of TTC fruitful, it is necessary for the organization to better practice the philosophy of TTC, which is to continuously improve the quality of education and teaching and enhance individual teachers' quality in order to promote the professional growth of individual teachers and teams [3]. The successes achieved by

teaching teams have opened up a new pathway for teachers' professional development, and understanding their experience gains and losses will provide us with insights and reflections.

In this paper, we propose four elements for establishing a TTC model, then teacher teaching evaluation mechanism, then analyze the current situation of constructing teaching team CM for teachers of LM from three perspectives, such as common vision, teacher participation and cooperative communication, and finally put forward the teacher cooperation optimization strategy for TTC.

2. Basic Overview

2.1 TTC CM Construction

(1) Cooperation platform

The support of cooperation platform not only includes the hardware and software facilities required for teachers' cooperation, but also includes the staffing, the expansion of the field and the understanding of the development vision, which is the basis for the establishment of TTC and the prerequisite for teachers' cooperation. However, each school is located in a different geographical location, the local economic conditions are different, the development foundation of the school is different, and the principal's growth background and school philosophy are even more different, so in order to construct a TTC and promote teacher collaboration, the construction of a collaborative platform is the first - off they face [4-5].

(2) Collaborative contexts

The construction of the cooperation context cooperation platform prepares sufficient external conditions for the development of teacher cooperation in the TTC, and the cooperation context is the real scene of teacher cooperation. The cooperation context contains the cooperation atmosphere, the form of cooperation, the content of cooperation, the development of cooperation and the composition of cooperation members, etc. [6]. The development of teacher collaboration must require certain organizational forms and activity scenarios, which is an inevitable problem for every school that wants to deepen teacher collaboration and is a key aspect of ineffective teacher collaboration that is prone to occur [7].

(3) Effective management

Effective management can regulate the behavior of teacher collaboration, stimulate the enthusiasm of teacher collaboration, and enhance the initiative of teacher collaboration. Effective management should include management philosophy, management style, management mechanism, institutional norms, and so on [8]. The principle of voluntary membership is used to eliminate teachers' passive cooperation and false cooperation, and special organizations are divided to assist teachers' cooperation.

(4) Scientific evaluation

Scientific evaluation will not only enable outstanding teachers to reap professional recognition and express themselves in collaboration, but also enable the latecomers to identify deficiencies and step up to catch up. Unbalanced evaluation is likely to lead to vicious competition among teachers, which should be avoided when evaluating teacher cooperation in teaching team communities [9].

In summary, a model diagram of TTC cooperation is established, as shown in Figure 1.
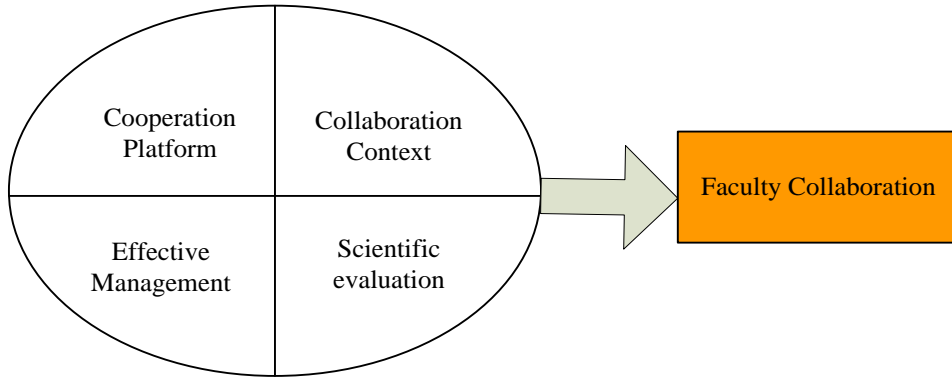
Figure 1: TTC cooperation model

2.2 Teaching Evaluation Mechanism

Based on the development within individual teachers and on the basis of differences, focusing on the development potential of teachers, establishing a teaching evaluation mechanism with developmental evaluation mechanism and multiple evaluation methods to improve teachers' teaching evaluation mechanism can effectively dissolve the vicious competition among teachers, achieve self-transcendence of teachers, and promote the effective development of the TTC [10]. The teaching evaluation formula is as follows.

$$E = \frac{w_1 n_1 + w_2 n_2 + \cdots + w_j n_j}{n_1 + n_2 + \cdots + n_j} \tag{1}$$

Where n_j (j=1, 2, ...) denotes the number of people who chose evaluation option j, w represents the option weighting coefficient, and E denotes the evaluation result. The consistency test was done on the evaluation results with the following formula.

$$ICC = \frac{(MS_1 - MS_2)/m}{(MS_1 - MS_2)/m + MS_2} \tag{2}$$

MS_1 is the mean square deviation of the district group, MS_2 is the error, and m is the number of evaluations.

