

Exploration of the Mutual Education Model

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Abstract

The mutual education of college students is aimed at the group of college students, who have a wealth of spare time but face the demand deviation between learning and skills. In view of this problem, this study wants to make the most of college students' own advantages and peer advantages through the establishment of the mutual assistance club. Complementarity of learning and skills to achieve the purpose of resource sharing. The specific process of establishing this mutual assistance club is: recruiting and training the dominant groups; formulating mutual assistance plans; establishing job evaluation and incentive system.

Keywords

The mutual assistance; educational model; complimentary.

1. Introduction

Peer mutual education model has a long history in China and Western countries, but only in the last 30 years has gradually developed and popularized (Allsup, 2003), which has been paid attention to the field of career development and teaching, especially for the group of college students. College students' mutual education refers to an educational model taking full advantages of the autonomous functions of college students in learning and practice, through mutual help to explore and solve various severe problems in learning practice (Tran, 2011; Labaree, 2006). However, there are relatively few researches in the field of mutual education in schools at present, and the mature mode of mutual education is even more scarce. In view of this, based on the questionnaire investigation, the author puts forward a mutual education model and intends to bridge the deviation between college students' learning and skills needs.

2. Background of the Mutual Education Model

University is the most important stage in life where college students are a group of considerable attention, and the education model of the university has been continuously exploring (Hewett et al., 2017). Although college students have a wealth of spare time, they are lack of necessary vocational skills. Therefore, academic education and vocational training are disconnected from time to time, and students' learning and skills resources cannot be complementary. How to make full use of the existing teaching and student resources should be considered by the university. In view of this, through the training of students to carry out peer mutual assistance, this study established the mutual assistance education model. This model changes the cognition that students are only passive recipients, who enable to share learning and vocational skills (Marchment and Gazeley, 2018). This model can make up for the shortage of skills teachers and create a good environment for mutual assistance while allowing the dominant groups among college students to give full play to their own advantages.

3. College Students Learning, Professional Skills' Lack and Demand

According to the above research background, the author designed a questionnaire and distributed to four universities with 52 students in Lingang, Shanghai. At the meantime, the author conducted interviews with students who have failed several examinations. The purpose was to deeply understand the reasons for their failure and its impact on them. Based on the analysis, the main reasons leading to the student's examination failure include Poor study base, too many classroom students, teacher's ignorance, no interest in the subject, not fit into college life.

The results show that some groups of students have a greater need for learning. At the same time, a questionnaire investigation was conducted on the requirement of skills by college students. As shown in table 1, 124 respondents want to learn PS, accounting for 51.6%, followed by photography 38.7%, and then dance 37.9%, spoken English 35.5%, answers also include flower arrangement, painting, swimming, makeup, hairstyle, sports, cosplay, skateboarding, roller skating, tea ceremony, trading skills and bow. These results show that college students have a wide range of interest in learning, but in most cases, they cannot find the right method and teachers. Therefore, the need for vocational skills also has a greater space, how to make full use of the existing learning and skills resources to achieve complementarity and mutual learning among students is a problem that needs to be further explored. Thus, the author puts forward the formation of a mutual assistance education model by establishing the mutual assistance club.

Table 1. Requirements of Skills

Grade	Skills Requirement					Total	Percentage
	Freshman	Sophomore	Junior	Senior	Total		
Ps	35	11	16	2	64	51.6	
Microsoft	15	2	7	1	25	20.2	
Online Shop	12	3	6	0	21	17.0	
Photography	22	11	12	3	48	38.7	
Spoken English	26	5	12	1	44	35.5	
Electronic Technology	18	6	5	1	30	24.2	
Dance	30	4	12	1	47	37.9	
Guitar	14	1	12	2	29	23.4	
Hip-Hop	12	2	5	1	20	16.1	
Fishing	2	0	2	0	4	0.5	
Engraving	4	2	3	0	9	7.3	
Total number of Investigations	67	21	30	6	124	1	

Source: This paper collates information according to the questionnaire.

4. The concept of the Mutual Education Model

Mutual assistance is the way of peer mutual education for college students, and it is an organic combination of self-help and helping others (Englund, 2011). The social exchange theory holds that through the "reciprocal norms" within social relations, members may feel obliged to respond in the same way when they gain economic or emotional benefits. Shiau et al. (2012) also elaborated similar research conclusions: cooperative learning can enhance students' sense of cooperation; Cropanzano et al. (2017) believed that altruistic behavior contributed to close communication between people and the formation of good interpersonal relationships. Therefore, the mutual education of college students can achieve the goal of mutual help and growth among students by establishing mutual assistance norms (Marchment and Gazeley,

2018). Therefore, the author believes that the model of mutual assistance education is under the supervision of tutors using the principle of peer action and group dynamics employing students respective learning and skills advantages through interactive tutoring.

5. Construction of the Mutual Assistance Club

This mutual assistance club is a mutual learning platform for different groups of college students, who are divided into four groups by their vocational skills or excellent academic performance, as well as those who want to acquire vocational skills and have poor performance. The construction of this mutual assistance club includes the following steps: Selection and training of dominant groups, development of mutual assistance plans, the establishment of job evaluation and incentive system.

5.1. Selection and Training of Dominant Groups

The dominant group has the dual status of teachers and students. It depends not only on subject achievement or skill proficiency but also on communication ability, psychological quality and ideological consciousness. Through publishing recruitment information, it intends to recruit students with excellent academic performance and vocational skills. The interview is divided into two rounds, and the first round is to submit resumes to the public mailbox, the teacher will conduct a preliminary audit. The second round is the face-to-face interview. Students who past all the test will become the dominant group of mutual assistance club and have opportunities to obtain a living allowance, distributed in the way of the university-based system.

5.2. Development of Mutual Assistance Schemes

The formulation of mutual assistance schemes mainly requires consideration of the balance between supply and demand, and the number of mentors needs to be adjusted according to the actual situation. Therefore, mutual assistance schemes are not static. On the demand side, students who need examination counseling or skills training can fill out electronic forms and submit them through the official WeChat account of this mutual assistance club. Then arrange mutual assistance matters by summarizing the registration forms received. Mutual assistance club will gather a group of students with similar needs, which is generally not more than 12 people, not less than 3 people, and one-to-one tutoring is also provided to students with special needs. In the school midterm, final exams and other special periods, it will increase the number of tutoring and the number of times.

5.3. Establishment of Evaluation and Incentive System

The mutual assistance club also establishes its own evaluation and incentive system on the process, because there may be a mismatch between recruitment and demand; it cannot promise every student can carry out tutoring. The lack of knowledge and skills proficiency, expression ability, logical thinking may lead to the failure of counseling. Besides, the evaluation of the performance is also to avoid students joining the club to earn wages without contributions. Through the goal management to set the teaching objectives, we will clear the responsibility of all the trainers. If some students fail the evaluation, the club will give him a certain amount of teaching guidance. And for the students with outstanding performance, the club will also give a certain amount of spiritual and material praise. The evaluation will also be combined with KPI assessment to ensure the teaching quality of the mutual assistance club.

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