

A Literature Review on Group Work in Promoting Student Academic Self-Regulation in Higher Vocational Colleges

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Abstract: China's attention and support for higher vocational colleges and universities is increasing this year, but the academic self-regulation of students in higher vocational colleges and universities is low, which affects the effectiveness and quality of teaching and learning. The purpose of this paper is to determine the feasibility and effectiveness of group work in enhancing academic self-regulation by reviewing and analyzing the literature on academic self-regulation of students in higher vocational institutions.

Keywords: Higher Vocational Colleges; Group Work; Academic Self-regulation.

1. Introduction

1.1. Background

Higher vocational education focuses on cultivating technically skilled talents with high comprehensive quality, oriented to the job market, meeting the industrial restructuring, transformation and upgrading at the current stage in China, and serving the local regional economic and social development. In recent years, China's economic and social development is accelerating, the country is gradually promoting and deepening the supply-side structural reform, the industrial structure has been substantially adjusted, the requirements for technological innovation and transformation of scientific and technological achievements in various industrial sectors are increasing, and the demand for technically skilled talents in various enterprises is also increasing. In recent years, the State has issued a series of major policies such as "National Vocational Education Deepening Reform Implementation Plan" and "Implementation Plan for Special Work of Higher Vocational Education Expansion", which show that higher vocational education is getting more and more attention and support from the State.

According to the official statistics of China's Ministry of Education, the enrollment of general college and university in China reached more than 9,674,500 in 2020, among which the enrollment of general specialized higher education institutions was more than 5,243,400, accounting for 54.20% of the enrollment of general college and university in China. [1] But the rapid expansion of higher vocational education enrollment has also led to the contradiction between the large number of higher vocational students and the limited higher vocational education resources, which also means the sharp increase in the number of graduates and the employment situation is more tense, severe and complicated compared with the past. According to statistics, the number of general undergraduate graduates in 2021 increased by 386,700 year-on-year, and the total number reached 7,972,000. [2] In terms of talent cultivation quality, higher education institutions rely heavily on students' self-regulation learning to enhance their professional core competitiveness in employment.

The author found through the research data of scholars and his own education and teaching experience in higher education institutions that the self-regulation of students in higher education institutions is generally low, and a considerable number of students in higher education institutions do not care whether they have the professional and technical skills required by the industry they want to enter in the future, and they do not feel guilty or guilty about such problematic behaviors as leaving late and leaving early, skipping classes, copying assignments, cheating in exams, etc. They only care about how to successfully. Some students do not even care about their diploma, and they do not think about their future career development and are indifferent to it. In addition, some students are aware of the importance of learning for their career development and are not satisfied with their current academic performance and learning status, but they have little self-regulation and are unable to resist various external disturbances and temptations, showing their mental state of powerlessness, anxiety and haggardness, which affects their physical and mental health. With the advancement of technology, "Internet+teaching" is the future direction of higher education teaching, and modern teaching methods have higher requirements for students' self-regulation. This affects the quality and effectiveness of teaching and learning.

1.2. Research Significance

1.2.1. Theoretical Implications

This study has the following two theoretical implications.

First, it can improve and enrich Bandura's theory of autonomous learning, a representative of neo-behaviorism, who first proposed the concept of autonomous learning in his book *Social Learning Theory* published in 1977, and focused on the interaction of three factors, namely, individual, behavior and environment, in his book *Social Cognitive Theory: The Basis of Thought and Action* published in 1989. In 1989, he published his book *Social Cognitive Theory: Foundations of Thought and Action*, which focused on the interaction of individual, behavioral, and environmental factors to provide a comprehensive and systematic account of autonomous learning. The present study focuses on the

influence of group work and casework in social work on enhancing self-regulation in learning from the perspective of individual and environmental systems, which can improve and enrich Banduar's theory of self-directed learning.

Secondly, it can promote the innovation of educational philosophy in higher education institutions. The research can promote higher vocational institutions to apply the theory of dominant perspective, give full play to the advantages and abilities of students in higher vocational institutions, such as active thinking, optimism and enthusiasm, strong practical skills, strong interpersonal skills and wide range of interests, use the "problem-oriented" teaching mode more often, design more hands-on teaching sessions for students to participate in, and make This will enhance students' interest in learning and improve their technical skills in practice, so as to promote the teaching reform of higher vocational institutions.

