

Study on Group Homework Design Strategy in the Context of Online Teaching of English Majors: A Case Study of Jilin International Studies University

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Abstract

In the context of online teaching, the group homework form is widely used in university teaching, but there are many problems in the group homework mode of college students in the online teaching mode. Taking Jilin International Studies University as an example, the author discusses the current situation, problems and solutions of group homework design in online teaching mode through questionnaire survey and in-depth interview. The results show that there are problems of poor communication and unequal task distribution among students in the background of online teaching. In view of these problems, the author puts forward solutions such as improving students' communication ability, clarifying the division of tasks and establishing effective supervision mechanism, in order to provide some reference for online teaching practice.

Keywords

English Major; Online Teaching; Group Homework Design; Strategy Research.

1. Research Background

Group homework for college students is a kind of teaching design, which requires college students to complete group tasks together in and out of the classroom through team division of labor. Nowadays, the importance of group cooperative homework design is becoming increasingly prominent in college teaching. Contemporary college students are often exposed to the requirements of cooperating in groups to complete tasks in various courses. Through a reasonable and appropriate group division of labor, the students can be promoted to understand and grasp the classroom content, and the communication and coordination ability and organization ability among the group students can be enhanced. However, there are many differences and contradictions among college students in group cooperation. Including improper communication organization, leading to the team members of the team task slack and shirk responsibility, and ultimately lead to the completion of the group work is not ideal. In the context of the mixed background of online and offline teaching, group homework in the online teaching mode causes obstacles to students' communication and communication, and students can only divide group homework through online communication software such as Wechat and QQ. Because it is difficult for students to communicate face to face in the online teaching mode, it affects the division of labor and increases the possibility of slow work of group members.

2. Cooperative Learning Concept and Group Learning Mode

The concept of cooperative learning emerged in the United States in the 1970s, and was widely spread and practiced around the world. Based on the constructivism learning theory, it constructs the multilateral interaction architecture system of teachers and students, students

and teachers, and is a scientific theory to promote the common improvement of students' cognitive and non-cognitive quality.

Group learning mode is an effective teaching method, through group cooperation to improve learning efficiency and cultivate the spirit of mutual assistance and cooperation among students. The main features include dividing students into several groups, each numbered between 4 and 6 people, and setting clear learning tasks and goals for each group. Members of the group help and supervise each other, solve problems through discussion and communication, and complete the tasks together. The teachers, as the instructors, provide necessary help and supervision for each group, answer questions and correct misunderstandings in time. In addition, groups can learn from each other, exchange experience and improve their learning enthusiasm through competition. The performance of each group or individual was evaluated after class to drive learning progress.

3. Literature Review

The article by foreign scholars such as Robyn M. Gillies (2016) provides an in-depth analysis of the study of collaborative learning, emphasizing the effectiveness of cooperative learning in improving students' academic achievement and social skills. And noted that the success of cooperative learning depends on several key factors, including building positive interdependence, facilitating interactions among group members, ensuring individual responsibility, teaching necessary social skills, and encouraging group reflection. Robert E. Slavin (2014) explored the impact of cooperative learning on students' academic achievement. This paper reviews four main theoretical perspectives: motivation theory, social cohesion theory, development theory and cognitive elaboration theory, and analyzes how these theories explain the impact of cooperative learning on academic achievement. Zhiyuan Chen (2016) explained the impact on group learning activities in the form of peer assessment. Research found that peer assessment is a relatively fair evaluation method, which can promote the development of group cooperation. Johan Forsell (2020) explained the role of group evaluation in group cooperative learning through the research on the content, methods and effects of group work evaluation.

Many scholars in China have studied group homework in online teaching. For example, Wu Dandan and Chen Hong studied the design and implementation of group homework in online teaching in 2016, and found that group homework can help promote the cooperation and interaction between students and improve their learning outcomes. Their further elaboration includes the cultivation of students' 'cooperation ability, the improvement of students' participation and the deepening of knowledge absorption. In 2020, Huang Hongzhang discussed the causes of sabotage by analyzing the application of social inertia theory in the group cooperative study of college students. In 2016, Xu Lingli and He Jingwei studied the design strategies of group homework in universities from social inertia behavior, mainly including the incentives and solutions of social inertia behavior in group homework. In 2019, Huang Daixin studied the optimization scheme of college students' group work from the perspective of process management, through six stages of process management: determining the process steps; formulating the evaluation standard; monitoring the implementation effect; analyzing the process rationality; formulating the optimization plan; implementing the optimization plan to analyze and discuss the optimization scheme of group work.

