

# The Enlightenment of Cooper's Learning Circle Theory to the Construction of College Student Team

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## ABSTRACT

At the present stage of development, colleges and universities in the training of students and management of student team construction there are some problems, although many colleges and universities to take the corresponding management plan, effectively improve the quality of students, but educators still need to face how to cultivate a mature student team in a short time. In this regard, combining Dewey's "experiential learning" and Cooper's experiential learning theory, the paper applies experiential learning theory and practice to the training of college student team construction, aiming at improving the overall quality of the student team effectively, so as to promote the comprehensive development of students.

## 1. Introduction

For college students, the cultivation of professional ethics is as important as the cultivation of professional skills, and the improvement of students' ability is closely related to their daily work and study. The vast majority of students are able to perform very well in their jobs because of the good training they get in college. Suhomlinsky also pointed out that the best education is real and life education, and emphasized to seek education in life experience. Therefore, how to use the best management way to excavate the potential of the student team, improve the ability of the students, is an important new task facing colleges and universities.

## 2. The Theory of Experiential Learning

### 2.1 Cooper's Four-stage Model

Cooper conducts research on experiential learning from

multiple perspectives, such as psychology, philosophy and physiology, and believes that learning can create knowledge effects by transforming thoughts through experience. In 1984, he constructed a theoretical model of experiential learning, pointing out that experiential learning is a circular process, which is divided into four links: concrete experience, observation and reflection, inductive idea formation theory, conclusion applied to new environment<sup>[1]</sup>. These links are closely linked and complement each other. Experience is the basis of observation and reflection. New problems are found in observation and experience, and transformed into abstract concepts by thinking, and finally new ideas are formed. And constantly testing new ideas in the process of new links, this is a cycle of iterative progress.

### 2.2 Dewey's Idea of Experiential Learning and Learning by Doing

The experiential learning foundation of student team

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construction not only relies on Cooper model theory, but also on Dewey's ideas of experiential learning and learning by doing. Dewey pointed out that any education and experience can not be separated, education is in experience, is the process of experience development. And criticized the traditional education relies on indoctrination form of teaching, is no effect, its use method has no relation with students. In teaching, we should learn to show and cultivate students' personality, and oppose the indoctrination education mode. As long as we achieve these, we can realize the learning experience by doing.

### 2.3 Maslow's Hierarchy of Needs

From bottom to top, the hierarchy of needs theory includes physiology, security, emotion, belonging, respect and self-actualization. If students' physiology, psychology and needs are well satisfied, they will continue to find their sense of belonging and honor in the class, and promote their thoughts of self-worth by winning the respect of others. In this regard, teachers can guide practice with the help of theory and explore the law of training student team construction. To cultivate student team construction, we should start from students' thoughts and emotions, adopt activities, games and other forms, let teachers and students implement communication, give full play to the guidance and coordination role of educators and managers, so as to better mobilize students' initiative and innovation, and promote the development of students' various abilities.

## 3. The Development of Experiential Education of Student Team Construction

### 3.1 Centering on Participation, Focusing on Reflection and Perception

In experiential education activities, students' participation should be taken as the center, and students' reflection and perception should be taken as an important core point to carry out activities. In the activity, students should not only obey and simulate the arrangement, but let students see clearly the essence of things. After participating in the activities, students will have corresponding changes. Firstly, they can transform the way of life into their own healthy character, and secondly, they can transform their healthy character into good behavior in their heart.

### 3.2 Experiential Education Should Start from Concept, Responsibility and Ability

From the whole module of experiential education, we should combine concept, responsibility and ability as a

starting point, and adjust and arrange each module according to the actual situation. The development of each module should be carried out with the help of warm-up, activity experience, reflection and sharing, summary and sublimation and other links <sup>[2]</sup>. To ensure good results, make sure there are no more than 15 people in each group and avoid getting too familiar with each other. The teacher should play a guiding role, so that the group members can choose the group leader through the discussion, and the group leader will lead the members to complete the task.