1.2.2. Practical Significance

This study has the following three practical significance.

Firstly, it can improve the self-regulation of students' learning in higher education institutions. As the old saying goes, "we live till we learn", we need to renew ourselves and learn at different stages of life, so learning self-regulation is equally important and influential in any stage of an individual's life, and improving learning self-regulation is even more important for students in higher education institutions who have low learning self-regulation. Therefore, we need to objectively evaluate the overall status of higher vocational students' self-regulation, analyze the internal and external factors affecting higher vocational students' self-regulation, find out the ways and methods to improve higher vocational students' self-regulation, adjust the corresponding education and teaching methods and means, and formulate corresponding working policies to help change higher vocational students' views and perceptions about learning, and change "I have to learn" to "I have to learn". to learn" to "I want to learn", enhance students' awareness of self-regulation in learning, and improve their self-regulation ability and learning effect.

Secondly, it can promote the development of education in higher education institutions. Enhancing students' self-regulation in higher vocational institutions can improve the teaching quality and teaching effect of higher vocational institutions, which is more conducive to the development of teaching and talent training of higher vocational institutions, and higher vocational institutions can cultivate more technical and skilled talents with higher comprehensive quality and stronger professional ability.

Thirdly, it is beneficial to the construction of China's socialist modernization. The research can transform students' self-regulation consciousness into effective motivation for learning and implement it in their own learning actions, enhance students' learning self-regulation ability in higher vocational colleges and universities, effectively improve learning effect and learning ability, and then make students have the professional competence quality and high professional core competitiveness required by the industry, and join the construction process of China's socialist modernization, and promote industrial upgrading and social construction. The course is designed to help students to develop their professional skills and core competencies required by the industry, to contribute to the construction process of China's socialist modernization and to promote industrial upgrading and social construction.

1.3. Objectives

Based on the research theme of students' learning self-regulation, the author collected and studied domestic and foreign literature through the school library resources with the key words of learning self-regulation, college students and learning initiative, etc. Also, with the help of Internet technology, the author conducted a research on the Internet about "students' learning self-regulation in higher education institutions" and "learning culture construction in higher education institutions". We also collected information on the Internet, such as "self-regulation of students in higher education institutions" and "construction of learning culture in higher education institutions", and conducted a literature review and analysis of the obtained literature, materials and information to identify gaps in the literature and suggest potential research based on the identified gaps.

2. Concept

In recent years, learning self-regulation, as an important part of Banduar's theory of self-regulation, has received more and more attention from scholars in psychology and education at home and abroad. I searched CNKI with the keyword of "learning self-regulation" and found 2720 results, but most of them were from the level of thinking and moral education to study self-regulation. This shows that although students' self-regulation in learning has received much attention from scholars, there is a lack of articles focusing on the study of students' self-regulation in higher education institutions, and there are almost no articles on social work intervention in students' self-regulation in higher education institutions. After researching, classifying, comparing, summarizing and generalizing the relevant articles and materials, the author reviews the current situation of domestic and foreign researches from the following three aspects: the concept and current situation of learning self-regulation, the influencing factors of learning self-regulation and how to cultivate learning self-regulation.

2.1. Current Status of Foreign Research

2.1.1. The Concept of Self-regulation in Learning

Zimmerman, one of the researchers of self-regulated learning in the United States, defined self-regulated learning in 1990 as a process in which learners set effective learning goals for themselves, use effective learning strategies to accomplish their learning goals, and monitor and reasonably evaluate the achievement of their learning goals and the quality of their learning at all times. [3] Scott and Linda, British scholars, believe that self-regulated learning is an individual and independent way of learning, in which learners have strong internal motivation to learn, are able to self-evaluate, self-perceive, self-monitor and self-adjust the learning process, and are able to use certain learning methods to achieve the set learning goals. [4] Boekaerts defined self-regulated learning as a process in which learners actively engage in learning at multiple cognitive, affective, and behavioral levels, focusing on the learner's initiative to establish learning goals, maintain motivation, and adjust learning strategies to acquire knowledge. [5] Banduar, a contemporary American psychologist and a representative of neo-behaviorism, published his article "A Subjective Perspective on Social Cognitive Theory" in 2001, in which he argued that learners' presumptions and assessments of their ability to accomplish learning tasks determine individual

motivation for learning behavior, and learners' evaluation and reflection on their own actively set learning goals are the main factors in maintaining their own self-regulated learning actions. motivation. [6]