Scholars at home and abroad have found that group learning can improve academic achievement and training ability. The key is how to use assessment, interaction, and process management to improve quality, including peer evaluation, communication and interaction, ensuring responsibility, social skills guidance, group reflection, process monitoring, etc. The research results provide a reference for the group teaching design and optimization. However,

there are few studies on the design strategy of online group work, whether online group work is different from traditional offline group work, what are the advantages and disadvantages of online group work compared with offline group work, and how to design in teaching practice to ensure the effective development of group cooperation, this paper focuses on the above aspects.

4. Study Design

4.1. Study Subjects

This study included 360 students majoring in English in grades 2022 and 2021 at Jilin International Studies University.

4.2. Research Questions

There are two research questions in this study: one is the problem of online group work design; the other is the solution of online group work design problems.

4.3. Study Methods

This study uses a combination of quantitative and qualitative research methods, including literature research, questionnaire survey and interview methods.

First of all, the researchers adopted the literature research method, search in CNKI, Web of Science database online teaching, college students group assignment topics, refer to the recent five years at home and abroad in the field of relevant literature, combined with reading line teaching design problems, college students group homework division of related theory and empirical research progress, compare the domestic and foreign research views similarities and differences, to help researchers clear existing research basis, and determine the innovation of this research.

Secondly, the researchers designed a questionnaire on the division of college students in the context of online teaching. The questionnaire was designed around three dimensions: the division of labor and communication of online group work, evaluation and supervision, and teamwork ability. This study surveyed 360 students in English in 2021 and 2022 of Jilin International Studies University. The questionnaire adopts the form of online survey to make it easier for students to fill in. The results of the questionnaire can understand the overall situation of the group homework division of students in the online teaching environment from a macro perspective.

Finally, the researchers randomly selected 20 students to conduct face-to-face interviews based on the results of 360 questionnaires. First, both questions 1 and question 2 understood the respondents' views on the online group work itself from the perspectives of strengths and weaknesses, so as to understand the strengths and weaknesses of this learning model. Secondly, questions 3 and question 4 start from the two dimensions of efficiency and quality, aiming to find specific ways to improve online work, so as to solve the problems raised from the perspective of deficiency. In addition, question 5 focuses on the important factor of participation motivation, and explores how to stimulate students' motivation for active learning. Finally, question 6 open-ended questions gave respondents the opportunity to express other insights to gather more comprehensive and in-depth opinions. In as to understand students' experiences and feelings in the division of group homework, as well as their views and suggestions on the current situation. The interview content can help this study to deeply understand the students' perspectives at the micro level. Finally, the researchers made statistical analysis of the questionnaire results, found out the problems and reasons in the division of the questionnaire, and analyzed the students' true thoughts.

5. Study Results and Analysis

5.1. Questionnaire Results

5.1.1. Division of Labor and Communication Dimension

The researchers sent questionnaires to students of grades 2022 and 2021 in the School of English, Jilin International Studies University online, and a total of 360 valid questionnaires were collected. The results of the questionnaire show that there are several main problems in the division of labor and communication of online group work:

- (1) Poor communication: 76% of students said there was poor communication during online group work. Specifically, due to the inability to communicate face to face, students can only communicate through online platforms like WeChat, QQ and so on. The communication efficiency of these platforms is low, and they are prone to delayed information transmission or misunderstanding.
- (2) Uneven task distribution: 68% of the students believed that the group assignments were unevenly distributed, with some students undertaking more tasks, while others had little participation. This situation leads to the excessive burden of some students, while others lack opportunities to exercise and learn.
- (3) Lack of a clear division of labor: 58% of the students said that the lack of a clear division of labor in group homework led to confusion in the execution of tasks and affected the overall quality of the homework.