3. The Current Situation of the Construction of the Community CM of the Teaching Team of Teachers in LM

3.1 Establishing a Common Vision

The so-called "common" vision is to have the same goal, view, value orientation and attitude towards the future [11]. In this paper, the common vision and goals of the community CM of 47 LM teachers' teaching teams in three universities are counted.
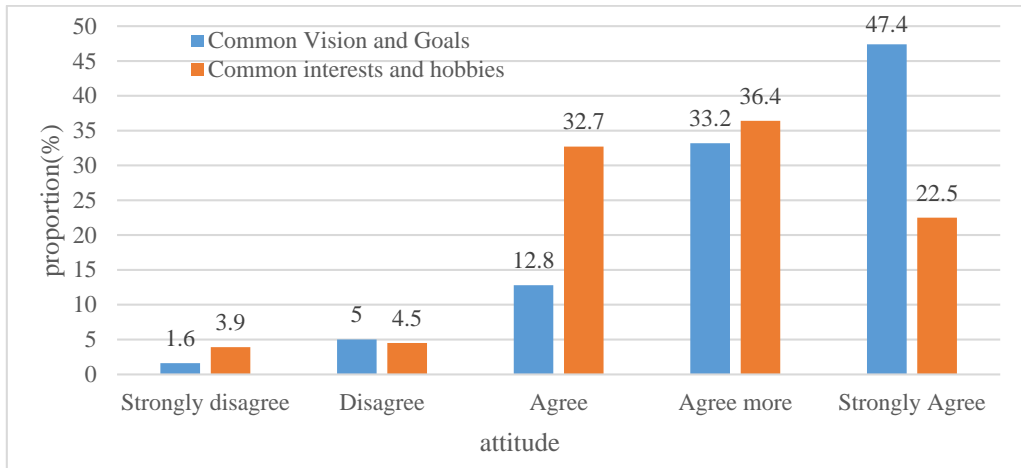
Figure 2: Teachers' common vision

As shown in Figure 2, the survey of LM teachers teachers showed that in the survey about the common vision of the TTC, 47.4% of the respondents strongly agreed that teachers had clear common teaching goals and educational vision; only 1.6% of the respondents said they strongly disagreed that teachers had common educational goals and educational vision. Based on the above data, it can be seen that the teachers of LM in this school have a greater agreement in terms of educational vision and goals. In the survey on "music teachers' learning community should be based on common interests", 22.5% of the respondents agreed highly, 36.4% agreed more, and 8.4% disagreed.

3.2 Artificial Cooperation and Low Teacher Participation

Artificial cooperation is a way to be guided by people and summarized by the system in order to strengthen the connection between teachers and promote their communication and cooperation. In high school ideology and politics teaching and research groups, it is difficult to consider teachers' own feelings and time due to institutional constraints, so that many teachers cope with the cooperation, and it seems that teachers develop together in exchange and cooperation, but in fact, teachers are still alone in their own growth and development [12].

Table 1: Reasons for participating in collaborative teaching and research activity groups

Reason	Self-will	School requirements	Both
Number of people	10	26	11
Proportion(%)	21.28	55.32	23.40

According to the survey in Table 1, 53.32% of LM teachers participated in teaching and research activities because of the mandatory requirements of the school, and only 21.28% of teachers participated voluntarily, indicating that there is a mandatory factor in the construction of the TTC now, which is not based on the voluntary premise of teachers. The LM discipline itself has strong flexibility and mobility, the TTC CM produced under the compulsory system, and the current unified regulations of LM teachers' teaching and research work in universities restrict the education and research space of LM teachers, which to some extent seems to connect teachers more closely together, but it is not conducive to the long-term sustainable development of the TTC. The real TTC of LM teachers is an organization formed spontaneously by LM teachers, but it also needs to be guided by the school system so that teachers can move toward natural cooperation. And the hard-made cooperation under the system is not only not conducive to the formation of a strong

teaching and research atmosphere, but also not conducive to the long-term development of teachers' own professionalism.

3.3 Lack of Cooperation and Communication

The phenomenon of "teachers' work but not effort" occurs in the TTC of LM teachers. As a collective learning cooperative organization, the TTC requires each teacher to share resources, exchange ideas and inspire, and contribute to solving teaching problems and improving teaching quality. The value of the existence of community CM, but in reality, there are many teachers who just attend various activities and do not collaborate and communicate with other teachers, and also lack teaching practice.