### 3.3 Focus on Cultivating Students' Sense of Responsibility

In terms of school activities, students usually cannot actively participate in them at the beginning, but after several links of activities, members of the group will gradually develop enthusiasm and pay more attention to the sense of collective honor of their own group, so as to promote students to establish the awareness of team building. Then, it is to focus on cultivating students' sense of responsibility of team construction, and promote students' comprehensive ability to be promoted. For example, in the guidance of responsibility consciousness, students can discuss how to use their own rights, for their own use, or for the overall situation? Another example is that the communication and expression ability plays an important role in the construction of the student team. The form of performance can be used to further promote students to correctly understand the importance of good communication ability.

### 3.4 To Point with Surface, Promote Students to Have Emotional Resonance

Empathy is an ability that everyone has, and sensitive students will be touched in a certain activity scene to create emotional resonance. For example, some students mentioned in the activity sharing activity of responsibility link that the school allocated less funds for their own activities, which was far from meeting the requirements of the activity. Thanks to the cooperation of everyone, the activity was very successful. After the activity, he cried for a long time. His tears were both gratifying and affirmation to himself. Many students gave him a standing ovation after hearing his share. Therefore, it can be seen that sometimes the best results can be obtained by telling them in combination with reality, which is also the advantage of experiential education. It is far more resonating to students than monotonous lectures, but in all links of experiential education, students can also keep thinking and acting, so as to promote their own sublimation, and at the same time, after the activity, students can establish a deep friendship.

## 4. The Requirements of Experiential Education for Teachers and Administrators

### 4.1 Experiential Education Has Higher Requirements for Participating Teachers

In experiential education, teachers should not only have rich theoretical knowledge, but also master corresponding work experience, good communication skills and keen observation ability, so as to comprehensively grasp students' emotions, further understand students' ideas, and better guide students to express their real feelings. At the same time, listening skills are also necessary for teachers to master, to hear the connotation of students to express, so as to better understand students. In the implementation of activities, students may not be able to use the most suitable words to express their feelings due to their own reasons. At this time, teachers should continue to encourage and guide students, so that students can truly express their feelings and ideas.

### 4.2 Teachers are Guides and Coordinators in Experiential Education

Teachers are not only disseminators of knowledge, but also guiders and coordinators. They guide students to solve problems, summarize and share through self-discovery and analysis, and promote students to timely independent exploration and reflection. We should learn to guide students to reflect and apply their reflection to practice. To be specific, during the experiential education activities, students should learn to leave space and time for appropriate reflection and full reflection, so as to promote students to constantly improve their overall perception of work, study and life in reflection, and then adjust their own development. At the same time, it can also guide students to recall the most impressive things to themselves, especially the memory of events covering morality, psychology, interests and so on, so that students can comprehensively understand and evaluate themselves, related events and people in the memory. Finally, teachers should learn to combine the expression and statement of students, guide students to summarize, and can let students realize their own shortcomings, so as to timely improve, promote the correct establishment of students' outlook on life, values and world outlook, and realize the coordinated and unified development of students' cognition and behavior.

### 4.3 In Experiential Education, Teachers Need to Spend More Energy on Designing Schemes

In daily life and work, teachers should consciously collect the corresponding materials based on the characteristics of students, and apply them to practice in the design scheme, so as to be corrected in the process of inspection. Only by designing diversified activities in line with the actual development of students can we promote the development of students and the smooth implementation of the effect of activities<sup>[3]</sup>. At the same time, in the process of activity implementation, teachers implement effective measures to avoid students paying too much attention to the game winning or losing, entertainment and neglecting to master the spirit and connotation. Through games and activities, students can get more specific experience and perception. At this time, teachers can summarize and summarize the experience of students, promote the sublimation of students' theories, and let students transfer this experience to similar situations, so as to achieve the maximum effect of education. However, in this link, teachers need to bear in mind that there is enough time for students to experience, discuss and think, so teachers should refine their own summary. Also, don't put personal considerations into it, and be fair and equitable to all groups of students.

## 5. Conclusions

In short, experiential education has the characteristics of practicability and feasibility. Based on this, teachers should integrate the student team into the training, so as to make the student team toward scientific and rational development, and promote the effective improvement of the quality of student team construction.

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