5.1.2. Evaluation and Supervision Dimensions

In terms of evaluation and supervision, the questionnaire results show that:

- (1) There is no effective evaluation mechanism: 63% of the students believe that the current group homework evaluation mechanism is not perfect enough to fully reflect the actual contribution of each member. As a result, some students did not do their best in their homework, which affected their overall performance.
- (2) Insufficient supervision mechanism: 70% of the students said that the lack of effective supervision mechanism has led to individual students working in group homework. Due to the particularity of online teaching, it is difficult for teachers to monitor the work of each student in real time, which further aggravates this problem.
- (3) Poor feedback: 55% of the students reported that the teachers' feedback in the group homework was not timely enough, which affected the overall quality of the homework. Due to the lag of online communication, the problems encountered by students in the process of completing tasks cannot be solved in time, which affects the progress and quality of homework. Students hope to be able to maintain closer contact with teachers and get timely feedback and guidance through more frequent online meetings or instant messaging tools.

5.1.3. The Teamwork Ability Dimension

In terms of teamwork ability, the results show that:

- (1) Cooperation ability needs to be improved: 65% of students believe that although online group homework can improve certain cooperation ability, the overall effect is not as obvious as offline homework. The limitations of online communication restrict students' communication, coordination and organizational ability in team cooperation.
- (2) Lack of team awareness: 60% of the students said that in the online group assignments, some students lack team awareness and pay more attention to the completion of personal tasks, while ignoring the realization of the overall goals of the team.
- (3) Lack of conflict management skills: 58% of the students mentioned that conflicts between team members were difficult to manage and resolve in small group assignments online. Due to the lack of face-to-face communication, students are prone to misunderstanding when

expressing their opinions, leading to the escalation of conflicts. Students want to be able to learn more conflict management skills to better handle differences and disputes within the team in group assignments.

5.2. Interview Results

In order to further understand students' real views and specific questions about online group assignments, 20 randomly selected students were selected to conduct in-depth interviews. The interview content was mainly focused on the following six questions:

5.2.1. Advantages of Online Group Work

The majority of the surveyed students believed that online group work helped to arrange time flexibly and reduced traffic and venue restrictions. Students said that due to the convenience of the online platform, they had a more flexible ability to schedule group meetings and discussions without worrying about finding the right time and place. Moreover, by using various online tools, such as shared documents, Canva, etc., students can easily find and share resources, improving the efficiency of information acquisition. The students also mentioned that the form of online group work enabled them to make better use of Internet resources, conduct more extensive data collection and information integration, and improve the depth and breadth of the homework. The online platform also provides the function of recording and reviewing, so that students can view previous discussion records and homework progress at any time, reducing the possibility of information omission and misunderstanding. In general, the online group homework provides students with a more flexible and efficient learning environment, and improves the overall efficiency of the homework.

5.2.2. The Shortage of Online Group Work

The surveyed students generally reported that the online group assignments had problems such as low communication efficiency, uneven distribution of tasks and lack of supervision. Due to the lack of face-to-face interaction, the communication between students is often limited by time and technology, resulting in information transmission that is not timely and accurate enough. Some students said that although the online communication tools provided convenience, they also brought new problems, such as the failure to check and reply to messages, and the unstable network connection, which affected the efficiency and effect of group cooperation. In addition, the problem of uneven allocation of tasks is also more prominent. Some team members may not be able to complete the tasks on time due to various reasons, which increases the burden of other members. The lack of supervision mechanism makes it difficult for teachers to timely understand the work progress and actual contribution of each student, leading to some students' slack in group homework. The students also mentioned that the lack of face-to-face communication and interaction in online group assignments affected the cultivation of team tacit understanding and cooperation spirit, and thus affected the overall quality of the homework.