2.1.2. On the Factors that Influence Self-regulation in Learning

Zimmerman and Harris et al. showed that self-regulated learning is an effective cycle of continuous evaluation, experience, and improvement of the whole learning process and learning outcomes, and it is the most productive and effective way for individuals to learn in addition to acquiring knowledge and learning methods. They demonstrated through empirical analysis the positive correlation between students' academic performance and correct learning strategies, which in turn proved the positive role of correct learning strategies in self-regulated learning. [7][8] Zimmerman argued that self-regulated learning can be analyzed in a comprehensive manner in terms of three dimensions of personal traits, learning environment, and learning behavior, i.e., endogenous, exogenous, and internal and external interactions. [9] Waschull pointed out through an empirical study that only learning self-regulation can effectively predict the learning effectiveness of students' online learning if only learning performance is used as an indicator to judge the learning effectiveness in the process of online teaching. [10]

2.1.3. On How to Develop Learning Self-regulation

Denise believes that students' course grades do not depend on students' initial ability level, and that self-regulation has a positive impact on learning effectiveness and is a key indicator for improving learning effectiveness. On the one hand, teachers should care about students' motivation to learn and take certain effective measures to strengthen this motivation throughout the educational process. On the other hand, students' motivation needs to be enhanced and combined with motivational strategies. [11] Aleksandrs believes that the level of self-regulation of one or more group participants has an impact on the level of motivation and self-regulation of other group members, so that group learning is able to enhance individual learning self-regulation. [12]

2.2. Current Status of Research in China

2.2.1. The Concept and Status of Learning Self-regulation

There is no unified definition of learning self-regulation in China so far, but it is easy to find that the core of it has four points, one is that learners' learning behaviors are not subject to external constraints and supervision, the second is that the motivation of learning behaviors comes from themselves, the third is that they have clear learning goals and career development plans, and the fourth is that they can effectively control and adjust their learning behaviors. Zhu Xianghong and Luo Xi proposed that self-regulated learning is the embodiment of the spirit of self-regulation in learning, which is the process of active and conscious self-direction and self-control of individuals at both the levels of their own thinking and behavior in order to achieve a certain learning goal, and individuals must reasonably evaluate and constantly adjust their learning behaviors in the learning process. [13] Yanmei and Wang Mi proposed that self-regulated learning is a learning method in which learning subjects rely on internal motivation to control their own behaviors and actively engage in self-requirement, self-monitoring and self-reflection without the supervision of others. [14] Pan, Tuo, Zhang, Jifang, Liu, Fei, Ma, Xiaoshun, Wang, Jianling, Anran, and Li,

Yunfeng investigated the effect of online learning of some college students in Hebei, Shanxi, and Henan during the special epidemic in these regions, and the findings showed that most students could realize the importance of learning self-regulation in college learning, especially online learning, but admitted that they were lacking in this aspect and had difficulty in to do so. [15]

2.2.2. Factors Influencing Study Self-regulation

Existing studies have shown that learning self-regulation and initiative have a significant impact on students' academic performance, especially in the context of online teaching and learning in the context of epidemic preparedness and control, and can also have an impact on students' access to higher levels of knowledge after graduation and entry into society. Learning self-regulation is influenced by individual perceptions and external environmental factors including society, school, peer groups, and family. Zhu Xianghong and Luo Xi proposed that self-regulated learning is an important way for modern college students to improve their knowledge ability level and comprehensive quality, and that self-regulated learning can cultivate people's seriousness in science and thus acquire higher-level knowledge. [16] Wen Hongying compiled a scale of six non-intellectual factors including learning interest, learning attitude, learning motivation, learning will, learning self-efficacy and learning self-regulation, and conducted a survey and measurement on a random sample of full-time undergraduate freshman students in Fuzhou University. [17] Qu Lina, on the other hand, considered students' own, social and school management as the influencing factors of students' academic self-regulation. [18] Han Xiaochang took student cadres in higher education institutions as the research object and proposed that after entering campus, the strong constraints of external factors such as parents, teachers and schools are reduced, and the time that students can allocate to themselves is greatly increased, and under the temptation of various external factors, students' academic performance will decline if they do not have self-regulation as a guarantee. [19] In an online survey of students' learning self-regulation in 2 classes at a university and their online blended teaching for more than 1 month, Liu Shuxian found that both students' self-management ability and time management ability would directly affect students' learning effectiveness and quality. [20] Li Jie, Wu Qiao, and Zhang Shan argued that college students' learning self-regulation was influenced by five factors including self-perception, peer group, family environment, school environment, and social environment, among which self-perception is the most critical factor in the formation of college students' learning self-regulation awareness and self-regulation ability. [21] Sun Yechao argued that the generation of online learning self-regulation problems is related to students' self-regulation and regulation. [22]