Table 2: Teachers' solutions when encountering teaching difficulties

Methods	Collaborative discussion	Drill yourself	Consult experts	Let nature take its course
Number of people	7	14	10	16
Proportion(%)	14.89	29.79	21.28	34.04

According to the survey in Table 2, it is found that only 14.89% of teachers will choose to cooperate and discuss with colleagues in the teaching and research group when they encounter teaching problems, 29.79% will study by themselves, 21.28% will consult experts, and 34.04% will choose to let nature take its course, which indicates that teachers of LM are not highly involved in the communication of the TTC. Moreover, in the community CM, it also appears that teachers attend the activity and finish the discussion as the end, do not actively think about the results of the collective discussion, and lack reflection after the end, lack concern about the educational and teaching effects caused by the results of the discussion, and sometimes directly apply the collective discussion crystallization in their own education and teaching, and lack research and reflection at the end of the discussion, which tends to foster thinking stagnation and even This will easily lead to stagnation of thinking and even a decline in the quality of education and teaching.

4. Strategies for Optimizing Teachers' Cooperation in the TTC of LM Teachers

4.1 Set a Common Vision of Development

The scale of teacher team cooperation can be large or small, and the stage of teacher cooperation can be high or low, but as long as the entity of teacher cooperation exists, there is a certain goal of cooperation. In a collaboration, the clearer the goals of the collaboration, the clearer the understanding of the goals by the collaborating members; the fuller the input of the collaborating members, and the more obvious the final effect of the collaboration. Setting a common vision is an inevitable part of every school that wants to build a community in which teachers collaborate with the goal of developing a common vision. Principals and school leaders are the main actors in setting the school's developmental vision, and they often start with the overall development of the school, but in the new era the teachers' sense of subjectivity is being stimulated, so when setting the school's future developmental vision, principals and leaders can make a comprehensive decision on the setting of the school's common vision by combining more opinions of teachers or teacher representatives. As the direct implementer of the common vision, the manager of the teachers' team community, the organizer of teachers' cooperative activities' ideas should be consistent with the common vision set by the school and lead the cooperative members in the community to develop together. The supporter should communicate more with the cooperative members, understand the development needs of teachers' cooperation under the community, and make timely comments on

the content of teachers' cooperation in the LM teachers' TTC, the cooperation The supporters should communicate more with the cooperative members, understand the development needs of teachers' cooperation under the community, and make timely adjustments to the content, form and management of cooperation in the LM teachers' TTC. Teachers should also take the initiative to pay attention to new educational concepts, grasp the direction of educational changes in schools, actively participate in teacher cooperation in the community, and contribute to the development of cooperation.

4.2 Encourage Teachers to Actively Participate and Pay Attention to the Heterogeneity of Members

First of all, the school can convey or penetrate the vision about the TTC to the teachers of LM, let the teachers of LM go out to visit the schools with better development of the TTC, and encourage the teachers of different stages to actively participate in the school mobilization, and try to make the kinds and numbers of teachers of LM in the TTC reach - a certain scale, so as to help ensure the This is conducive to ensuring the heterogeneity among the cooperative members. Secondly, the school can show the stage results of teachers' cooperation after the teachers of LM have cooperated for a period of time, and praise the individuals who have grown faster in the cooperation and the groups with good cooperation, so as to attract more teachers to participate actively and ensure the heterogeneity of the cooperative members again. Again, teacher collaboration in the community should constantly broaden the field of cooperation, adopt various ways of cooperation, enrich the content of cooperation, gain the attention of teachers of different ages, improve the organization of teacher members in the professional learning community, and form an ideal shuttle-type membership structure.

4.3 Establishing Teachers' Collaboration Platform and Forming Teachers' Community of Practice

LM is a discipline with the characteristics of combining theory and practice. In terms of theory, it is required to invite experts in LM education to give academic guidance to teachers of LM, so that teachers of LM can share their education and teaching experiences and insights in the process of discussing and studying theories about LM disciplines, and prompt teachers of LM to clarify the importance of cooperative learning conceptually and how to properly engage in the construction of a cooperative mechanism of teachers' TTC In the process of constructing a cooperative mechanism for the teaching team of teachers, the teachers will share their experiences and insights on the theory of LM. In practice, we use project research to guide LM teachers to actively conduct scientific research, increase the organization of LM teachers to listen to and evaluate each other's lessons, observe each other's lessons and discuss together in educational research, center on specific LM teaching problems, aim at student-oriented, promote continuous and common learning of teachers and students, give play to the subjective initiative of LM teachers, hold more Hold demonstration lectures, develop high quality teaching resources for LM classes in combination with the educational teaching tasks proposed in the new era, and improve teaching methods according to the personality characteristics of college students and their attitudes and learning characteristics towards LM classes. In today's Internet era, schools can also regularly conduct inter-school LM class observation and exchange by means of remote network information exchange.

5. Conclusions

With the advent of the information society and the implementation of the university education reform in response to the requirements of the new era, the traditional teacher training based on lectures by experts can no longer meet the current intrinsic needs of LM teachers for self-improvement. Based on the common vision, equal democracy and dialogue, LM teachers adopt a collaborative model to discuss and study difficult problems in education and teaching, share teaching resources, complete their professional growth in the dialogue and interplay of ideas, improve their education and teaching abilities, and finally implement them to students to realize the most fundamental nature and value of education.

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