5.2.3. Methods to Improve Operational Efficiency

Students suggested that more efficient communication tools and methods, such as regular video conferencing and using collaborative work platforms, should be used to improve communication efficiency. Video conferencing tools such as Tencent Meeting and Dingding can help team members conduct real-time discussions and reduce delays and misunderstandings in information transmission. In addition, collaborative work platforms such as Learning Pass and Flying book can help team members better manage tasks and time, ensuring that there is a clear head and deadline for each task. Developing detailed operation plans and schedules to clarify the tasks and responsibilities of each member is also considered as an effective way to improve operational efficiency. By dividing large tasks into small tasks, each member can clearly know their work content and time nodes, helping to avoid task accumulation and

procrastination. Students also mentioned that establishing a regular progress check and feedback mechanism could help the team find and solve problems in a timely manner to ensure that the work went smoothly as planned. In short, the efficiency of online group operations can be significantly improved by using more efficient tools and methods.

5.2.4. Methods to Improve the Quality of the Work

The surveyed students believe that they can find and solve the guidance and quality of teachers, and check the progress and quality. Moreover, the adoption of diversified assessment methods, such as the combination of self-assessment, mutual assessment and teacher assessment, can more comprehensively reflect the contribution of each member. Students suggested that teachers can check and give feedback at each assignment stage to help the group adjust the direction and improve the methods in time. By establishing clear evaluation criteria and detailed rules, we can ensure that each member's contribution can be fairly assessed and recognized. Students also mentioned that conducting more team-building activities and training could help improve the cooperation ability and team awareness of team members, thus improving the overall quality of assignments. Using the online platform, teachers can organize some simulation training and case analysis to help students master the skills and methods of teamwork in practice. Through these measures, the quality of online group work can be significantly improved, and students' learning experience will be more rich and meaningful.

5.2.5. A Way to Motivate Participation

Students suggested that group assignments should be more interesting and challenging, and students should be stimulated by setting up incentive mechanisms and organizing group competitions. For example, gamification elements can be introduced to design group assignments as task challenges, earning points or rewards for completing different tasks. This approach can not only enhance the students' sense of participation and sense of achievement, but also promote the cooperation and competition among the group members. In addition, organizing regular group competitions, such as debate competitions and project presentations, etc., can provide students with opportunities to show themselves and learn from each other, and further stimulate their enthusiasm and creativity.

At the same time, teachers should communicate with students more, understand their interests and needs, and design group homework more in line with students' reality. By conducting questionnaires or organizing seminars, teachers can collect students' suggestions and opinions on the homework questions, so as to design more attractive and practical assignments. Teachers can also customize personalized homework tasks according to students' areas of interest, so that students can not only learn knowledge, but also enjoy the fun of learning in the process of completing the homework.

5.2.6. Other Comments and Suggestions

Some students suggest that schools can provide more technical support and training to help students to use various online tools and platforms skillfully. In addition, schools and teachers should pay attention to students' mental health, pay attention to students' stress and distress in online learning, and provide necessary psychological counseling and support.

6. Solutions

6.1. Improve Communication Efficiency

6.1.1. Use of Highly Efficient Communication Tools

Using efficient communication tools is the key to improving the communication efficiency of group operations. We suggest that students use Zoom, Tencent Conference and other video conference software to conduct regular online meetings. These tools can provide high-quality video and audio connectivity, ensuring the timeliness and accuracy of information delivery.

Through videoconferencing, students can discuss and solve problems in real time, reducing misunderstandings and delays in information delivery. Compared with the traditional text communication method, the video conferencing can convey the emotion and intention more intuitively, and avoid the misunderstanding caused by the unclear text expression.

In addition, the video conferencing software also provides a recording function, so that students can record the meeting for follow-up review and sorting. During the course of the meeting, the shared screen function can be used to show the progress and information, and enhance the intuition and effectiveness of the discussion. With these tools, team members can collaborate more efficiently and improve the overall quality of the work.

6.1.2. Make a Clear Communication Plan

Before doing the group work, making a detailed communication plan and schedule is an important measure to improve the communication efficiency. Team members need to clarify the time, content and objectives of each meeting to ensure orderly communication. Specifically, a communication plan template can be developed, including the following:

(1) Meeting time and frequency: specify the specific time and frequency of each meeting, such as once or twice a week, to ensure that every member can participate.

Meeting agenda: list the discussion contents and objectives of each meeting, such as task assignment, progress inspection, problem discussion, etc.