2.2.3. On How to Cultivate Learning Self-regulation

Regarding how to cultivate students' learning self-regulation, various scholars in China have also put forward a lot of unique insights, which are synthesized into three points: first, transforming students' cognition of learning, recognizing the importance of learning, and raising the awareness of self-regulation in learning; second, the effective "other discipline" of the external environment, from learning "other discipline" Third, students should learn effective methods of self-regulation in learning, such as decomposing learning goals and breaking down long-term learning goals into short-term learning goals that can be accomplished after

perseverance, so as to enhance their sense of self-achievement, self-confidence and self-efficacy in learning. Li Renping believes that the cultivation of college students' learning self-regulation can be started from the three aspects of correcting students' correct employment view, implementing motivational education and innovating school cultivation mode. [23] Dong Yan-ling put forward the development of specific and practical short-term learning goals and plans as a method and means to train college students' self-regulation in learning as a way to improve their English learning effectiveness. [24] Xu Sheng proposed that the construction of school culture should take the "second classroom" as a carrier to enhance students' internal learning motivation and let them learn self-management and self-restraint. [25] Lina Qu discussed the important role of self-regulation in learning, pointed out the factors influencing self-regulation in learning, and proposed measures to improve students' self-regulation in learning, in view of the phenomenon of college students' failure and repetition. [26] Sun Jian believes that the self-regulation of college students should be enhanced through education from society, family and individual students. [27] Yuan Xiaolu's study confirmed the effectiveness of social work methods in transforming college students' boredom. [28] Yingli Zhang emphasized that college students should carry out more self-regulation in learning, correct their motivation, and schools should fully mobilize students' initiative in learning, establish learning goals, master appropriate learning strategies and methods, learn to organize their own learning behaviors in a planned manner, and then carry out self-guidance, self-monitoring and self-evaluation. [29] After conducting an online survey on 3034 students who participated in online teaching, Yue-Ling Li and Xin-Bing Dong proposed to improve students' learning cognition, correct their learning motivation and attitude, change "I want to learn" to "I want to learn", and realize the change from The study suggested that students should improve their learning perceptions, correct their motivation and attitudes, change "I want to learn" to "I want to learn", and transform from "other discipline" to "self-regulation". [30] Zhang Hong and Peng Youling emphasize the importance of other discipline and the role of role models in the student body, so as to cultivate the sense of self-regulation and continuously improve the ability of self-regulation. [31] Gu Hao emphasized that higher education institutions should focus on cultivating students' self-improvement motivation from the ideological aspect, so as to enhance learning self-regulation. [32]

3. Synthesis

First, the existing studies provide a strong theoretical basis and research ideas for this study. The existing studies on learning self-regulation at home and abroad are mostly based on Zimmerman's deepened and improved theory of self-directed learning, which provides a strong theoretical basis and framework for the author, and the influencing factors and ways and methods of improving learning self-regulation proposed by scholars also allow the author to gradually clarify the starting point and research ideas of this study in the process of literature review.

Secondly, there is a lack of research on learning self-regulation for students in higher education institutions. In the past, most of the scholars' studies on learning self-regulation were aimed at secondary school students and college students, but there are few articles focusing on the study of students' learning self-regulation in higher education institutions, but

this does not mean that students in higher education institutions are not valuable as a specific research object. If the study can prove that group work can improve students' self-regulation in higher education institutions, it will be more effective for undergraduate and graduate students who already have higher self-regulation.

Thirdly, the existing studies on the methods of improving students' self-regulation lack social work interventions. Most domestic and foreign studies on self-regulation in learning start from the level of psychology or Civic Education, and most of them propose methods and approaches to improve students' self-regulation in learning from the macro level such as educational policies, educational methods and educational tools. There are almost no practical studies on social work's involvement in the cultivation of students' self-regulation.

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