(2) Conference moderator: Group members can take turns as a conference moderator to ensure that each meeting has a clear agenda and record. The moderator is responsible for guiding the discussion, recording the contents of the meeting, and organizing the meeting minutes and distributing them to the group members.

(3) Developing a clear communication plan can help the group members to better arrange their time and avoid being unable to participate in the meeting due to time conflicts. In this way, team members can keep efficient and orderly in communication and improve the coordination and consistency of the overall operation.

6.2. Optimize Task Allocation

6.2.1. Clarifying the Division of Labor and Responsibilities

At the beginning of the group assignment, the detailed assignment of tasks and responsibilities to each member is key to ensuring the smooth progress of the assignments. Through a clear division of labor, each member can clearly understand their own work content and time nodes, to avoid task overlap or omission. Project management tools, such as flying book, Flow us, etc., can be used to clearly display the task assignment and progress, which is convenient for team members to view and update at any time.

The specific task assignment can include the following steps:

(1) Task decomposition: decompose the whole operation task into several small tasks, and clarify the specific content and requirements of each task.

(2) Task assignment: assign tasks to the right member according to the interests and strengths of each member, to ensure that each member can play to their own strengths.

(3) Time node: Set the completion time node for each task to ensure that the job progress is made as planned. In this way, group members can better coordinate and cooperate to avoid work confusion and inefficiency due to unclear task assignment.

6.2.2. Periodic Inspection and Feedback

Regular inspection of the work progress and quality of each member, timely detection of problems and adjustment, is an important link to ensure the smooth progress of the operation. Team members can provide feedback to each other to help each other improve their work. The specific inspection and feedback mechanism may include the following contents:

(1) Progress inspection meeting: hold regular progress inspection meeting to understand the work progress and problems of each member. In this way, team members can adjust task assignment and work plan to ensure that the work is as planned.

(2) Feedback mechanism: Establish an effective feedback mechanism, and team members can provide constructive feedback to each other to help each other improve their work. Teachers should also regularly inspect the overall progress of the team and provide the necessary guidance and support.

(3) Through regular inspection and feedback, team members can find and solve problems in time to ensure the dual guarantee of operation quality and progress.

6.3. Strengthen the Evaluation and Supervision

6.3.1. Diversifying the Assessment Methods

A variety of evaluation methods, including a combination of self-assessment, mutual evaluation and teacher evaluation, can fully reflect the contribution and performance of each member. The specific evaluation method may include the following contents:

(1) Self-evaluation: each member evaluates his / her own work and reflects on his own contributions and shortcomings. Self-assessment can help members improve their self-awareness, find their own strengths and areas to improve.

(2) Mutual evaluation: the team members evaluate each other and provide constructive feedback. Mutual evaluation can promote communication and understanding among members, and help people see the details and problems they have not noticed.

(3) Teacher evaluation: The teacher evaluates the overall performance of the group assignments and provides professional guidance and suggestions. Teacher evaluation can help students to understand the requirements and standards of homework from a more macro perspective and provide more targeted feedback.

To ensure fairness and transparency of the evaluation process, detailed evaluation criteria can be designed and the scoring rules for each task defined. These criteria can include the quality of task completion, time management ability, teamwork spirit and other aspects. Through diversified evaluation methods, team members can have a comprehensive understanding of their performance, continuous improvement, and improve the overall quality of work.

6.3.2. Establish a Supervision Mechanism

The establishment of an effective supervision mechanism, timely supervision and record of the work of each member, is an important guarantee to ensure the smooth progress of the group operation. The group leader can be set up to supervise and coordinate the work of the group members, and report the work progress and problems of the group to the teachers regularly. The specific supervision mechanism can include the following contents:

(1) Work log: Each team member regularly records their own work progress and problems encountered, and form a work log. The work log can help members maintain the continuity and organization of their work, and also convenient for group leaders and teachers to understand the work of each member.

(2) Progress report: The group leader regularly summarizes the work progress of the team, forms a progress report, and reports to the teacher. Progress report can help teachers to timely understand the work of the group and provide necessary guidance and support.

By establishing a supervision mechanism, we can ensure that group operations proceed according to the plan, find and solve problems in time, and improve the overall efficiency and quality of operations.

6.4. Improve the Teamwork Ability

6.4.1. Team-building Activities

Organizing some team building activities to enhance the tacit understanding and cooperation spirit among the team members is an important way to enhance the team cooperation ability. Online games, team competitions and other ways can enhance the understanding and trust between members, and improve team cohesion. Specific team-building activities can include the following contents:

- (1) Online games: Organize some interesting online game activities, such as online puzzle solving, virtual escape room, etc., to enhance the interaction and collaboration among members.
- (2) Team competition: regularly organize competitions between groups, such as debate competition, project presentation, etc., to provide students with opportunities to show themselves and learn from each other.

Through these activities, team members can enhance mutual understanding, build trust and enhance teamwork ability in a relaxed and pleasant atmosphere.

6.4.2. Provide Cooperative Skills Training

Schools and teachers can provide some training courses in cooperative skills, such as communication skills, conflict resolution, project management, to help students improve their teamwork skills. Specific training content can include the following aspects:

- (1) Communication skills: Teach effective communication methods and skills, such as active listening, non-violent communication, etc., to help students to better express themselves and understand others in teamwork.
- (2) Conflict resolution: Teach the strategies and methods of conflict resolution, help students to effectively address and resolve conflicts in the team cooperation, and maintain the harmony and cooperation in the team.
- (3) Project management: Teach the basic knowledge and skills of project management, such as task decomposition, time management, schedule control, etc., to help students better organize and manage group assignments.

Through these training, students can learn practical cooperation skills and improve the efficiency and quality of teamwork.

6.5. Stimulate the Enthusiasm for Participation

6.5.1. Set up the Reward Mechanism

By setting up the incentive mechanism, such as excellent group evaluation, homework display, etc., to stimulate the students' participation enthusiasm and competition consciousness. Rewards can be material rewards or academic recognition, such as adding course grades. The specific reward mechanism can include the following contents:

- (1) Excellent group evaluation: regularly evaluate the excellent group, give material awards or certificates of honor, encourage students to complete their homework and strive for excellent performance.
- (2) Homework presentation: Organize group homework presentation activities to provide students with the opportunity to show themselves and learn from each other. Homework display can enhance students' sense of achievement and self-confidence, and stimulate their enthusiasm for participation.

Through these reward mechanisms, students can be encouraged to actively participate in group assignments and enhance their learning motivation and competitive awareness.

6.5.2. Increase the Interest of the Homework

Designing some interesting and challenging group assignments is an important means to stimulate students' interest and motivation. Teachers can design some homework content

related to their real life or future career according to students' interests and actual conditions, so that students can feel a sense of achievement and meaning in the process of completing their homework. The specific measures may include the following contents:

(1) Real life related homework: design some group assignments closely related to students' real life, such as community survey, environmental protection projects, etc., so that students can learn and apply knowledge in the process of solving practical problems.

(2) Career-related homework: Design some group assignments related to students' future career development, such as simulated entrepreneurship, career planning, etc., to help students understand and experience their future career in the process of completing the homework, and improve their learning motivation and career awareness.

By increasing the interest and challenge of the homework, the students' learning interest and motivation can be stimulated, and the participation enthusiasm and completion quality of the group homework can be improved.

7. Summary

Through questionnaire survey and in-depth interview, this paper analyzed the problems in group homework design for English students in the context of online teaching, and proposed targeted solutions. The results show that online group work has advantages in flexibility and resource sharing, but there are also problems such as poor communication, uneven task distribution, lack of supervision and teamwork ability.

In view of these problems, solutions for improving communication efficiency, optimizing task allocation, strengthening evaluation and supervision, enhancing teamwork ability, stimulating participation enthusiasm, and providing technical support and psychological counseling. These strategies aim to help students conduct online group assignments more effectively, improving the overall quality of group assignments and students' learning experience.

Acknowledgments

Fund project: This article is the phased research result of Jilin International Studies University, "Research on group Work Division of College Students in Online Teaching": A Case Study of Jilin International Studies University " (JWXSXY2023B174).

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